**Teaching and Learning Policy**

**Purpose:** Guidance in Taught Lessons

Consistently good and outstanding teaching directly influences learning. This policy describes the expectations for all lessons at Oxted School.

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<tr>
<th>Date created: May 2016</th>
<th>Governors Committee Responsible: Curriculum and Student Outcomes</th>
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<td>Senior Manager Contact: Assistant Headteacher (JMB)</td>
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**Review period:** Annual

<table>
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<th>Date reviewed: June 2016</th>
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<th>Date Ratified: December 2016</th>
<th>Next due for review: December 2017</th>
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The following policy describes Oxted School’s strategic approach to ensuring that all lessons are good or better, and that all students make sustained progress from Year 7 (Key Stage 3) to Year 13 (Key Stage 5). Please see Appendix 1 for Sixth Form Teaching and Learning Guidance. The key to our success will be consistency across all Faculties in basic expectations, and consistency within Faculties for subject specific requirements.

**Links to other policies**

The Teaching and learning policy should be read in conjunction with the following policies:

- Performance Management Policy
- Feedback and Marking Guidance (part of the Assessment Policy)
- Staff Development Policy
Leadership and Management

The Assistant Head Teacher is responsible for Teaching and Learning, and is supported by the Lead Practitioners.

Elsewhere, we continue our Distributed Leadership approach for Teaching & Learning:

1. Focus always on learning
2. Consistency: ‘This is how we do it at Oxted’.
3. Distributed leadership enables and supports quality teaching
4. Identifiable Faculty Culture
5. Cross-Partnership sharing of Best Practice

Readiness to Learn

All staff should follow the ‘Readiness to Learn’ routine, which is displayed in all classrooms:

- ‘Meet and Greet’ all students at the door with a smile - check uniform as they enter.
- Students should be sat in a carefully considered seating plan.
- Students should put their equipment on their desks - books/pencil case/PLANNER
- Students should put their bags on the floor and their coats must be off
- Students should start on the ‘starter’, ‘THUNK’, Response to Feedback, or 10 minute challenge task without delay (Oxted School 30 Second Rule).
- At the end of the lesson, students should stand silently behind their chairs. Uniform should be checked (no coats), before asking students to leave.

Presentation Guidelines

All staff should follow the ‘Presentation Guidelines’, which are displayed in all classrooms:

- Classwork and homework to be done in blue or black ink
- Response to feedback should be done with a green pen.
- Use pencil for diagrams
- Underline your date and title with a ruler
- Use a ruler to draw straight lines
- Cross out mistakes with a single line
- All sheets should be stuck into books alongside the relevant work
- Students must take pride in the presentation of their work.
Quality of Teaching

The Ofsted criteria (Sept 2015 Framework) for a ‘Good’ Lesson are as follows:

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths.
- Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.
The Quality of Teaching at Oxted School is monitored in various ways:

- **Lesson observations:** These happen twice every year as part of the Performance Management Cycle. Feedback is given against the Teacher Standards and Ofsted Criteria. The following measures are graded ‘Y’ or ‘N’: Is there strong evidence of progress? Is there evidence that teacher standards are being consistently met? Is there evidence of Personal Development, Positive Behaviour and Welfare?

- **Drop-ins:** These are on a needs basis, but once again are judged against Ofsted Criteria. Feedback is given in the form WWW / EBI to teachers and their Heads of Faculty / Department. Both Lesson Observations and Drop-Ins require the observer to consider ‘Challenge & Inspire’ / ‘Engagement and Reflection’ / Progress.

**Lead Practitioners**

Lead Practitioners uphold standards of Teaching and Learning as follows:

- Delivering CPD
- Supporting whole school T&L policies in departments and faculties
- One to one coaching for new staff / staff on support programmes
- Delivering consistently high quality lessons which can be observed by others
- Assisting with lesson observations, drop-ins, and Random Work Sampling

**Curriculum Monitoring**

To uphold standards in Teaching and Learning, Oxted School operates a rolling Curriculum Monitoring programme which includes:

- **Book Looks, Learning Walks, Student Voice, Moderation, and Homework Audits.** These are carried out by Heads of Faculty / Department, discussed in Line Management meetings, and WWW / EBI / Actions are recorded centrally.
- **Random Work Sampling:** This is carried out by SLT and Lead Practitioners on a half termly basis, and requires teachers to submit an entire class of books to be looked at against school expectations.

