



Teaching, Learning & Assessment Policy 2020-21

Policy Prepared/Reviewed by ELT

Approved by Local Governing Body

Signed by Chair of Governors: _____ Date: _____

Oakfield Lodge School works to ensure that the education students receive is personalised to meet their individual needs and designed to give them the personal skills, academic knowledge and understanding necessary to be able to make informed choices for their future. It aims to prepare students for a return to mainstream or special settings, as appropriate for the individual.

Aims and Objectives

This Teaching and Learning Policy is intended to promote consistency and high standards of achievement. At Oakfield Lodge School, we aim to provide a caring, supportive and stimulating environment with high quality teaching, through which to foster:

- An enquiring mind which wants to learn every day
- Independent learners who are confident, flexible and able to cooperate with others as they learn
- Imagination and creative expression through a wide range of media
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values
- Pride in achievement and a desire to succeed
- Effective links between learning at Oakfield Lodge School, the home and the community, which promote aspiration and high expectations
- High levels of literacy, numeracy and other cross-curricular skills
- Equality of opportunity for all

Effective Learning

Teaching colleagues at Oakfield Lodge School know what excellent teaching and learning looks like. To ensure this remains at the forefront of Oakfield Lodges' work, relevant, well-informed and up-to-date in-house training on pedagogy and practice is delivered to staff through weekly sessions, delivered both by staff and external experts. Staff are also encouraged to attend external training as appropriate to their role, to ensure their practice remains up-to-date.

All teachers at Oakfield Lodge School are expected to establish and maintain positive relationships with students and to constantly and *explicitly* maintain the highest expectations of all learners under their guidance. Fair and equal opportunity is given to all learners and behaviour for learning is managed through the school policy. Students are recognised and rewarded for achievement wherever possible, furthering good relationships and fostering a positive attitude towards learning in students. Misbehaviour is tackled swiftly and proportionately, according to the school Behaviour Management Policy. Staff are expected to deal effectively with low-level misbehaviour, to avoid escalation and maintain the highest standards.

Teaching Assistants and other adult professionals are deployed in a variety of ways. Sometimes they will work with individuals, sometimes with small groups, according to need and are fully involved in the delivery of support programmes.

Oakfield Lodge School conducts detailed baseline assessments with students on entry, in order to ascertain an accurate picture of starting points, and to build on individual strength and need accordingly. At Oakfield Lodge School, great care is taken to deploy chunked, multi-intelligence activities using a range of multi-sensory input, as well as ensuring every learners' needs are met. All staff are expected to foster independence in the learners. Whilst clear openings and reviews are imperative to the beginning and ending of every lesson, constant review, mini-plenaries, thinking time and open-ended questions are expected within the lesson, to ensure learning is secure and ready to be built on next time.

Assessment for Learning is a key feature of lessons at Oakfield Lodge School. Student self-review, self-awareness and metacognition are actively explored with learners, to enable them to further understand their strengths and areas for development. Learning objectives and outcomes are clearly conveyed and linked to measurable success criteria, with which students can readily identify, so that they know, at all times, how closely they are meeting learning targets.

Learning experiences at Oakfield Lodge School include:

- individual and group investigation
- problem solving
- scientific activities
- debate, discussion, role play and presentations
- application of ICT
- team-based activities
- design and production
- field work and educational visits
- physical education
- questioning and reflecting

The Classroom: A Positive Learning Environment

All staff at Oakfield Lodge School are expected to maintain highest standards in the learning environment, fostering inspiration with peripheral, affirming messages. Tidiness, cleanliness and good organisation should be evident in all classrooms at all times. Displays are regarded as crucial to learning at Oakfield Lodge. Displays should be accurate, inviting and should cover the following purposes:

- Engage learning by student ownership
- Contribute to the learning taking place
- Keep learning in mind
- Raise expectations
- Encourage independence
- Celebrate success – individual, group and whole-class

Staff are also expected to ensure that student work, and school protocol posters (such as expectations around attendance and behaviour) are clearly displayed in all rooms.

