



Quality of Education

Teaching & Learning Policy

2023-24

Approved by; John Edmonstone

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Date	Version	Change	Approved By	Changed by
Autumn 24	1	Review date Oracy information added		Emma Thompson

Rationale

At Oakfield Lodge School we believe that every pupil, regardless of their background of challenges, deserves an education that not only empowers them academically but also nurtures their personal growth, resilience and aspirations to be able to make informed choices for their future.

At Oakfield Lodge School we deliver a broad and balanced curriculum that challenges and inspires the learning of our pupils. A curriculum that develops knowledge and understanding, but also teaches the necessary skills to be successful in their future choices. Through different supportive approaches we aim to re-engage students who, for various reasons, may have become disengaged.

The school aims to:

- Promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- Provide a broad and balanced curriculum that caters for the needs of individual pupils, from all ethnic and social groups, for all abilities and learning styles
- Facilitates pupil’s acquisition of knowledge, skills and qualities which will help them develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community
- Ensure that each pupil’s education has continuity and progression
- Create and maintain an exciting, stimulating learning environment
- Recognise the crucial role which parents and carers play in their child’s education and encourage parental/carers involvement in the education process

Responsibilities

The Quality of Education at Oakfield Lodge School is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on pupils' progress through termly reports on progress and yearly parent/carer consultation days/evenings.

<https://www.gov.uk/government/publications/teachers-standards>

Support staff at our school will:

- Know pupils well, differentiate and adapt teaching to support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

https://neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf

Subject Leaders will:

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress
- Use their budget effectively to resource their subject with necessary resources for learning
- Drive improvement in their subject, working with other teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Share ideas, resources and good practice
- Ensure that resources planned for use in lessons are age appropriate. Material for lessons should always be reviewed before presented in lessons.

Tutors at our school will:

- Assess any barriers to pupils' learning which is preventing them from making expected progress
- Schedule and plan individual/group tutoring sessions for the pupils' placed on tuition

- Provide tuition that is appropriate to the pupils' need and study level
- Use relevant tutoring methods and materials
- Facilitate on-line learning via Google Classroom
- Maintain up-to-date knowledge of the curriculum by accessing relevant CPD
- Liaise with subject leaders to help to create a bespoke well-sequenced, curriculum that builds on knowledge and skills

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

Pupils at our school will try to:

- Take responsibility for their own learning
- Meet expectations for good behaviour for learning at all times
- Be ready, respectful and safe
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put effort and focus into their work with support, if needed

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

- Monitor the impact of teaching and learning strategies on pupils' progress
- Monitor the effectiveness of this policy and hold the headteacher/deputy to account for its implementation

Oakfield Lodge School Curriculum offer

GCSE Core subjects include:

English Language, Mathematics, Combined Science (Trilogy), Art and Photography within our curriculum are planned and taught in line with the National Curriculum and follow the AQA exam board.

BTEC subjects include:

Home Cooking Skills Level 2, Construction (Level 1 Introductory), BTEC Sport Level 2. PSHE, RSE, Outdoor Education are taught as discrete subjects.

Key Stage 3:

English, Mathematics, Science, Art, PE, Technology, Humanities and PSHE/RSE are taught as discrete subjects.

PFA- 'Preparation for Adulthood' lessons are designed to develop pupils understanding of how working with others contributes significantly to their personal development which enhances interpersonal skills, leadership, team building, trust and respect.

A bespoke, personalised programme of study, incorporating aspects of alternative education is delivered through the tuition team. Tutored pupils don't always follow the learning journeys produced by subject areas but have a bespoke curriculum. They cover the same skills as our on-site pupils but in a different order and depth using topics bespoke to their needs, with the use of Google Classroom and additional resources as appropriate.

Wider Curriculum and Cultural Capital

Curriculum enhancement is an important aspect of a pupil's education. We offer a wide variety of extra-curricular opportunities for our pupils in the form of lunchtime clubs, educational visits and visitors to the school. These are designed to engage, motivate and provide new skills for our pupils.

Cultural Capital is embedded across our curriculum to ensure that the essential knowledge, skills and behaviours accumulate over time through many different experiences and opportunities. Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.

Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all pupils to learn. All teachers need to be clear and precise about the knowledge/skills they want pupils to learn in every lesson. Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do. The expectation is that teachers have Learning Journeys for each of their year groups that they teach, with the sequence of learning clearly mapped out with the key knowledge and skills that are to be gained by the end.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Planning to meet the needs of all students

High quality teaching is the first wave of intervention for meeting the needs of all our pupils at Oakfield lodge School, particularly those identified with a SEND need. Adaptive teaching happens before the lesson and during the lesson; it is 'adapting planning prior to the lesson and adjusting practice during the lesson' (EEF, 2021). It is about planning for and teaching the pupils within the classroom; the same diet, but at a different pace. Staff are to differentiate resources for their lessons where appropriate for individual pupils eg, resources on coloured paper, overlays or reading pens. Teaching staff should maximise the use of any additional adults in the room. When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find a learning fit most of the time. Lessons should be adapted, where appropriate, to meet the needs of the all the pupils.

