

## TEACHING, LEARNING & ASSESMENT POLICY

# Oak Academy

This document outlines the teaching, learning and assessment policy for

Oak Academy 2018-19

High Expectations lead to High Achievers

Quality Teaching – Quality Outcomes

## [Academy vision](#)

“High Expectations - High Achievement”

## [Overview](#)

At Oak Academy our school vision is **High Expectations – High achievement**, and we recognise that in order to achieve this we must instil this vision not only amongst our school students but also to all staff, in order to do so, it must sit at the centre of our teaching and learning policy. We recognise the diversity of the needs of the individual students here at Oak Academy and the importance of meeting these needs within the curriculum. We believe that our learners will do their best when there is consistency and continuity in our approach. This policy will outline the common expectations of our approach to teaching and learning through Oak Academy.

We expect each teacher to take a full and determined responsibility for their own teaching development and the progress of all the pupils in their classes, we expect teachers to have consistently high expectations of all pupils in all areas of their learning and school life. The purpose of our teaching and learning: **student progress**. This alongside the baseline given by our HMI visits in 206-17 show we show a “commitment to improve the standard of education is unstinting”.

This document outlines the Oak Academy teaching, learning and assessment expectations of its staff for 2017-18. Throughout are all documents referred to in this policy , which will be explained to staff at the first inset in September 2017.

## [Pupil progress: Plan, Teach, Assess Model](#)

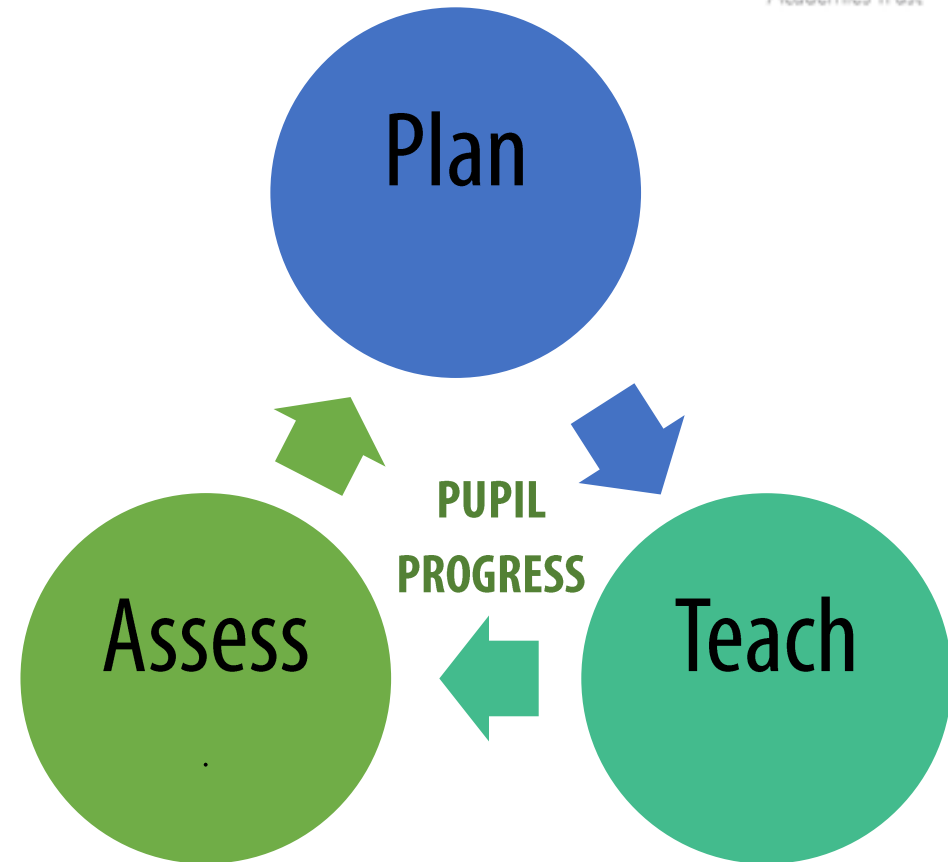
Three core threads run through the SAA policy to ensure a focus on pupil progress, these are:

**Plan:** planning for progress-how does the teacher’s planning promote progress, ensure challenge and differentiation for the learner?

**Teach:** practising progress, what does the teacher do to create curiosity, pace and ensure learners practise progress?

**Assess:** proving the progress, how does the teacher prove there has been progress? How do they measure it and how does it inform their planning?