Monitoring Teaching and Learning

A positive, supportive approach to monitoring standards within the classroom is fostered by senior leaders at Oakfield Lodge School. Through INSET, peer-coaching, general performance management and the formal Appraisal process, staff are given great scope to reflect on their practice and self-assess their strengths and areas for development, resulting in a cycle of continuous improvement.

A cycle of observation, learning walks, and other monitoring processes are published to all staff. Lesson observations are completed in line with normal expectations agreed with professional bodies. Lessons are no longer graded but an evaluation is completed to state whether the lesson shows 'Exemplary Practice, Meeting Expected Practice or Areas for development'. Quality assurance of those monitoring lessons are checked with external agencies such as Local Authority Officers and members of the Governing Body.

Evidence of planning for the current week must be available. This will depend on the method used by the member of staff (e.g teacher planner, electronic summary). As a minimum expectation teachers' planners should explicitly state the learning objectives and outcomes for the lesson with clear evidence to support differentiation.

For formal observations colleagues are encouraged to complete the detailed lesson planning sheets, in which they can clearly convey the full picture of lessons planned. Teacher Files are checked as part of a lesson observation. Student Progress Data Sheets are to be completed and provided by colleagues to an observer, to provide a clear picture of student progress over time.

Detailed, confidential feedback is always given to colleagues following a lesson observation, accompanied by detailed notes, both to celebrate success and offer support for further professional development. This is a crucial part of the observation process. Feedback discussions are also recorded with key areas to develop and ideas for sharing good practice. The Senior Leader in charge of Teaching and Learning maintains termly and annual records of the overall picture of Teaching at Oakfield Lodge School, ensuring appropriate action can be taken to maintain a cycle of continuous improvement, such as ensuring in-house INSET meets need.

Reading, Writing, Communication and Maths Skills

Oakfield Lodge School places great emphasis on the importance of cross-curricular skills, particularly in literacy and numeracy. It is particularly important that our students, with varying experiences of education, see the relevance of, and have opportunities to apply, these key skills to their whole curriculum, academic and vocational.

The Role of Parents / Carers

Parents/carers have a fundamental role in progressing their children's learning, in all respects.

A robust structure of regular progress review meetings, attended by the student, parent and other appropriate personnel, is well established at Oakfield Lodge School, in which academic, personal and social progress is reviewed and analysed to ensure continued success no matter how long their child has attended the school.

Parents/carers are responsible for ensuring that children attend school every day. Information is regularly shared with guardians, as to the proven impact of even minimal absence on learning and the ensuing gaps in knowledge which soon appear. Parents are advised clearly and regularly not to book holidays during term time, as permission will not be granted and the student's absence will be recorded as unauthorised.

The Role of the Governing Body

The Governing Body determine, support, monitor and review the Oakfield Lodges' policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning philosophy and practice in terms of raising pupil attainment and achievement
- Ensure that staff development is supported and that Appraisal policies promote excellent teaching and learning
- Monitor the effectiveness of teaching and learning policies through school self-review processes. These include the Head teachers' reports to the Governing Body, and the work of the Teaching and Learning and Curriculum sub-committees.

Monitoring and Support

The monitoring of Teaching and Learning at Oakfield Lodge School takes place each half term lead by Deputy Head Teacher Miss Emma Thompson, members of SLT and the Teaching and Learning Team. The monitoring process currently includes Learning walks, Work scrutiny and Lesson observations in line with the performance management procedure.

Learning Walks

Learning Walks consist of informal lesson observations which look at Behaviour for Learning, Differentiation, Utilising resources, Questioning, Planning and Expectations and Building Learning Power. For each Learning Walk there will be a focus which will be shared with staff each half term. As well as informal observations students will be interviewed during the lessons and Teacher File checks will be carried out.

Learning walks are scheduled to take place weeks commencing:

28th September 2020

16th November 2020

18th January 2021

15th March 2021

10th May 2021

Formal Lesson Observations:

These are carried out as agreed with your Line Manager in Appraisal Meetings.

