



Teaching & Learning Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

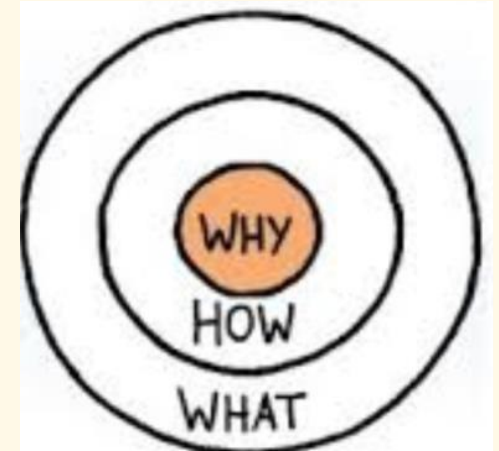
Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	D Jones (Deputy Head Teacher), C McLaughlin (Assistant Head Teacher)
Policy to be reviewed:	Summer 2025 and then annually
Summary of changes	<ul style="list-style-type: none">• none

Aims of Teaching and Learning at Oakwood; Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Policy Development (How)

The policy has been developed through:

- Review of the English policy Autumn 2021
- English curriculum review days Summer 20/21 / Autumn 21/22
- RAG of action plan for academic year 2020 2021

Teaching & Learning - Rationale

- Provide a clear and effective instructional leadership model for developing a clear **vision** and positive **culture** towards Teaching and Learning that:
 - Ensures **consistently high standards** of Teaching and Learning through an evidenced based, shared pedagogical model
 - Maintain rigorous leadership and management to monitor and evaluate of quality of Teaching and Learning on pupil's outcomes

Teaching & Learning Policy - Vision (Why)

- Oakwood's English Policy Vision (Why)
- This policy has been developed through:
 - An annual SWOT analysis of Teaching and Learning policies at Oakwood using:
 - Feedback from staff and parents/carers.
 - Self-evaluation tools from associations such as SEND Gateway, Nasen and The Key
 - Contextual analysis of pupils needs
 - Pupil voice
 - Consultation with T& L middle leaders
 - All teachers and governors have been consulted in developing this policy, which summarizes expectations and common working practices.
 - ****Please note that further policies relating to Teaching and Learning have more in depth policy development information in the respective policies.**

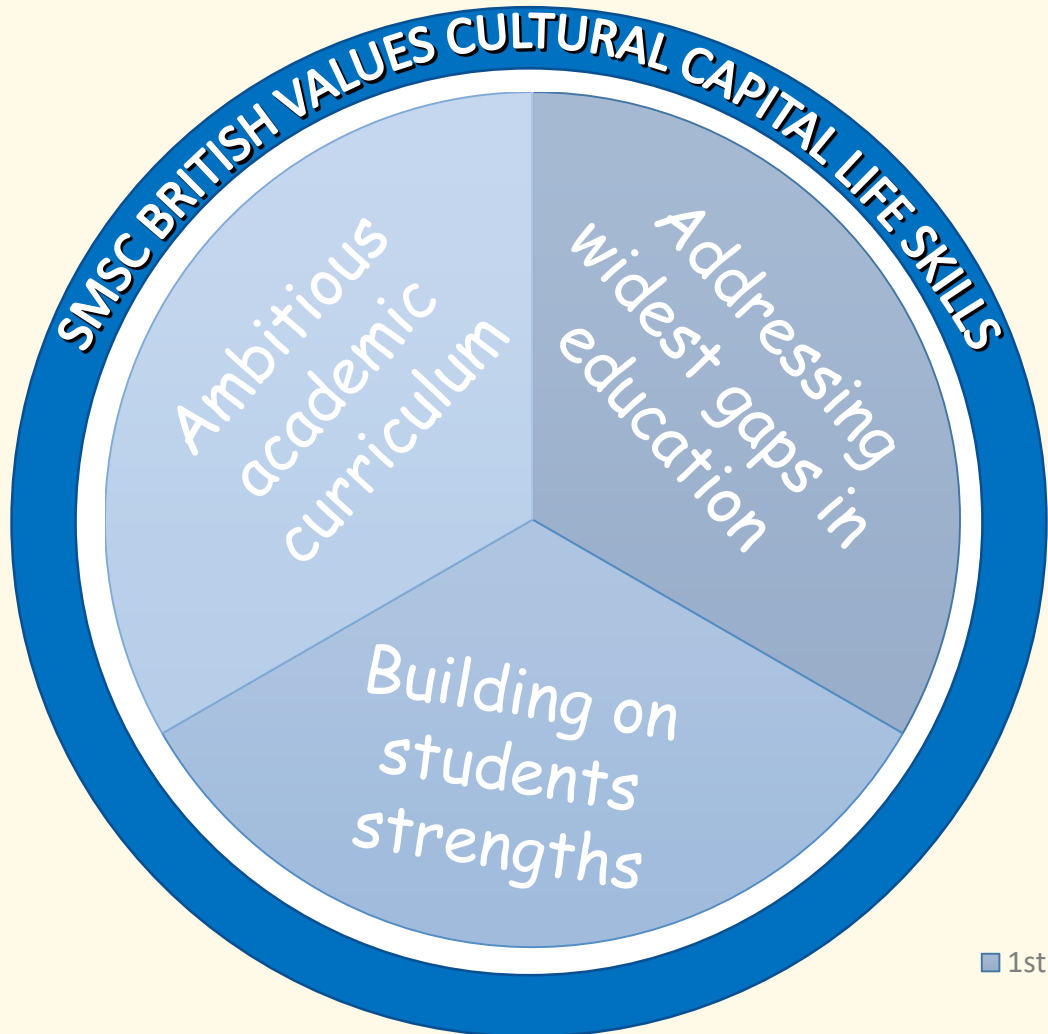
Our approach to leading Teaching and Learning at Oakwood Academy

