

Oaklands School



Teaching and Learning Policy

Approved by:

Julie Smith

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Last reviewed on:

January 2024

Next review due by:

January 2025

Aims

- to provide a safe, stimulating learning environment for all pupils and teachers.
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school
- to set high expectations for all pupils to raise their aspirations; and
- to raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan lessons where the lesson objectives are stated clearly that:

- allow pupils to progress in their learning.
- use a clear three- part structure, namely starter, development of learning objective, plenary, when appropriate.
- use plenaries to summarise learning and help pupils to understand how to improve.
- allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.
- are differentiated for varying needs by task, resources, outcomes and/or method.
- use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils.
- provide pace and challenge for all pupils.
- use effective questioning to direct and challenge pupils.
- incorporate the school's Literacy, Numeracy and ICT Policies.
- meet external requirements.
- are informed, when appropriate, by liaison with feeder primary schools; and
- that are enjoyable and interesting.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place annually in order to gain a snap shot of standards.

On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice; -
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement.
- track progress on teaching and learning issues identified in the School Development Plan.
- identify key aspects of teaching for development by departments and for the whole school.
- identify and support weaker teachers; and
- standardise monitoring procedures including work scrutiny and lesson observations, through paired observations.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives.
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management.
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.
- self-evaluation of their contribution to the policies and aspirations of the school.

Subject Leaders

Subject leaders are responsible for leading on the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement.
- ensuring curriculum coverage, continuity and progress for all pupils.
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement.
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils).
- monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- observing teachers at least annually and giving constructive feedback. This will also inform Performance Management of teachers; and
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Development Plan.