**Quality First Teaching**

The emphasis at Oxted School is firmly on Quality First Teaching. This breaks down into 6 Key Strands, each of which is monitored for 1 half term each academic year:

1. **Challenge:** Into the ‘Optimum Learning Zone’ every lesson (to include 10 minute silent challenge tasks).
2. **High Quality Formative Feedback**
3. **Differentiation and scaffolding to secure knowledge, skills and understanding**
4. **Questioning with Blooms in Mind**
5. **Everyone a teacher of literacy**
6. Comprehensive Schemes of Work

Powerful Learners

Oxted School staff and students have identified the following 6 characteristics to be developed at Oxted School:

Oxted School Students are:

1. Collaborative
2. Creative
3. Courageous
4. Resourceful
5. Reflective
6. Resilient

These characteristics should be referred to explicitly in every lesson (7-11), written into schemes of work, appear in lesson PowerPoints (where used), and be rewarded using the SIMS house points system.

Lesson Planning

Staff are encouraged to use the ‘Planning Pyramid’ (Challenge, Engage, Reflect, and Progress) to assist them with their lesson planning. Both this document and other lesson planning guidance is available on Frog.

Lesson Outcomes

All lessons should begin with clear Learning Outcomes (LOs). These should use the language of Blooms Taxonomy from the green bookmark, broken down into ‘Knowledge, Skills, and Understanding’. Each Faculty should have a consistent approach to how they communicate their Learning Outcomes.

Literacy

Literacy, and the development of Language Skills, is a central part of every lesson at Oxted School: every teacher is a teacher of literacy. All lessons should include key words (subject-specific vocabulary), and all teachers should ensure that they use the SPaG (Spelling and Grammar) Codes on the ‘Marking and Feedback Bookmark’ when they are marking work.

Marking & Feedback

Staff should use school marking codes and adhere to their Faculty assessment and making expectations. Please see the ‘Marking & Feedback Bookmark’ / the school Assessment Policy for further details.
Response to Feedback

Students must be encouraged to respond in some form to the feedback which is given to them. This should be done in green pen where possible so that it is easily identifiable.

CPD

CPD at Oxted School is linked directly to School Priorities and Performance Management. The key elements which support Teaching & Learning are:

- Teaching Toolkits
- INSET days
- Through the keyhole (Peer & Lead Practitioner Lesson Observations)
- Video Coaching

Lesson Planning

At Oxted, planning a sequence of lessons is more important than individual lesson plans. For this reason, all Faculties are required to have comprehensive schemes of work for all year groups. These schemes of work must be fully resourced, with a coherent approach to presentations (where used) within Faculties. The planning for these schemes of work takes place in purposeful and well defined blocks of time: on Curriculum Development Days, and during Gained Time in the summer term. We have a ‘Lean’ lesson planning approach, which means that lesson plans are not required for lesson observations, nor do they play a role in judging the overall quality of teaching.

When planning lesson, teachers are encouraged to ‘work backwards’ to ensure that there is clarity over what we are hoping students to be able to do at the end of each academic year. Prior achievement, the desired levels of knowledge / skills / understanding at the end of the course, and the rate of progress should all be taken into account. All lessons should be planned with clear learning outcomes in mind, and with clear success criteria for students to refer to. Within individual lessons, teachers must plan for opportunities to check understanding, for ‘efficient’ activities, for interleaving, and for ‘lasting’ learning. Threshold concepts must be secure before teachers move on, and lessons must be interlinked. Finally, teachers are encouraged to co-plan their lessons to provide the very highest quality.

The Oxted School ‘Planning Pyramid’ (‘Challenge, Engage, Reflect, Progress’) is available for staff to use on Frog to assist with their planning. This is complemented by other lesson planning resources and structures. New members of staff, and colleagues on support programmes such as Department Support and Securing Good are directed to use these structured approaches to lesson planning.

Parental Engagement

At Oxted School, all parents and carers are equally valued as part of the learning community. Children benefit most when we work in partnership with their
parents/carers to enhance the learning experiences of all students. We aim to provide a partnership between home and school, ensuring that families feel supported, welcome and valued. As part of this process, all teachers' email details are published on the website and queries should be answered fully within 72 hours; the communication officer and Head of Faculty are copied into all emails.