Lesson observations are scheduled to take place weeks commencing:

22nd February 2021

7th June 2021

Book scrutiny:

Book Scrutiny will take place once a term. This will be used in conjunction with Learning Walk feedback and Data to show student progress and identify priorities for the following half term.

Book scrutiny is scheduled to take place weeks commencing:

12th October 2020

7th December 2020

1st February 2021

29th March 2021

24th May 2021

Teacher Files:

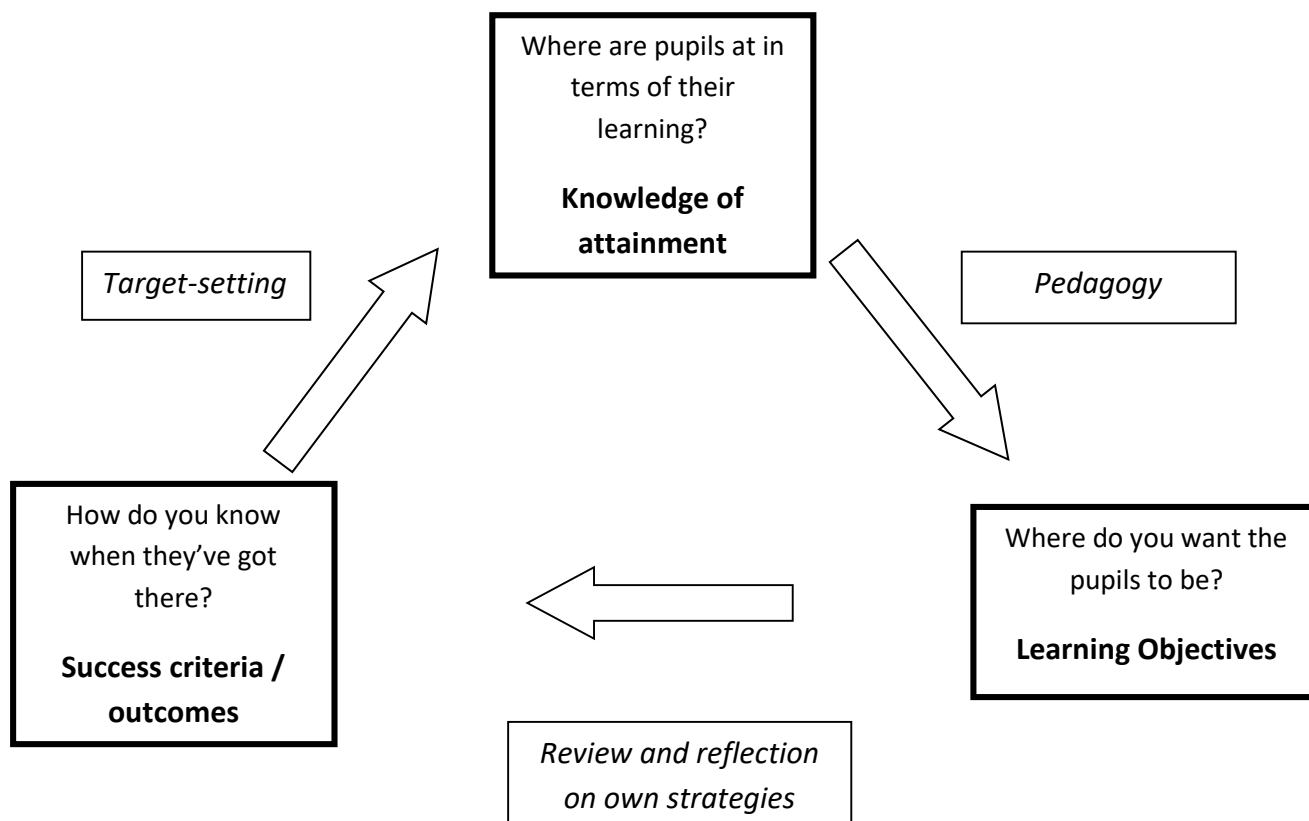
Every member of staff must have a folder containing relevant information on each class taught. This file should be used during the planning of lessons to ensure that challenge is appropriate. It will also show how the teacher is planning for progress.