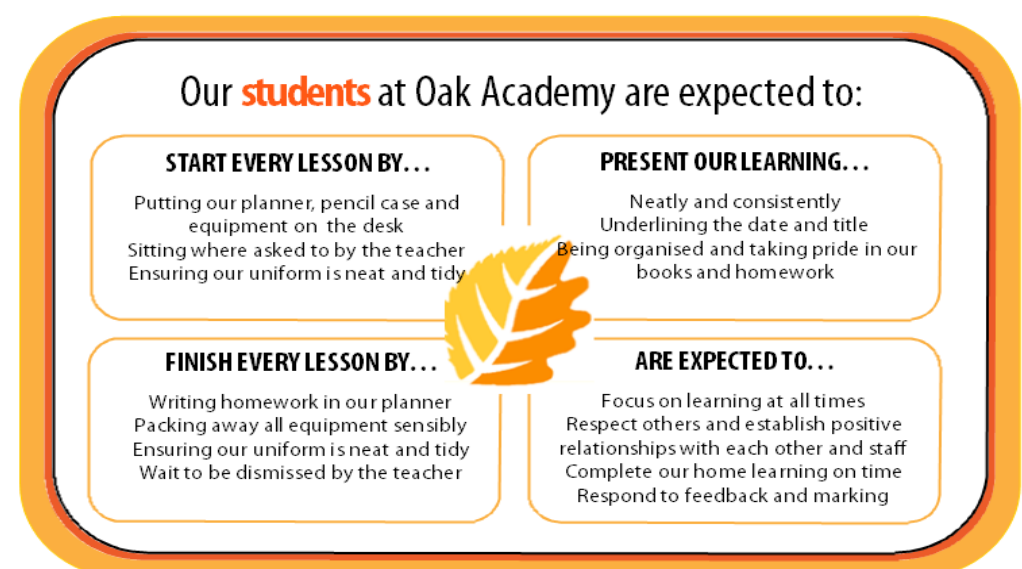
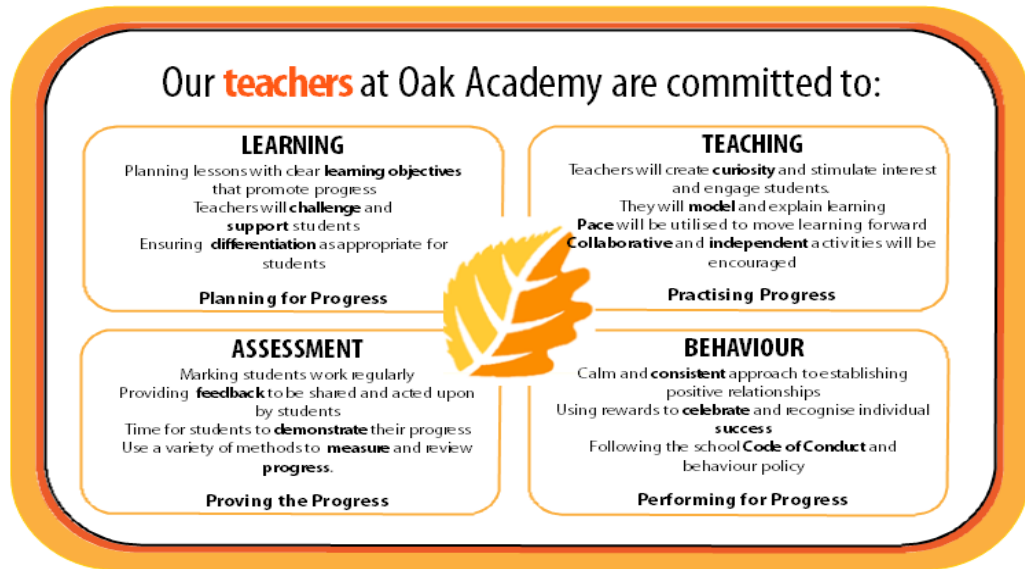
This has been inspired by the; Plan, Teach, Assess model- as shown in the diagram above. This model aims to inform teachers planning and reinstate the importance of reflective practice in teaching, lessons informing planning, results and feedback then informing the planning of the next lesson and so forth.



The key points are the same which then inform the Oak Academy teaching and learning brand where an additional theme of **behaviour** has been added.

It is paramount that Oak Academy takes a robust and explicit approach in regard to these four key areas. [Oak Academy Teaching Brand](#)

Oak Academy teaching brand states explicitly to all students and staff the expectations of both teachers and students at SAA. Posters of these statements will be given to all staff to display in classrooms. They are our non-negotiables, what every teacher and student is committed to.



## The Learning environment

All classrooms are to be set up consistently and following the same model and in a tidy and well thought out manner.

- All must have displayed the School vision, High Expectations leads to High Achievers
- All must have displayed the SAA TLA Brand and Code of Conduct
- All must have a clearly defined area for books to be stored and clearly labelled
- All must have seating plans and easily accessible mark books
- Labels on front boards must be as stated below
- Displays in classroom must only be put on display boards and must to reinforce learning and linked to pupil progress and scaffold learning
- Corridor and other communal area boards should display high standard work
- Student work must not be displayed in the classroom, only outside the room, please display work well (eg. mounting, labelling, typed explanations etc for pictures, photos etc)

## Books

All books are to be set up consistently and following the same model...

- Teachers must ensure that work is presented to the highest possible standard at all times
- Teachers must not allow students to deface books, folders and planners
- Students should be encouraged to draft work and make their final presentation as neat as possible, but all in one book, so progress is explicit and proven
- All written work should have titles and dates underlined
- Drawings in pencil and writing in pen

## Lesson planning

Whilst Oak Academy respects all teachers have the professional capacity to plan lessons in their own manner it is imperative that a consistent approach is followed with regard to lesson planning. Therefore, the Oak Academy lesson plan will be suggested to departments to use and will be preferred in the instance of a formal lesson observation, but they are not obligatory.

## Homework

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each curriculum stage, (please see full document).

## Assessment

### Marking and feedback

We plan regular routines for pupils to respond to marking, so that it improves their learning and enables progress. We give on-going verbal and written feedback to individuals and to groups of pupils throughout lessons. Teachers mark consistently using the conventions launched on Inset January 2017.

In order to develop resilient, independent students we encourage frequent reflection to take place during the lesson. This may take the form of peer or self-assessment against objectives, targets or formal assessment criteria; Students are encouraged to target set and edit or amend any previous misconceptions as their learning develops, each department has its own model for ensuring feedback is acted upon by students.

The purpose of all our feedback, in marking, in target setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve. Students are expected to be an active part of the marking and feedback process.

### Gathering Information:

The Standards of Teaching and Learning at Oak Academy will be assessed through formal lesson observations, learning walks, work scrutiny, data collection and analysis and consistency checks.