



Teaching and Learning Policy

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Rationale:

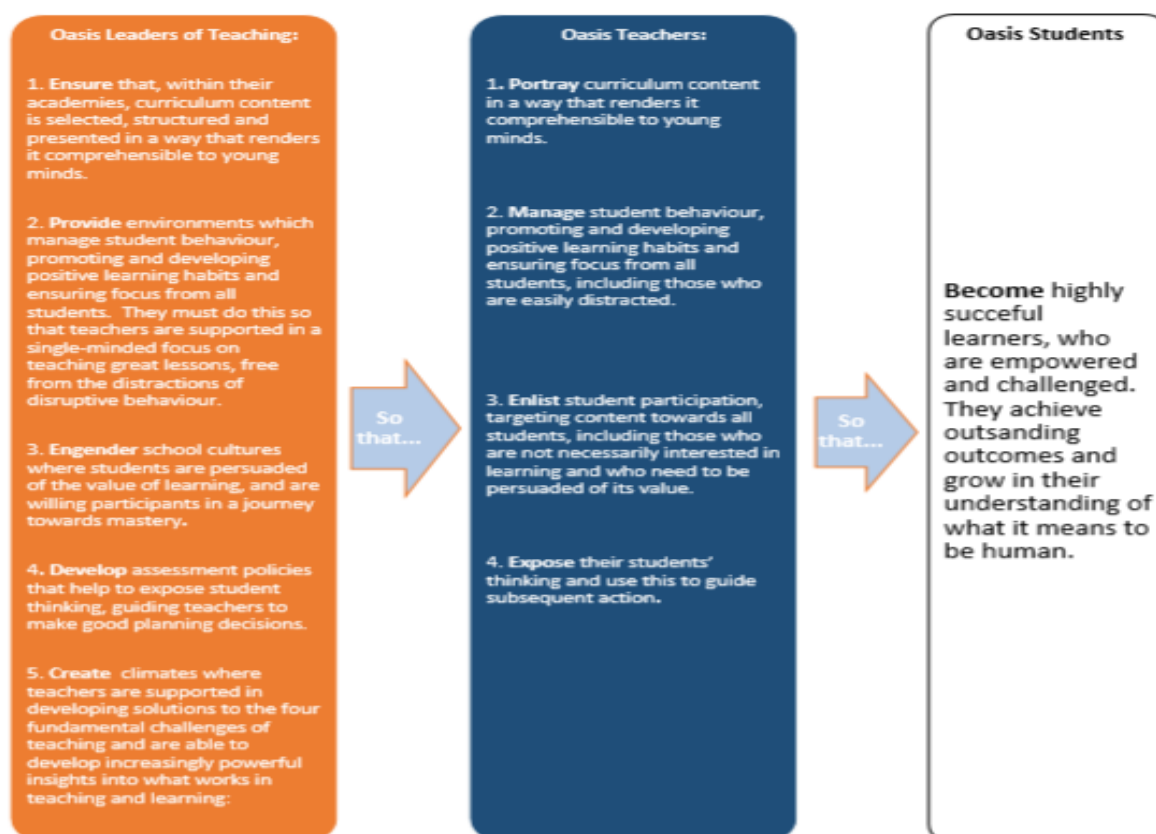
Outstanding Teaching and Learning is essential in ensuring that every child reaches his or her full potential. We have high expectations of both our staff and pupils in allowing students of any background to achieve their best, which will grant them choices for their futures. Every teacher has made a pledge to your child's learning:

'At Oasis Academy Enfield, we fundamentally believe that all students are entitled to the best possible education. We believe in equality of opportunity and have a vision for all students to excel; moving beyond expectations and boundaries. We will lead by example and develop an ethos which is aspirational. We will provide a caring, listening and safe environment, while standing firm on our high expectations for all.'

We have grounded our Teaching and Learning ethos in our motto which is 'The Enfield Way is to be the best that you can be. The Enfield Way is to LEARN'.

We want every teacher and student to Lead, Excel, Aspire, be Resilient and Nurture. At Oasis Academy Enfield, we have developed our Teaching and Learning Pedagogy on Bloom's Taxonomy, thus setting the highest expectations for our students' achievement.

