



Teaching and Learning Policy

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1	Sep 2013	
2	14 Nov 2016	3 yearly policy review. Incorporating gifted and talented policy which is no longer a separate policy.
3	11.11.19	Minor changes
4	30.9.22	Minor change

Distribution list
Governors
Head
Leadership Team



Teaching and Learning Policy

Oathall Community College - Teaching and Learning Policy

Our Vision

“Oathall is committed to promoting respect, aspiration, achievement and enjoyment in a supportive environment.”

Teaching and learning is at the heart of Oathall Community College. There is a collaborative approach to teaching and learning, within each faculty and across the school. All students, whatever their ability should receive high quality teaching across the curriculum so that they make outstanding progress.

Purpose:

- For all staff to meet or exceed the Teachers’ Standards (DfE 2013).
- To ensure that regular and high quality professional learning is available for all staff to support their work both in and outside the classroom.
- To ensure regular opportunities for the sharing of good practice which will lead to further increasing the progress, challenge and engagement of all students.
- To monitor and improve the quality of teaching over time.

This policy is intended to support the following aims:

- Raising of aspiration for all students
- High expectations of achievement for all
- Greater enterprise, self-reliance and independence for all
- Securing students’ entitlement to suitably personalised and challenging learning experience that engages with their needs and interests.

Our key strategies for effective teaching and learning:

We believe that the following 5 Key Strategies are the foundations of excellent teaching and should play a part of every lesson, every day, as reflected in The Oathall 8* and ***Every Lesson, Every Day document.

I. We set high expectations which inspire, motivate and challenge students.

Our classroom ethos and environment supports learning to ensure that all barriers to learning are removed. We demonstrate consistently the positive attitudes, values and behaviour which are expected of all members of the Oathall community. We strive to inspire students’ curiosity and generate a lifelong love of learning. We promote strategies to develop resilient and independent learners.



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2. We support and challenge good progress and outcomes for students.

At our heart, is the high expectation we have of all students, regardless of ability. We treat all students equally and understand that their educational needs differ greatly; as educators, it is our aim to provide strategies which enable all students to feel stretched and challenged. We challenge all students equally to achieve their very best. Students are given opportunities to practise concepts and skills in different ways so that knowledge is embedded. Feedback is regular, ensuring that students are aware of their progress over time. The development of literacy and numeracy skills is evident across the curriculum.

3. We plan and teach well-structured lessons.

We have clear and consistent classroom routines which foster an environment of high expectations. We make accurate and productive use of assessment to inform planning.

Lesson time is used effectively to promote a love of learning and children's intellectual curiosity. Students are clear about the expected learning outcomes. Homework is set regularly to consolidate, extend and to underpin learning. Collaborative planning is used to create an engaging curriculum.

4. We manage behaviour effectively to ensure a positive and safe learning environment.

All members of the college community demonstrate high levels of respect for themselves, for others and for their environment. A consistent common approach to behaviour for learning is at the centre of classroom practice, promoting positive relationships. All staff follow the college's rewards and sanctions policy.

5. We engage in Continuing Professional Learning

We believe that all staff have an entitlement to CPL and a duty to engage in their professional development. Reflecting on best practice within and outside the classroom is at the heart of the college's CPL programme. It is an expectation that all staff actively engage in CPL, refreshing pedagogy and subject knowledge. Staff have the ****Oathall Career Stages document to help advise them regarding the most suitable CPL for their career trajectory. Many opportunities are delivered by the federation of schools together.

How can parents help?

We place great value on the hard work that parents/carers do to support the learning of students outside of school and indeed encouraging their children to be curious about the world around them by considering the following activities:



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Attempting the Super Curriculum** activities.

Day trips to museums, theatres, sports events, areas of outstanding natural beauty

Reading a Broadsheet newspaper and promoting reading a variety of sources

Listening to the radio and discussing current affairs

Using online web resources

Extra-curricular clubs, trips and visits

Implementation

The school will have an annual focus to further develop teaching and learning this is detailed within the College Development Plan and should be seen across the college.

Each faculty regularly monitors and evidences the quality of teaching via half termly T&L Reviews, to help inform future planning.

Conclusion

Each faculty has agreed the characteristics of teaching and learning whole school and in their subject areas. This reflects how the Teaching and Learning Policy will be supported in classrooms, with the support of The Oathall 8 and Every Lesson, Every Day initiative.

*Oathall 8 are a set of standards for students and teachers to adhere to, to ensure high quality planning and learning is taking place.

** Super Curriculum are a set of optional activities for KS3 to take student's learning beyond the classroom.

***Every Lesson, Every Day document sets out the expectations for every single lesson.

****Oathall Career Stages document outlines different career stages and suggested accompanying CPL.