

DATE: November 2020

OUR TEACHING AND LEARNING ETHOS

At Oldfields Hall Middle School we:

- **respect others**
- **enrich lives**
- **make a difference**

This policy takes account of the legislation set out in the Equality Act 2010.

At Oldfields Hall Middle School we work constantly to find out what works best for our pupils and act on our findings. This policy is therefore a dynamic document that will evolve as new research informs our practice and as we strive to achieve these outcomes for our pupils.

We want to develop confident, lifelong learners who are able to achieve in an information rich society.

OUR RATIONALE

At Oldfields Hall Middle School we believe that teaching and learning are intricately interrelated but **learning does not necessarily happen as a result of teaching**. We accept that the most significant impact on learning comes from inspired teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and the pupils' stage of development. Teachers have clear expectations, are enthusiastic, well organised and consistent. Teachers plan lessons employing appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by, the pupils.

We believe that children learn best when they have a clear understanding of the objectives and expectations of the lesson; when they are faced with challenging but achievable tasks; when they are motivated and engaged by the subject and when their self-esteem is high, thus enabling them to achieve their full potential.

We believe that children learn best when teachers know their pupils and their needs; when teaching and learning activities are tightly focused on individual needs and ensuring that

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each child makes rapid progress from their starting points; when work is differentiated to meet their needs; where there is scaffolding, support and challenge built into activities.

We believe that children learn best when they feel secure and happy in their environment; when there is a positive climate for learning; when there are positive relationships based on mutual respect and fairness and equality for all; where all staff promote a culture of praise and encouragement in which all pupils can achieve; where there is a consistency of response to both positive and negative behaviour; where there is a positive relationship between the school and parents and carers so that they receive the support they need.

TEACHING

Given that the single biggest factor in a pupil's learning is excellent teaching, we commit to ensuring that our teachers:

- Know what excellent teaching is
- Are creative in their planning and delivery
- Are motivational in their delivery
- Enjoy teaching and have a passion for learning
- Are committed to high expectations and high achievement
- Understand how thinking and questioning develop learning
- Show total professionalism
- Seek opportunities for, and take ownership of, their continuing professional development
- Understand that pupils learn in different ways
- Seek out and accept constructive feedback from colleagues, pupils and parents
- Have opportunities to lead
- Deploy agreed, active behaviour management strategies

At Oldfields Hall Middle School, we agree that our teaching will be characterised by:

Planning and preparation:

That is clearly linked to **National Curriculum objectives**; that builds **knowledge and skills** over time; that identifies **key vocabulary** to be used; that is **appropriate to the needs of all pupils**; that has clearly identified **learning objectives (or mastery content in Y7 English)**; that is based on **good assessment practice**; that shows how **Teaching Assistants** are to be deployed; that shows how **resources**, including ICT, are to be used to enhance learning.



The teacher's delivery of the lesson:

That is **engaging**; that is **dyslexia friendly**; that shares the **learning objectives or mastery content** of the lesson; that is **well paced** and **challenging**; that uses a **variety of tasks** and **high quality resources**; that is **differentiated** to meet the needs of each pupil, using **scaffolding, support and extension**; that uses **questioning** to challenge and deepen thinking; that **addresses misconceptions** in a timely way; that uses **plenaries** to reflect on learning; that uses a **firm, fair and consistent approach to behaviour for learning**; that uses **praise** and reward.

The delivery of the curriculum:

That is **broad and balanced**; that is always **evolving** to meet the needs of the pupils, the local community and the national and international picture; that **builds on prior** learning; that **prepares pupils for the next stage in their education**; that is **relevant and engaging**; that considers **alternative provision** for those pupils who need it; that **promotes British values, spiritual, moral, social and cultural understanding and the safeguarding of all pupils**; that develops pupils' **literacy, numeracy and computing skills across the curriculum**; that **makes links** with other curriculum areas; that is developed in **liaison** with other schools in our pyramid; that **extends beyond the classroom**; that is **evaluated** regularly.

The use of resources:

That are **high in quality**; that are **dyslexia friendly**; that provide appropriate levels of **support and challenge** so that all pupils make **progress**; that are **stimulating and engaging** (eg the use of outside speakers etc); that considers the appropriate use of **technology**; that consider the **physical environment** for learning.

The deployment of Teaching Assistants:

That is **well planned**; that prepares the Teaching Assistant for the lesson by **providing them with planning, guidance and resources**; that is **clear** about the pupils to be supported and why; that gives the Teaching Assistant **the opportunity to prepare** for the lesson; that provides **regular opportunities for feedback** to both staff and pupils; that ensures that all pupils have **regular quality first input from the teacher**; that is always **evolving** to meet the needs of the pupils.

The use of assessment to ensure progress:

That takes place **continuously** throughout the lesson; that **informs** immediate next steps within the lesson, short term planning, and longer term plans; that is **planned** so that pupils can track their own progress using, for example the learning objectives, the mastery content, success criteria or "I can" statements; that **links directly back to National Curriculum objectives**; that **measures** the extent to which pupils are meeting national expectations; that is **varied** in method.



The highest expectations of all pupils:

That ensure **all pupils achieve**, no matter what their abilities by **supporting and challenging** them in appropriate ways; that are **consistent**; that ensure that pupils make **better than expected progress from their starting points**; that **empower students** to take charge of their own learning and conduct; that **reward** students for their achievements.

The use of Continuing Professional Development:

That is **regular and has practical application**; that is **derived from a needs analysis** based on a range of evidence (including but not limited to Performance Management objectives lesson observations, learning walks, work scrutinies and data captures); that **meets the needs of individual staff** members; that is **varied, relevant and rapid response**; that **shares best practice**; that is **innovative**; that is **research-led** and encourages staff to undertake **enquiry-based** learning; that is **evaluated**; that allows staff time for **practical application and reflection**; that is both **outward looking** (to best practice in other settings) and **inward looking** (to share best practice within our own setting).

LEARNING

Given that the pupils in our care are the single most important feature of our school, we seek to develop pupils who will:

- Recognise and appreciate excellent teaching
- Take risks
- Be motivated to learn and achieve high standards
- Show creativity
- Smile and laugh
- Engage with learning and develop a range of strategies for learning
- Become questioners and be able to develop learning through thinking effectively
- Give and receive feedback effectively
- Enjoy learning and school
- Discuss their learning with their parents and carers
- Be life-long learners
- Behave well
- Achieve the best they can

THE ROLE OF PARENTS AND CARERS

Parents know a great deal about their children. They have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Therefore, meaningful communications and co-operation between the school and the pupils' parents are vital.

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Children's learning is enhanced by a positive relationship between parents and school. Parents can contribute by committing to the home/school agreement and:

- Ensuring that their child regularly attends school on time and is properly equipped and in the correct uniform;
- Supporting the school in striving to achieve high standards of behaviour by letting the school know about concerns or problems that might affect their child's work or behaviour;
- Attending parents' evenings and replying to all communication from the school including reports;
- Supporting their child's learning including the completion of homework;
- Working in partnership with the school by checking and signing the organiser each week.

REVIEW

The Senior Leadership Team will consult with members of the school community including staff (teaching and non-teaching), pupils, parents and Governors.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff, pupils and parents.

The outcome of the review and changes to policy and procedures will be communicated to all those involved and incorporated into an amended Teaching and Learning Policy.

Policy reviewed	November 2020
Adopted by the OHMS Governing Body	November 2020
Date of next review	November 2021
Chair of Governors	Mr S Clarke