TEACHING AND LEARNING POLICY

Last Review:	Dec 2022
Committee:	CC
Date Ratified:	15/12/2023

1. Rationale

The purpose of this policy is to provide guidance on teaching and learning at Oldfield School.

Teaching and learning is at the heart of Oldfield School. Oldfield School believes that all students, whatever their ability, should receive high quality teaching throughout the curriculum so they can achieve their maximum potential.

2. Content

This policy consists of a series of core principles which should be adhered to across the curriculum. Learning Areas and subjects are encouraged to apply these principles in a way which will most benefit students in their subject(s).

3. Application of the Policy

The policy applies to all teachers at Oldfield School, including ITT teachers.

Learning Areas and subjects decide how to best apply this policy in their subjects.

4. Core Principles and the Oldfield Standard

High quality teaching and learning at Oldfield School is described in the shared principles of the Oldfield Standard (appendix 1). There are 6 core principles which all teachers should be working to implement in their lessons.

4.1. Classroom culture

- For high quality learning to happen there must be a strong classroom culture based on mutual respect that is common across the school.
- Consistency is key to creating a strong culture in every classroom and therefore all teachers incorporate the key non-negotiables into their lessons.
- Students need to have expectations and routines clearly and regularly shared and reinforced.
- Meaningful, specific and honest praise is one of the most effective ways of building a strong classroom culture.
- Behaviour should be managed in line with the school's behaviour policy and procedures.
- A strong classroom culture is one where students focus on the learning as distractions have been minimised. This includes active listening when the teacher is explaining and periods of working in silence when appropriate.
    - o Active listening involves students facing the direction of the speaker, remaining in silence while listening, avoiding having items in hands if possible and focusing on the person speaking.
    - o Silence is an important skill which students should develop and is often the most appropriate choice when students are working individually as it minimises distractions.

- Classrooms at Oldfield School have high expectations of students and apply support appropriately to ensure everyone can meet these expectations. This is based on the belief that all students can succeed regardless of starting point or background.
- Students are expected to bring the appropriate equipment required for a lesson.

4.2. Communication of subject knowledge
- Teachers are experts in their subjects and appropriate lessons to share this expertise with students.
- Teachers should use well thought out learning objectives to ensure that lessons and sequences of lessons are appropriately planned.
- Learning objectives will be shared with students at appropriate points in the lesson
- There is no expectation that students record learning objectives in their books
- A learning objective may cover a single lesson or a sequence of lessons
- The purpose of a learning objective is to make clear to students what they are learning and how this may fit into the 'bigger picture' of the unit, course or subject.
- Teachers should anticipate and plan for common misconceptions which may arise during lessons.
- Checking for understanding should be regularly incorporated into lessons. Teachers should plan opportunities to check that students have understood what has been taught.

4.3. Planning for long-term learning
- Learning is a change in long-term memory and therefore lessons and sequences of learning should aim to achieve this through:
  - The careful sequencing of content to provide opportunities to re-visit and build on prior learning.
  - Opportunities for retrieval practice and application of prior learning.
  - Low stakes testing to improve storage strength and retrieval strength.
- Lessons should take account of students' prior learning and aim to build schema by identifying links between this and the new content.
- Key terms should be explicitly taught so that students are able to accurately use them.

4.4. Questioning and feedback
- Questioning is one of the most powerful tools teachers have at their disposal.
- The most effective questions are ones which are pre-planned and potential follow-up questions have been considered.
- Questioning can have a range of purposes in lesson which include:
  - Checking student understanding.
  - Uncovering misconceptions.
  - Encouraging students to make links between content they have learnt.
  - Discovering student attitudes and ideas on a given topic.
  - Summarising content
  - As a form of retrieval practice.
- The use of thinking time is important in questioning to allow students to construct higher quality answers.
- Teachers should direct questions based on their knowledge of the class and students to ensure that they are being used to stretch and challenge appropriately. This will involve the use of 'no-hands-up' questioning.
- Feedback can take a variety of forms and includes written comments, whole-class feedback and verbal feedback. Further details are contained in the whole-school feedback policy and within faculty feedback policies.