**Homework**

Homework is an essential part of learning. It helps students to consolidate what they have done; it gives them a chance to prepare for work to come; and it helps them to develop independent study skills.

For further details about regularity of homework setting, quality of homework, submission of homework, and expectations of marking, please refer to the ‘Oxted School Homework Guidelines,’ available on the school website, and on Frog.
APPENDIX 1

Sixth Form, Key Stage 5 (KS5) Teaching and Learning

The following describes what good and outstanding lessons should look like at Oxted School for Key Stage Five students.

The Key Stage Five Planning Pyramid at Oxted explains what is expected in all Sixth Form lessons. Furthermore, students have the Key Stage Five Oxted 3, which relates to the Planning Pyramid and clearly defines what is expected of students in every lesson. The Key Stage Five Planning Pyramid and the Key Stage Five Oxted 3 combine to support students to be more independent and resilient; taking more responsibility for their own learning and that of their peers and equipping them for the world of work.

KS5 Planning Pyramid

**Engage:**
- **Starter** connects to previous learning
- Variety of **active learning** strategies which encourage creativity and higher order thinking
- Opportunities for **collaborative learning**
- Unify learning to the bigger picture - **SMSC/cross-curricular/higherlevellearning**
- Using subject knowledge to inspire

**Challenge:**
- Shared learning **outcomes** for the lesson
- Tasks which require **higher order thinking**
- Variety of **planned questioning** strategies
- Use of **data** to inform planning
- Appropriately differentiated tasks
- Plan for and direct **independent study and research activities** in and outside of lessons that develop student resourcefulness
- **Risk taking** activities for staff and students encouraging student confidence and courage
- Use of **exam questions and exemplar work** to challenge students & model successful work

**Progress:**
- Implement a range of **targeted APs** strategies to assess learning and ensure engagement of all students
- Provide targeted **intervention** to support and enhance student progress
- Continuously develop **widestudyskills** to sustain progress
- Promote and assess **literacy & numeracy** continuously

**Reflect:**
- **Regular use of verbal and written feedback**
- Create opportunities for students to **respond to feedback**, developing a resilient approach to learning
- Summarise and evaluate learning with **plenary**
- Use and respond to **studentvoice** in planning
Departmental Check List

This check list consists of Actions for departments which are most effective in raising student attainment, developing student resilience and independent learning skills at Key Stage 5. It should be used by all departments in planning Key Stage Five provision and explicit in SoWs and assessments.

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<th>Action</th>
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<tr>
<td><strong>COURSE STRUCTURE</strong></td>
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<tr>
<td>1. All department staff and students are aware of this policy</td>
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<td>2. Students are provided with a specification and course overview from the start</td>
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<td>3. Resources and assessment materials including exam questions are clearly referenced in Schemes of Work and made explicitly available to all students, on FROG where applicable</td>
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<td>4. All departments continuously develop the wider study skills of students in conjunction with the Sixth Form team</td>
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<td>5. Schemes of work make Afl and differentiation explicit in lesson planning</td>
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<td>6. All departments respond actively to student voice feedback from the Sixth Form team</td>
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<tr>
<td><strong>MARKING AND FEEDBACK</strong></td>
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<tr>
<td>1. Work is formally assessed to exam board standards twice a half term as a minimum with clear formative feedback on work and this assessment must inform CWG</td>
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<td>2. Homework is set at least once a week and followed up to encourage independent learning and wider research and prepare students for lessons</td>
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<td>3. Marked work is returned to students within 10 working days</td>
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<td>4. Regular feedback ensures all students know their current level of attainment compared to their ALIS target</td>
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<td>5. All Students are given clear targets to improve and support to act on those</td>
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<td>6. All students folders or assessment packs are formally reviewed by departments prior to each grade entry according to the assessment calendar using the Oxted KS5 folder review proforma</td>
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**Quality of teaching**

The quality of teaching is monitored through ‘drop-in’ observations and whole school teaching and learning observations as part of the performance management cycle. In addition to the monitoring of lessons, the curriculum monitoring cycle provides scheduled opportunities to monitor the quality of homework, feedback and marking and progress over time through homework audits, learning walks and ‘book looks’. Provision of formative feedback and accurate assessment on student work will also be monitored in specific work samples and Student Voice surveys carried out by the Sixth Form team.