Teachers files should include:

- Latest SIMS Data sheet (Internal tracking data may also be used if this supports expected progress)
- Seating plans containing details for each student -Initials of student, Groups (SEND, PP, FSM, PA, LA), Reading age, Working at Grade and Target/Predicted Grade
- Student support plans relating to relevant students
- Schemes of work for each Key Stage must be evident.

Assessment, Recording and Reporting

Using data to inform teaching and improve progress



Assessment is ongoing at Oakfield Lodge School. Once, every half term, an assessment takes place in subject areas where the result from this is then recorded on SIMS and formally reported to parents/carers in a short data report each term and written report and through progress review meetings.

The working at grades reported are as follows:

GCSE – 9-1 Each grade is subdivided with a 0.33, 0.67 and 0.9 depending on how confidently the student has evidenced the Grade.

BTEC – Level 1 Pass/2 Distinction* - Pass.

Functional Skills – Level 1/2 with a Pass or Working Towards Grade is reported.

Written Comments for Reports

All comments should include information on the content that has been covered during the half term, a comment on their attendance to lessons with two strengths and one target. The comments should be addressed to the student.

As well as reporting on the current working at grade, students' attitude to learning for each subject is reported on using the following system:


4. Consistently exceeding expectations
3. Consistently meeting expectations
2. Inconsistently meeting expectations
1. Consistently below expectations

Presenting Written Work

- Write in blue or black ink.
- Draw in Pencil.
- Underline headings.
- When starting a new piece of work put the date, a title and the lesson objective.
- Always keep work neat and tidy, people should be able to read your handwriting. You may be asked to re-write untidy work.
- When you finish a piece of work, leave two lines and begin the next. Don't waste space in your book or you will be asked to go back and fill it.

Literacy Marking

Correction Code

<i>^</i>	-	<i>Letter/word missing</i>
<i>C</i>	-	<i>Capital letter – needed/misused</i>
<i>Sp</i>	-	<i>Spelling needs checking</i>
<i>NP or //</i>	-	<i>New paragraph needed</i>
<i>_____</i>	-	<i>Silly, nonsense</i>
<i>?</i>	-	<i>Unclear, confusing</i>
<i>P</i>	-	<i>Punctuation needed/misused</i>
<i>T</i>	-	<i>Wrong tense used</i>
<i>NL</i>	-	<i>New line needed</i>
<i>*</i>	-	<i>See comment next to * below</i>
<i>G</i>	-	<i>Grammar error/inappropriate language</i>
	-	<i>Errors will be circled and have the code either next to them or in the margin</i>

APPENDIX

TEACHING AND LEARNING POLICY-COVID 19 APPENDIX

The Aims of the Teaching and Learning Policy-COVID 19:

Following the Government guidance from September 2020, Oakfield Lodge School will be open to all staff and students.

Students will access their usual timetable, within line with the schools COVID-19 risk assessment. In the event of students not being able to be in attendance for whatever reason- their own illness, quarantine, a lock down (be it school, local or national closure), this appendix outlines the provisions that are to be put into place to support their learning and ensure that they can continue to make progress.

Part 1: Remote Learning- Outside of a lockdown

To support all students to make progress in the event of an absence, teachers will:

- Continue to plan lessons as normal
- Ensure any resources that are used for that lesson are uploaded to that class on Google Classroom.
- Ensure students have received notification of the uploaded resources via TA supporting phone calls/emails
- Follow up and provide feedback to students who are expected to complete activities in their absence.

Part 2: Remote Learning – During a lockdown

To support all students to make progress in the event of a school, local or national lockdown, teachers will:

- Use Google classroom to upload lesson resources as per their normal timetable
- Plan lessons using electronic resources that can be shared
- Set activities as assignments using Google Classroom
- Continue to follow the school policies for Teaching and Learning, Google acceptable Use and Safeguarding policies.