

Ratified by Hadley Academy
Council: 19/1/2010

Learning and Teaching Policy

Implementation: September 2009
Review: July 2011



1 Introduction

This document is a statement of the principles, aims and strategies for Learning and Teaching at Oasis Academy Hadley

2 Vision

That learning and teaching within the Academy supports and develops every individual. The Academy, therefore, aspires to create a learning environment where all 'want' to learn rather than 'have' to learn by developing education tailored to the individual needs of each learner. The Academy wants to enable every individual to realise their God-given potential.

3 Objectives

- To ensure high quality teaching aids progression
- To ensure that a personalised approach to learning and teaching is adopted in every lesson.

4 Key Principles

Oasis Academy Hadley is a learning community whose primary aim is to secure high quality learning and teaching for all. We aim to promote independent learners who are successful because they have developed a range of transferable skills which will enable them to become lifelong learners.

Learning and Teaching at the Academy is informed by both local and national initiatives drawing on best practice. Our approach to learning and teaching is underpinned by the following key principles:

- We have high expectations for all students
- All students should be intellectually stimulated and challenged by a variety of learning and teaching approaches
- Teachers are aware of and promote equality of opportunity for all students that they teach
- All students make at least expected progress compared to similar students nationally

5 Aims

- To ensure that all teachers have a common understanding of high quality learning and teaching resulting in consistently high standards across the school
- To identify the characteristics of successful learners
- To identify and model the characteristics of effective teachers

6 Characteristics of successful learners:

Extending knowledge, skills and understanding

- Learners have the essential skills of literacy, numeracy and ICT
- Learners demonstrate progress through increased understanding and acquisition of new skills and knowledge
- Learners are creative, resourceful and able to identify and solve problems
- Learners have enquiring minds and think for themselves to process information, reason, question and evaluate
- Learners communicate well in a range of ways
- Learners understand how they learn and learn from their mistakes
- Learners know about big ideas and events that shape our world

Behaviour for learning

- Learners act independently and responsibly
- Learners recognise the need for collective responsibility
- Learners work together well in the lesson
- Learners enable the teacher to teach
- Learners concentrate and are attentive
- Learners are responsive to the teacher and to the learning needs of others
- Learners are confident self-managers
- Learners follow the Hadley Way and the expectations of the Behaviour Code

Engagement

- Learners enjoy learning and are motivated to achieve the best they can now and in the future
- Learners show engagement, application and concentration and are productive in the lesson
- Learners show sustained efforts when faced with challenging tasks
- Learners are working at levels that are in line with or above expectations
- Learners make at least two levels of progress across a key stage.

Resource Management

- Learners access and use a variety of resources
- Learners value, respect and care for resources
- Learners bring appropriate equipment to the lesson

Assessment of and for learning

- Learners understand the objectives and know what a high quality outcome will look like
- Learners know if they have met or exceeded their targets and how to improve see *Assessment Policy*
- Learners are able to evaluate their own progress and that of others

7 Characteristics of effective teachers:

Extending knowledge, skills and understanding

- Teachers have a commitment to collaboration and the sharing of good practice
- Teachers have a sound knowledge of their subject and deliver factually accurate lessons
- Teachers plan lessons which account for prior knowledge
- Teachers plan for the needs of individuals taking into account progress and National expectations
- Teachers articulate clear learning objectives which are shared effectively with all learners

- Teachers ensure that objectives are accessible and sufficiently challenging for all learners
- Teachers provide opportunities for learners to develop the core skills of literacy, numeracy and ICT
- Teachers provide homework which consolidates and extends what has been learned in school
- Teachers know the legal requirements, national policies and guidance on the safe guarding and promotion of the well being of learners
- Teachers communicate effectively with learners, parents and colleagues
- Teachers recognise and respect the contribution and participation of parents in relation to learners progress and development
- Teachers are reflective practitioners

Behaviour for learning

- Teachers set high expectations for behaviour in the classroom - see *Behaviour Code*
- Teachers have clear routines which are applied consistently and fairly
- Teachers manage challenging behaviour in line with Academy procedures and the *Behaviour Code of Conduct*
- Teachers recognise and praise achievement, effort and progress

Engagement

- Teachers deliver clear explanations using technical language accurately to ensure that all learners understand
- Teachers deliver lessons with good pace and manage time effectively
- Teachers deliver lessons providing opportunities for students to develop a variety of skills
- Teachers use a variety of questions some of which help learners to develop higher order thinking skills
- Teachers have high expectations of all learners and promote equality and inclusion in their teaching

Resource Management

- Teachers effectively use a wide variety of resources including ICT and Interactive Whiteboards
- Teachers ensure that the classroom environment supports learning by ensuring that displays are relevant and current
- Teachers establish a purposeful and safe learning environment
- Teachers make effective use of any Additional Adults and involve them in planning to meet individual needs

Assessment of and for learning

- Teachers assess and mark learners work regularly (see *Assessment for Learning Policy*)
- Teachers provide formative comments (“Next-step marking”)
- Teachers provide oral feedback for individual learners indicating how they can improve
- Teachers use assessment for learning strategies during lessons to ensure all students make good progress
- Teachers consistently use data to inform their lesson planning and track individual learner’s progress
- Teachers use assessment to diagnose learners’ needs, in order to set realistic and challenging targets for improvement

- Teachers set learning targets for individuals and groups and provide suitable interventions to address underachievement
- Teachers provide learners, parents and carers with timely and constructive feedback

8 Characteristics of effective support staff

- Support staff work in a collaborative way with teachers
- Support staff are involved in the planning of lessons
- Support staff are aware of the individual needs of the students in their classes
- Support staff aid the teacher in ensuring student progression
- Support staff communicate effectively with learners, colleagues and parents
- Support staff set high expectations of behaviour in the classroom
- Support staff reward students and address challenging behaviour in line with Academy procedures
- Support staff promote equality and inclusion

This policy should be read alongside the following documents:

- Assessment for Learning Policy
- Inclusion Policy
- Equal and Diversity Policy
- The Hadley Way and Behaviour Code
- The Hadley Good Lesson

9 Monitoring, Evaluation and Review

- 9.1 Oasis Academy Hadley will review this policy with Oasis Community Learning at least every two years and assess its implementation and effectiveness.

10 Date of next Review: July 2011

Signed: _____ Date: _____

Chair of Academy Council