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<b>Policy:</b>	<b>Teaching and Learning</b>
<b>Member of staff responsible:</b>	<b>Deputy Headteacher Quality of Education</b>
<b>Lead Governor</b>	<b>Teaching and Learning Governor</b>
<b>Date of last review</b>	<b>2024</b>
<b>Date of next review</b>	<b>2025</b>

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## **1. Introduction:**

This policy sets out the approach we take to enable effective learning, by which we mean the retention and recall of knowledge so that it can be applied in different contexts. We strive to achieve excellence in our teaching so that students will:

- Make significant academic progress
- Develop and retain knowledge and cultural capital that will enrich their experience and enable them to access the next stage of their education
- Value learning for its own sake and develop the skills, attributes and values to take into life

Teachers, as 'lead learners' model the process of learning every day. It is vital that our practice is informed by the best available evidence and our own professional learning.

*Teaching and learning are inextricably linked to curriculum and assessment, as reflected in the linked policies.*

## **2. Oakmoor Principles of Teaching and Learning:**

The Oakmoor Principles set out the agreed expectations for all teaching and learning in four key areas: learning climate/classroom expectations; planning and structure of lessons; effective support and challenge; assessment and feedback. A number of bullet points exemplify each heading. These are not to be used as a ticklist, but to support us in evaluating and continuously improving our practice.

### **Learning climate/classroom expectations**

- Well established routines so lessons begin promptly and make good use of time
- Consistent and effective application of the school behaviour policy
- Clear and consistent high expectations of students' attitudes, in relation to the golden rules, high level of effort and engagement
- Proactive measures in place to encourage positive behaviour and relationships, with a clear sense of teacher presence and student co-operation

### **Planning and structure of lessons**

- Clear objectives from within the department curriculum
- Careful sequencing of content and skill development
- Strong subject knowledge and clear explanation
- Effective choice of teaching repertoire, with strategies well matched to learning objectives
- The teaching of literacy is planned for and explicit.

### **Effective support and challenge**

- Assessment and feedback inform planning, to ensure work is accessible for all and teaching is responsive
- Modelling and exemplars are used effectively
- Scaffolding is used effectively
- Effective working partnerships between all adults involved in the lesson

### **Assessment and Feedback**

- Regular review and feedback enables teachers to know where students are in their learning, informing planning and responsive teaching within lessons
- School feedback policy is in place and feedback enables students to progress their learning
- Questioning is used effectively to check for understanding

## **3. Monitoring, evaluation and development**

- i. Monitoring of teaching and learning, and professional conversations take place within departments across the year and at three key times through the Self-Improving School cycle (Appendix 1)
- ii. The Personal Development Review (PDR) process is aligned with the Oakmoor principles.
- iii. The Oakmoor CPD programme is aligned to the Oakmoor Principles and informed by i and ii above.