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. Teachers are expected to know the profile of the students they teach by looking at student data, including ILP (Individual Learner Profiles completed by SENDco on entry) marksheets and SEND student profiles. These can be found under 'Educational Need' in Arbor. If further information is required they can speak to the form tutor, SEND staff and the learning mentors in the behaviour team.

Learning Objectives

It is important that the teacher, pupils and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives

explicit to students and all students should be able to explain what the key learning of the lesson is.

Assessment and Feedback

Assessment and Feedback have two purposes:

1. It allows pupils to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching

Effective feedback should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher. Feedback must be primarily formative, may be selective and be clear about what pupils must act upon to improve their work. Feedback can be both written and verbal. If verbal feedback has been given, teachers must evidence this by the use of the 'verbal feedback' stamp.

If a pupil has additional support within the lesson, the 'TA support' stamp should be used to evidence this. This not only supports the class teacher but also assists the SENDco for examination access arrangements.

Pupils should complete the 'New knowledge gained' section, to allow them to reflect on any new information that they have learned that they didn't know before that lesson. Success and Next steps allows the teacher to feedback on the successes of the lesson but then make suggestions on how the pupil could improve for the next stage. Marking and feedback should be completed in a timely manner, ideally before the next lesson, to allow the students to respond to 'Next Steps'.

Teachers are expected to carry out marking feedback and assessment in green pen, ensuring that spellings and errors are highlighted for the pupil to respond. Peer and self-assessment should be marked in purple pen.

The Learning Environment

In order for there to be positive learning behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued.

To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

- High expectations – teachers should always have high expectations and clear, consistent routines and procedures for learning and behaviour for all their pupils
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”
- Focus praise on effort, value the “struggle of learning” for our pupils
- Teachers build positive relationships with all pupils through positive behaviour management

- Welcome all pupils into your class by greeting them at the door
- Use positive framing to remind pupils of expectations and learning routines
- Use meaningful praise and rewards as much as possible eg, lesson score related to end of half term trip etc
- Provide pupils with the opportunity to change their behaviour
- Have restorative conversations when necessary, eg after a low lesson score, bad choices made
- Demonstrate consequences are temporary, eg new lesson, fresh start
- Title, key words, learning objectives and knowledge check/starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters
- Have consistent classroom rules and expectations which are fair and reasonable, so that all pupils know exactly what is expected of them when they enter your classroom.
- Always challenge pupils when rules and expectations are broken, eg use lesson score criteria, work with staff in isolation.
- Follow up all behaviour issues recorded.

Displays are regarded as crucial to learning and should be accurate, inviting and should cover the following purposes:

- Engage learning by pupil 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 learning journeys, pupils' work, key word walls and school protocol posters (such as expectations around attendance and behaviour) are clearly displayed in all rooms.

Google classrooms

Work is set on Google Classroom, which follows the learning journeys for each subject area. It supports with pupils who are absent due to illness or who are suspended from school due to their behaviour, as we have a statutory obligation to provide them with learning activities which they are able to tackle from home. It also supports during staff absence, where then work is easily accessed. Ideally pupils should be set work that allows them to keep up with the learning in class, however, especially for practical subjects, this is not always possible and other activities may need to be set, such as a link on the classroom stream to another resource like Mymaths, reviseley or BBC Bitesize. Pupils are expected to follow their regular timetable, so activities should be designed to last the length of a lesson. Teachers are to post all their lesson resources to Google Classroom that match the content of the lesson, where reasonably possible.

Monitoring and Evaluation of the Quality of Education

We will monitor teaching and learning across the school to make sure that all our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of pupils
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme.
- To support underperformance with appropriate subject support plans to achieve measured improvement over a clear timescale.

Senior Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting focussed learning walks
- Book scrutinies
- Review of termly progress checks
- Gathering input from pupil voice and teacher questionnaires
- SLT lesson observations and peer to peer observations

Reading, Writing, Oracy and Numeracy 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 pupils, with varying experiences of education, see the relevance of, and have opportunities to apply, these key skills to their whole curriculum, academic and vocational time.

Through reading a variety of books children learn about people, places, and events outside of their own experience. Reading improves vocabulary and language skills. Children learn new words as they read. Using accelerated reader, Oakfield Lodge is able to gather evidence of our pupils reading ages, enabling staff to adapt their resources for the pupils needs. To evidence when pupils have read, in a particular subject area, 'I read today' stamps are used.

The Oracy Skills Framework (OSF) specifies the various skills young people need to develop to deal with a range of different talk situations. The OSF is designed to help school leaders, teachers and pupils understand the physical, linguistic, cognitive and social/emotional skills that enable successful discussion, inspiring speech and effective communication. The OSF can be used to help teachers and pupils set specific oracy targets for pupils, and to provide them with formative feedback on their use of speaking and listening. To enable teachers to evidence the pupils' use of effective communication

in all 4 skills of oracy, we have developed a sticker system whereby the students who gain 20 stickers within their subject books, will be rewarded with a voucher of their choice.

Related Policies:

SEND Policy

Literacy Policy

Numeracy Policy