4.5. Teacher instruction

- Teachers are experts in their subject and therefore the best person to build student understanding.
- Teacher instruction is key to student understanding and should be planned to take account of the limitations of working-memory and the age, ability, and prior knowledge of the class.
- Examples and non-examples can support teacher instruction.
- Modelling of processes is a powerful tool in supporting teacher instruction. This is especially effective when using the 'I do, we do, you do' structure.
- Information should be appropriately chunked to avoid overloading working memory and aid understanding and retention.

4.6. Student practice

- Students will be provided with adequate time to practise new material and this practice will be deliberate, carefully planned and just outside of the student's comfort zone.
- Lessons will normally start with a 'Do now' activity to ensure students are productive and engaged from the start of the lesson.
- Scaffolding will be provided to allow students to be successful in completing independent tasks and teachers will plan for the appropriate removal of this over time.
- Student practice can involve individual, paired or group work.
- When working individually a silent classroom can help students to be most successful.

5. Differentiation

- Lesson planning must consider student abilities and specific needs and include appropriate and planned differentiation to make sure all students have the chance to be successful.
- Differentiation should aim to allow all students to make progress and develop the same understanding during a lesson, even if the path to this understanding is different.
- The teacher is the most important resources in the classroom and differentiation may often be based around who they work with and when they offer this support.
- Differentiation will often involve providing alternative or adjusted tasks to identified students.
- Teaching Assistants are most effective when they are informed of and involved in the planning process.
- For student with specific SEND needs Pupil Passports will contain vital information that will support in appropriate differentiation. All teachers should be using these within their planning.

6. Literacy

All staff have a responsibility to support in developing students' literacy.

The Whole School Literacy Co-ordinator leads on the development and implementation of literacy (reading, writing, speaking and listening) across subject areas in order to raise awareness and improve the quality of the education provided. The Whole School Literacy Co-ordinator is line managed by the AHT: Teaching and Learning.

7. Monitoring and evaluation of the quality of teaching and learning

Monitoring the quality of teaching and learning is led by the AHT (Teaching and Learning) with the support of the other members of the Senior Leadership Team and Leaders of Learning.

The quality of teaching and learning is monitored using the following methods:

- Work scrutiny
- Learning walks

- Deep Dives
- Analysis of student outcomes
- Student voice
- Parental voice

6. Review of the Policy

The school monitors and reviews the Teaching and Learning Policy by:

- Seeking the views of students and staff on the effectiveness of the policy;
- Continually seeking to update the policy in line with good practice.

Appendix 1 – The Oldfield Standard

The Oldfield Standard is our shared blueprint of what makes excellent teaching and learning at Oldfield School. The quality of teaching is the highest leverage tool we have to maximise the progress of our students.

There are 6 principles which make up the Oldfield Standard:
- **Classroom Culture**: building a positive classroom culture is key to creating a positive and consistent school culture in which students can thrive.
- **Communication of subject knowledge**: teachers are experts in their subject fields and use their expertise to foster a love of the subject.
- **Planning for long-term learning**: careful sequencing, use of retrieval practice and application of learning builds retrieval strength and storage strength.
- **Questioning and feedback**: questioning is used extensively to promote and assess thinking. Feedback helps teachers to inform their decisions and helps students to make progress.
- **Teacher instruction**: carefully planned and chunked explanations take account of the limitations of students' working memory and allow students to build strong understanding of new material.
- **Student practice**: extensive and carefully planned practice is required to enable students to become expert in a field.

The purpose of the Oldfield Standard is:
- to provide a shared understanding of excellence for teaching and learning across the school
- to support leaders' self-evaluation of the quality of teaching and learning across the school
- to support teachers' professional growth through high quality feedback and coaching conversations
- to provide a framework for the delivery of CPD

Key Resources
- [Rosenshine (2012) Principles of Instruction](#)
- [Coe et al (2020) Great Teaching Toolkit: An Evidence Review](#)
- Lemov (2014) Teach Like A Champion
- Caviglioli and Sherrington (2020) Walkthrus

