

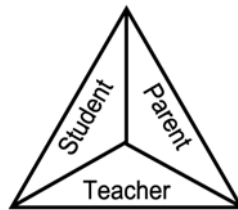
OABL Teaching and Learning Policy

The vision of Oasis Academy Bank Leaze is:

“Ambitious students with the character and skills to choose their own path,”

To achieve this vision we will:

- Provide high quality teaching and learning in order to ensure high standards of achievement (skills).
- Ensure that good practice and ideas are shared in order to challenge and encourage independent learning
- Work together with all stake holders ensuring that learning and progress is at the centre of all conversations



The Teacher will:

- Have sound knowledge of subject matter they are teaching
- Have high expectations of students
- Deliver planned and structured lessons and share learning objectives (WALTs), outcomes and success criteria with the learners – using MUST, SHOULD, COULD where appropriate.
- Have knowledge of and cater for students’ individual needs. Have knowledge of each student’s prior attainment and use this to inform lesson planning and preparation
- Reflect on their own practice and be actively involved in the sharing of good practice with other professionals
- Ensure that students’ achievement and attainment is being monitored and evaluated effectively throughout the lesson and across lessons
- Celebrate and reward students for their achievements and successes
- Monitor academic progress and attitudes of individual students through academic tracking/ data collection/ reports and parents evenings
- Encourage and develop student’s ability to evaluate and take responsibility for their own learning
- Monitor behaviour, homework (including reading), rewards and sanctions, uniform and attendance.
- Commit to developing their ‘Teacher Craft’.

We expect our students to:

- Take ownership of their learning
- Ensure that they know and understand the learning objectives, outcomes and assessment criteria for each lesson.
- Show positive behaviours which promote learning for themselves and others in the class, showing respect and courtesy to everyone at all times.
- Complete work set in class/ homework to the best of their ability and hand it in on time.
- Take part fully in lessons, working effectively both independently and with peers.

We expect that parents / carers will:

- Support the Academy in maintaining high expectations.
- Ensure that learners have the correct equipment for school and that they are punctual.

“work hard, be nice, show character”

OABL Teaching and Learning Policy

- Support students with their independent learning.
- Attend parents evening to monitor their son's/ daughter's progress.
- Ensure that homework is completed by their child.
- Listen to their children read (5 times over a 7 day week).
- Ensure that students' reading records are checked and signed each week.
- Support and celebrate student's achievements and successes.

The Characteristics of High Quality Teaching at OABL

We take 'Teach like a Champion' to be our key text in terms of teacher craft.

1. Planning:
 - WALTs , success criteria and contexts are clear.
 - Clearly indicates how the needs of the learners are met, including extending our most able students (open ended tasks, investigational work, quality of language etc)
 - In planning we will try to identify possible errors/ mis-conceptions and use this to improve understanding.
 - Adjustments are made in response to assessments (short term planning)
 - Should be based on a combination of medium term plans (MTPs) and weekly planning.
 - All subjects require a MTP, maths and literacy require a weekly plan.
 - Weekly plans must be easily accessible for all adults who work with the class.
2. Sharing learning objectives (WALTs):
 - Learning objectives (WALTs) should be shared with students. It is important that our students know what the purpose of the task is
 - The Learning objective should be communicated to the student in a way that is accessible to their age and ability – we do this in the form of WALT.
 - Learning objectives must be separate from the context.
 - We frame WALTs in terms of '**be able to**', '**understand**' or '**know / know how**',.
 - Learning objectives (WALTs) should be displayed in the book by older children (adapted for SEN children). For younger students these may be printed and stuck in.
 - The Learning Objective (WALTs) must be clearly displayed in the classroom
3. Develop and share success criteria that encourage students to take responsibility for their learning:
 - Teachers explain and generate the success criteria for the planned task (key learning points) – in the form of **MUST**, **SHOULD** and **COULD**
 - In maths there may also be 'coaching points' that tell students how to complete a process
 - Ensure the students have interpreted the expectations so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place
 - Describe what they are looking for in the lesson so that the students know what they are aiming for and they have the key areas of focus when carrying out the task thus enabling them to begin the process of self-evaluation
4. Develop rich questioning by using a variety of skills when working with students:
 - Provide a high proportion of open questions – for example 'What do you see?'

"work hard, be nice, show character"

OABL Teaching and Learning Policy

- “Cold call” students.
 - Provide students time to think and discuss the questions – including ‘bouncing’
 - Provide supplementary questions to extend understanding – use ‘agree, build, challenge’ to do this.
 - Provide questions that encourage students to reflect on their thinking – “why do you think that?”
 - Expect (‘demand’) answers in full, Standard English sentences.
 - Use questions to develop inference – encouraging children to read between and beyond the lines.
5. Develop self and peer feedback allowing students to learn by:
- Understanding the criteria or standards that will be used to assess their learning task
 - Identifying and celebrating what they have done well
 - Identifying any gaps between what they did and what they should have done
 - Identifying the strategies and implications for future learning that they might use to close the gaps
 - Reflecting on their own work
 - Being supported to identify where they need to improve
 - Being given time to reflect on their learning
6. Use established academy ‘Teacher Craft’ methods:
- 3,2,1 to gain the attention of the whole class.
 - Use Do It Again (positively, with a smile and a challenge to ensure high standards of whole class routine).
7. Effective feedback and marking (is):
- Any information that is provided to the student of any action, about that performance
 - Effective when it relates specifically to the learning objectives of the task, and is given regularly and while still relevant
 - Effective when suggestions for improvement act as ‘scaffolding’ i.e. students should be given as much help as they need to use and apply their knowledge
 - Uses quality dialogue
 - May include evaluative comments/targets/reminders/questions which indicate how to make improvements
 - Oral feedback is provided during lessons, individually or collectively.
 - **Students are given opportunities to act on feedback and given time to improve their work - especially through Do Now and Fix It.**
 - Teachers use all information gathered to adjust their planning for the next lesson or series of lessons
- This document should be read in conjunction with our Marking and Feedback policy and our Assessment Policy.

“work hard, be nice, show character”