



Policy Name	Teaching and Learning Policy
Author	Assistant Vice Principal
Statutory, Regulatory and/or Contractual Considerations	Non-Statutory
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Review Cycle	Annually

Intent

At Oak Academy, our intent is that ***students acquire and retain both essential knowledge and a wide vocabulary base to allow them to flourish and succeed in life.***

Our Teaching and Learning policy is founded upon the fundamental belief that all students, regardless of socio-economic background or academic starting point, can and will achieve. We center our vision around knowledge because we believe that the acquisition of essential knowledge will help to empower our students and equip them with the tools they need to succeed. We want our students to question knowledge, to become critical thinkers around knowledge and be able to apply their knowledge to any task or question that comes their way. For us, it's the foundation of their learning.

Implementation

We implement this belief through high quality curriculum planning, with long and mid-term planning documents used to structure students' acquisition of knowledge.

Subject areas and CALs carefully consider both the sequence and purpose of their curriculum so that students are given the best opportunity possible to master key concepts and units of study over their 5-year journey with us. Below are more precise details on how we implement our intent.

1. Lesson Planning

It is the responsibility of teachers to plan their lessons. Whilst many departments plan centrally, it is the duty of the teacher to adapt for his or her class where appropriate. Teachers use information about their students to help inform their seating plans, planning and assessment points. This information includes: Special Education Needs and Disabilities (SEND), Pupil Premium (PP), reading ages, prior attainment and target grades.

All lessons should have a clear, specific and achievable learning objective. Whilst Blooms vocabulary is not a requirement, the language is well suited to many of our lessons and the use of it is encouraged.

2. Learning Environment

Teachers are expected to keep their classrooms clean, tidy and organised.

CALs and subject leads should ensure that displays are purposeful and consistent across their subject area. Displays should be easily read and understood by students and kept up to date.

At the front of the classroom, there should be three A3 posters on display:

- Oak Academy's 'High Expectations Lead to High Achievers' mantra
- Rewards and Sanctions
- Student Code of Conduct

The date, title and learning objective should be written on the white board for the start of every lesson (if not on the PPT).

2.1 Classroom Culture

Teachers are expected to be stood at their door at the beginning of the lesson, welcoming students into class and quietly managing issues regarding uniform. Students should enter, sit quietly in their allocated seat and place their equipment out on the desk.

Teachers instruct students to sit down when they're ready and complete the 'Do it Now' task while the teacher can manage any issues arising and take the register.

Between tasks, there is sometimes a need to get the classroom quiet. Teachers are expected to use 'Eyes on me in 1, 2, 3' in a slow and controlled manner. If a student continues to speak after '1,2,3', then a warning can and should be given in most cases. All staff consistently follow and apply the Behaviour for Learning policy.

Teachers understand whilst it is our duty to ensure that our classroom is a safe and stimulating place to learn, making mistakes and pushing students out of their comfort zone is how they will grow and develop resilience.

At the end of a lesson, students should stand behind their chairs and wait silently to be dismissed.

3. Books, Marking and Feedback

Students' exercise books / folders should be kept in an orderly manner in the classroom. Teachers should have high expectations of students' presentation. Students should underline their date and title with a ruler, refrain from scribbling or doodling and cross out mistakes once only.

Teachers are responsible for marking their books as per the Marking and Feedback policy.

Peer and self-assessment are encouraged to be used at least twice throughout a unit of study. This work should also be completed in a green pen.

Teachers should plan opportunities for feedback in lesson. This may take a whole lesson or a shorter 'Develop it Further' activity within in lesson. Students are expected to engage with and respond to teachers' marking in a green pen and there should be some evidence of a 'dialogue in books.' Literacy mistakes should be corrected by students, also in green.

4. SEND

Teachers appreciate that all students learn differently and take appropriate action to include all learners in their lessons. Teachers should use the information as outlined in the 'Lesson Planning' section to help support the SEND students in their classroom.

This begins with reading the Student Information Profiles (SIPs) provided by the SEND

department. Teachers are expected to have a good knowledge of all of their students' needs.

Teaching Assistants (TAs) are often in classes to support our SEND students. It is teachers' responsibility to direct the TAs during a lesson (although ideally some direction would be given prior to the lesson). It is up to the TA and teacher to communicate about the progress of SEND students.

In terms of Power Point presentations, it's important that all resources are accessible for all students. We expect staff to adhere to the following guidelines:

- Black or dark font
- No neon and light-coloured font
- Cream or pastel-coloured background
- Minimum font size 18
- Tahoma*
- 1.5 line spacing
- Break up large text into bullet points / numbered list
- No background graphics apart from starter slides

*Tahoma is desirable and is our 'house-font.' Other fonts (if clear like Tahoma) can be used too.

**line-spacing is useful for presenting a large amount of information on the screen. Maths, for example, might not need to use this because they don't tend to display large amounts of text.

5. Literacy and Reading

Teachers must have high expectations of their own literacy standards as well as their students. Resources and Power Points created by teachers should be proofread to ensure a good standard of literacy. Teachers should expect their students to proofread their own work before handing in, pushing the idea that 'If it isn't proofread, it isn't finished.' The Oak Academy Literacy Code should be followed for marking.

As mentioned above, teachers are expected to have a good knowledge of their students in their own classrooms and this includes reading ages. It is the responsibility of CALs, subject leads and teachers to ensure that reading material for lessons is age-appropriate and engaging.

Teachers should consider the best strategies for making reading accessible to the weakest readers. These strategies could include:

- Teacher-led reading
- Group-reading
- 1:1 reading with a TA
- Pre-teaching challenging vocabulary
- Breaking large or difficult texts down into chunks
- Checking comprehension and inference skills through systematic questioning
- Increasing the explicit teaching of summary and synthesis skills