



TEACHING & LEARNING POLICY

Policy created:

Policy first adopted:

Signed chair of *Governors*:

Re-adopted & signed:



Teaching & Learning Policy

1 PRINCIPLES

At Oak Grove College we believe that good quality teaching and learning has a significant impact on the educational standards our students achieve. Our teaching and learning policy reflects the principles of our school, because through it we seek to enable each student to achieve the highest standard of which they are capable in all aspects of their development.

2 OUR AIMS

Through our teaching at Oak Grove College we aim to:

- provide high quality inspirational learning opportunities;
- provide customised differentiated learning activities to suit the preferences, strengths and needs of the learners;
- provide learning opportunities that build on previous learning.

3 WHAT CONSTITUTES GOOD QUALITY TEACHING & LEARNING?

At Oak Grove College we believe that teaching and learning is a process that must involve the following three parts:

- what we do before the lesson starts (planning and preparation);
- what we do during the lesson (teaching and learning);
- what we do after the lesson (evaluating and assessing).

4 PLANNING AND PREPARATION

At Oak Grove College we believe the following are essential in all learning opportunities:

- Staff have secure knowledge of the students' (that they teach) abilities and strategies to help them learn.
- Staff understand their subject area and thoroughly prepare for lessons which are clearly linked to a scheme of work.

- Lesson content is differentiated to meet the specific needs of the students – how this will happen should be clear within the planning.
- Prior assessment of student progress is used to inform planning so that new learning builds on previous learning.
- All learning activities have clear and attainable learning objectives – these should be clear within planning.
- Good quality resources which are appropriate to both the students and the learning objectives.
- Resources that match the social age as well as the ability of the students.
- Provide planned opportunities to develop core skills across the curriculum.

5 TEACHING AND LEARNING

In all lessons teachers should demonstrate:

- that they have established fair, respectful, trusting, supportive and constructive relationships with students;
- that they have well grounded expectations of their students both in terms of the standards of behaviour and the conduct they expect from them and in their belief of what students can achieve.

These will be evident if:

- staff arrive in class before their students and begin learning activities on time;
- staff model the standards of courtesy they expect from their students;
- staff communicate clearly and appropriately with their students adapting their language so that all students are enabled to contribute;
- there is a calm, orderly working environment where any poor behaviour is dealt with swiftly, consistently and appropriately in line with *OGC's Behaviour for Learning policy*;
- there is emphasis on the positive; praising students for good quality work and good behaviour.

All lessons should:

- be designed to enable students to make progress in their learning, challenging them;
- be stimulating and interesting for students;
- make use of appropriate teaching styles, methods and learning activities;
- show good team work: teaching assistants being clear about their role in the session;
- make productive use of time and move at a pace that is appropriate for the students and enables them to remain engaged;
- provide individual students with activities matched sensitively to their needs;
- make use of formative assessment which should be used to provide timely feedback to students making use of praise and constructive criticism where it would help a learner to improve;

6 EVALUATING AND ASSESSING

Evaluation enables teachers to reflect on the lessons they have planned, considering their impact on the students learning. Assessment is the tool by which we decide what progress a student is making. Both must be used to inform our future planning.

When evaluating teachers should ask questions:

- Were the learning needs of the students met?
- Did the tasks and activities enable the students to engage and learn?
- Did I make best use of my team and the time available?
- Were any behaviour issues dealt with appropriately?
- How effective was my teaching?
- What impact did my teaching have on the learners?

When assessing teachers should:

- Use a range of strategies to monitor students' progress: observation, assessment, monitoring, recording and moderating in line with *OGC's ARMR policy*.
- Use assessment to provide accurate and timely feedback and give students the opportunity to reflect on their learning where appropriate.
- Use assessment to set challenging targets for learners and to discuss those with them.
- Use assessment to inform their future planning.

Students work should be displayed in a way that is high quality and respectful – they should know that we are proud of what they have achieved.

7 HOW TEACHING AND LEARNING WILL BE MONITORED

As a school we believe that it is essential that all staff adhere to this policy in order that we can be confident that the learning opportunities we offer are high quality.

This policy will therefore be monitored in the following ways:

- 'Drop in' lesson observations from staff on the leadership team;
- Monitoring of planning – Lead teachers and the Assistant Headteacher will evaluate medium term planning;
- the Assistant Headteacher responsible for the curriculum will monitor short term planning.