Principle	Classroom Culture
We Believe ...	• That building a positive classroom culture is key to building a positive school culture. • That students will thrive when expectations and routines are made clear to them and that there is consistency across the school. • That consistency is key and that expectations and routines need to be clear to students. We make sure that our routines, transitions and learning environments allow for excellent behaviour to ensure that learning is the highest possible quality and that a sense of pride in our school is shared by staff, students and parents.
Core Habits	• Use a measured tone at all times, with emotional control and appropriate volume • Use praise as a form of reinforcement to acknowledge compliance and build positive professional relationships • Foster a respect for the learning environment • Manage behaviour in line with the school's behaviour policy and procedures to minimise conflict and prioritise learning • Be well informed about the nature and requirements of students' individual SEND needs and have strategies to accommodate them
Expert Habits	• Use least invasive forms of intervention and circulation to pre-empt and eradicate disruption • 'Narrate the positive' to build momentum for active participation by all students • Develop strong relationships with all students characterised by respect, trust, co-operation and care • Maintain a focused classroom environment which minimises extrinsic cognitive load and foster a respect for the learning environment • Create a climate of high expectations, high challenge and high trust so that students feel able to participate fully
Further reading	

Principle	Communication of subject knowledge
We Believe ...	• That teachers are experts in their field and that this should be evident in planning, context and teachers' explanations. • That effective subject allows teachers to break down learning into its composite parts, plan for effective exposition and independent practice. • Through having expert teachers, students will leave Oldfield having fostered a genuine love for the subjects they study, generating an in depth understanding of the world in which they live in.
Core Habits	• Have strong subject knowledge of the topic/unit being taught and the expectations of what students are learning • Have knowledge of assessment goals. • Plan or script teacher talk to ensure clarity of explanations and modelling. • Build upon prior knowledge as part of a sequence of lessons.
Expert Habits	• Identify the prior learning that is necessary to access the lesson and how to activate this • Develop a deep, fluent and flexible understanding of subject content, its position within the curriculum and assessment objectives • Use clear, succinct explanations of sometimes complex concepts with a variety of models to demonstrate understanding. • Anticipate and plan for misconceptions, using exemplars to address anticipated misconceptions. • Consistently check for understanding of the whole class and adapt teaching accordingly. • Expertly adapt explanations to ensure that they meet students' individual SEND needs.
Further reading	

Principle	Planning for long-term learning
We Believe ...	• That careful sequencing, regular retrieval and application of prior learning supports students to build a strong knowledge foundation and improves long-term learning • That the use of low stakes testing activities improves both storage strength and retrieval strength and allows students to develop fluency and mastery • That, when students understand how current learning fits into a wider structure, they will develop a stronger schema to support future learning
Core Habits	• Use low stakes retrieval practice to ensure that students build fluent knowledge • Chunk learning of new knowledge and skills in a way which allows students to build on previous knowledge • Dedicate lesson time to guiding students to make links between topics and reflect on their own learning.
Expert Habits	• Build students' schema by activating prior knowledge and explicitly identifying the link between different concepts • Use a range of techniques to chunk, demonstrate and explain key knowledge to support students' long-term learning. • Explicitly introduce and refer to key terms and concepts regularly throughout the course so that students use these with confidence. • Use questioning techniques to drive students to independently make links between topics and concepts
Further Reading	Learning Scientists. Retrieval Strength vs Storage Strength https://www.learningscientists.org/blog/2016/5/10-1

Principle	Questioning and feedback
We Believe ...	• That questioning allows teachers to promote student thinking by asking questions which prompt students to give explanations and justifications, make connections, improve or elaborate on their answers and describe their thinking processes. • That questioning also allows teachers to assess students' thinking, knowledge and understanding in a way which allows the teacher to adapt their teaching. • That improvement is best achieved through targeted feedback over time delivered in a precise and timely manner • That feedback is most effective when it is given in small steps and can lead to progress within a lesson.
Core Habits	• Script and target key questions and expected responses in advance to ensure progress and provide challenge • Use strategies (e.g. individual whiteboards) to assess for understanding of the whole class systematically throughout the lesson • Pause between asking a question and requesting a response from an individual student to increase thinking ratio
Expert Habits	• Use strategic questioning to elicit common misconceptions, assess understanding and respond accordingly • Probe initial answers to promote deep thinking e.g. using 'right is right' and 'break it down'. • Use strategic partner talk, cold call, everybody writes and quick questioning strategies to increase participation ratio • Expertly adapt questioning to meet the needs of individual students and assess the thinking of students with specific SEND needs
Further Reading	Adam Boxer - Ratio https://achemicalorthodoxy.wordpress.com/2020/02/09/ratio/