Our approach to leading Teaching and Learning at Oakwood is based on establishing a **clear vision** that inspires and helps create a unified set of values and beliefs to drive a high performance learning culture.

We will lead our vision by successfully implementing an instructional leadership model which will result in consistently high standards of teaching practice, embedding a **positive culture** between staff and hence improved **educational outcomes** for pupils at our school.



Main aims of the Oakwood curriculum



■ 1st Qt

Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications that can support and impact on their further education and their employability.

To address pupils widest gaps in education by developing basic skills in **literacy and numeracy** across the curriculum in order to prepare our students for the opportunities, responsibilities and experiences of later life.

To ensure that we have a **broad and balanced offer** for our students to build upon students strengths and interests to inspire them to hold high aspirations for their future

To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to **prepare our students for the opportunities, responsibilities and experiences of later life**

The guiding principles of our curriculum

Inclusion focus

- All students should see themselves celebrated through the curriculum. This is done through recognizing and celebrating role models that reflect the diverse range of our school population.

Appropriate content

- The curriculum content has been chosen specifically for its appropriateness for our students, this is driven by rigorous assessments of student starting points across all areas of the curriculum and the context of our school community

Locality

- Where fitting, the curriculum content will have a focus upon teaching students about their locality and influential figures with a link to their local area to create cultural capital for our students.

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning.

Knowledge - concepts
and context

- Prototype Theory

Sequencing

- Components and
composites

Making connections
across subjects

- Schema Theory

Our pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



Lesson structure






Foundations

Classroom environment		Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment
Knowing students and developing relationships		Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.
High expectations		'The higher the expectations of teachers, the better students perform' - (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.




Lesson structure



Lesson structure

Do it now		'Do it now' tasks focus student attention on content or ask students to recall background knowledge relevant to the lesson. Having this ready on entry helps students to settle and engage early in the lesson limiting wasted lesson time.
Signposting		Signposting cues students in to what they can expect from each stage of their lesson. It provides them with structure and clarity. Signalling changes between activities help students to track where they are up to and what to expect next.
Clarity of aims and instructions		Setting clear and specific lesson outcomes that all students understand and can work towards achieving. Focus on providing clear and concise instructions without creating cognitive overload.

Lesson structure

Chunking		Breaking down information and tasks into smaller manageable chunks or sections, through for example success criteria or sub sections reduces the pressure on pupils working memory.
Modelling		This involves providing worked examples with the teacher modelling self-regulation and thought processes. Remember to model the key steps and give pupils opportunities to join in gradually so you can guide their thinking before they have a go independently.
Differentiation / scaffolding leading to practice		<p>Flexible grouping can help provide personalised learning opportunities through effective differentiation and a range of appropriate challenge for pupils to progress.</p> <p>Scaffolding involves using a range of strategies to provide temporary support for pupils, encouraging them to thinking of their own problem solving and moving towards them being more independent.</p>