Principle	Teacher instruction
We Believe ...	• That the teacher is the best person to build understanding as they have sophisticated knowledge of the subject matter and wider curriculum. • When we teach a new concept, process or skill we need to explicitly break down our 'expert' thinking • When teaching new ideas we need to be aware of the limitations of working memory and take steps to support students to encode new material in their long-term memory • That effective teacher instruction is the key to students understanding what they're trying to achieve and how to go about this.
Core Habits	• Plan clear explanations which ensure new information is broken down into smaller steps and reinforced • Use visual prompts, modelling strategies and worked examples where appropriate to support understanding • Actively teach key vocabulary within lessons
Expert Habits	• Explanations are planned to take account of the limitations of students' working memories • Use multiple examples to illustrate common characteristics of a concept and borderline and non-examples to define its boundaries • Build students' schema by activating prior knowledge and making clear the links between new and prior knowledge • Use reading strategies to support students with decoding, fluency and comprehension • Respond to students' developing understanding by rerouting or adapting explanations • Use modelling strategies and guidance fading to ensure that students are supported to move from teacher instruction to independent practice
Further Reading	

Principle	Student practice
We Believe ...	• That the only way to become an expert is to undertake extensive practice in a specific subject area. Therefore lessons allow students to successfully engage in frequent, high-quality and appropriately scaffolded practice. • That practice which carefully spaces and interleaves topic ensures that students are applying their knowledge in a way which leads to more persistent learning. • That as students move from novice to expert, the level of support and scaffold should be gradually decreased.
Core Habits	• Allocate time for students to engage in appropriate independent practice to embed and reinforce learning until it is fluent and secure • Use 'name the steps' to script instructions for independent practice so that students are aware of the expectations for success • Provide effective scaffolding to ensure that all students can meet the learning objective, regardless of starting point
Expert Habits	• Adaptive use of scaffolding • Explicitly plan for the removal of scaffolding through guidance fading to increase the independence of students over time • Set carefully planned homework tasks which enable students to consolidate and extend classroom learning • Hold students to account for high standards of work • Design practice materials that space and interleave practice over time to promote persistent learning • Use a variety of strategies such as 'show call' and 'work the clock' to encourage urgency and build resilience during extended practice
Further Reading	

Appendix 2: Remote teaching

If the school is unable to open to individual year groups or all students, then the remote learning procedures will be put in place as soon as is reasonable.

Student will have lessons delivered through Microsoft Teams following their normal school timetable. KS3 Dance and KS3/4 Core PE lessons will not be delivered through Teams and a list of alternative activities will be shared with students that they can participate in.

Lessons will be 45 minutes, rather than an hour long, to allow students a screen break and to get organised for their next class. Tutor time will still occur for 20 minutes at the start of each day. The timings of the day will be as follows:

Period	Time
Tutor	8.30 – 8.50
1	9.00 – 9.45
2	10.00 – 10.45
Break	10.45 – 11.15
3	11.15 – 12.00
4	12.15 – 13.00
Lunch	13.00 – 14.00
5	14.00 – 14.45
6 (KS5 only)	15.00 – 15.45

If a teacher is absent or unable to teach their lesson work will be set for students to complete independently. The work will still be set through Teams.

Online lessons should follow the principles of the Oldfield Standard as much as possible. They should still feature high quality explanation, checking for understanding through questioning, independent student practice and differentiation.

If remote learning is in place for an extended period of time then student work should be marked, and feedback provided. This should follow as closely to in-person principles as much as possible and should therefore be formative and offer students the opportunity to undertake DIRT.

If remote learning is in place for an extended period of time then homework should be set with the following principles:

- Students in Key Stage three will have extended learning tasks saved on the appropriate SharePoint site. Students can select pieces of work they would like to complete and submit these to their teacher when they have done so. In Year 9, students to focus on subjects which they may be considering as GCSE option choices, alongside the core subjects.
- Students in Key Stage four will be set consolidation work by their class teacher. Teachers will indicate when and how this work should be submitted to them.
- Students in the Sixth Form will continue to be set independent study tasks, in line with the school's existing homework policy.