As part of Oasis Trust, we also follow the Oasis Teaching and Learning model:



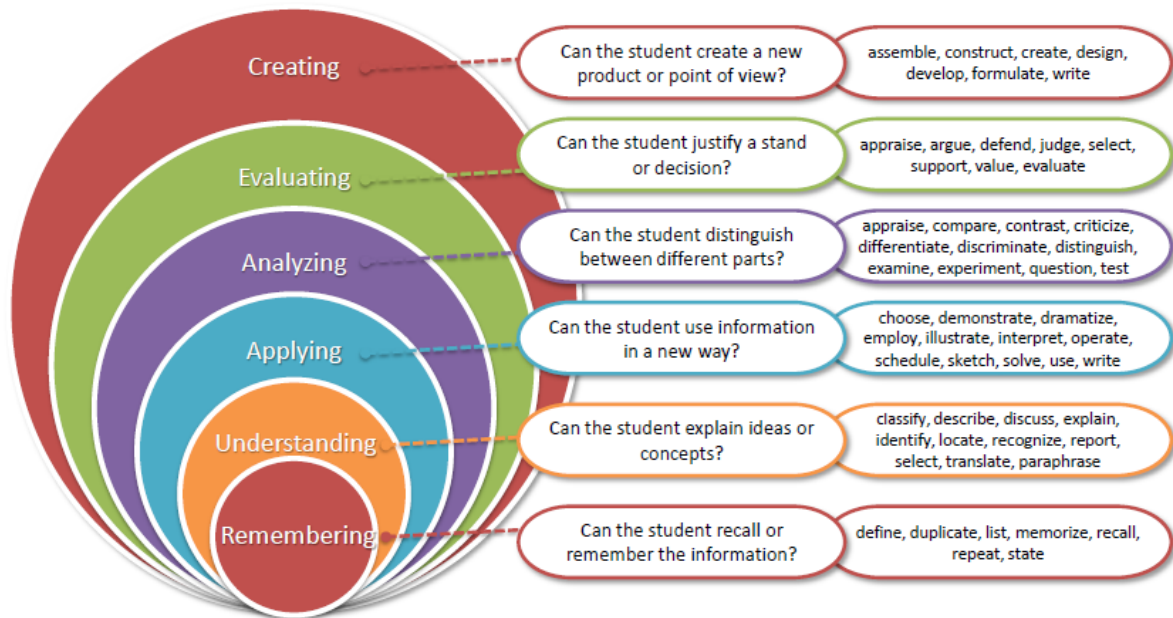
To read the OCL Teaching and Learning Policy in full please follow the below link:

[file:///C:/Users/jwalsh1/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/SR7NY343/Learning%20Policy%20\(Draft\)%20\(1\)%20\(002\).pdf](file:///C:/Users/jwalsh1/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/SR7NY343/Learning%20Policy%20(Draft)%20(1)%20(002).pdf)

Methodology:

All lessons are planned using Bloom's Taxonomy:

Bloom's Taxonomy (Revised)



We believe in 'top down' teaching, which allows challenge for our most able students, while providing scaffolding for students who need more support.

We ensure that our lessons are planned in a sequenced format to ensure the learning is maximised. It is essential for us to balance the planning with teacher workload, therefore we encourage department joint planning.

Our expectation of lessons include:

- Well planned lessons
- Provide opportunities for all students to make progress
- Well-paced
- High levels of engagement from all students
- Differentiation for all levels
- Opportunities for continuous AFL
- Positive behaviour for learning
- To be delivered in a calm environment that promoted the enjoyment of learning

Our expectation of our teachers include:

- Excellent subject knowledge
- Have high expectations of all students
- A comprehensive understanding of the differing needs of their students
- Use a range of teaching styles to engage different types of learners
- To be able to take risks within their teaching

The academy has a set of non-negotiables that should be followed every lesson in order to ensure no learning time is lost and lessons get off to a calm start.

- Meet and greet students at the door
- Have a Do-Now activity on the board that ALL students can easily access. This should ideally be a literacy activity/recap activity from last lesson.
- Students should come into the lesson and sit in their allocated seat in silence.
- Students should take out only the equipment needed for that lesson and put them on their desks.
- Students should write the date and title in their books and attempt the Do Now activity.

At the end of lessons, following the final plenary, the teacher should inform students to:

- Pack their equipment away in silence
- Stand behind their chairs in silence
- The teacher should dismiss the class row by row and be ready to meet the next class at the door.

Our expectations of our learners:

- To be full participants within lessons
- To be responsible for their own learning
- To have an enjoyment of learning leading to becoming life long learners
- To take pride in their work
- To show respect to all

CPD:

At Oasis Academy Enfield we aim to support all of our teachers, from NQT level to expert, in their continued professional development.

NQT Training:

NQTs receive a bespoke training programme that consist of weekly CPD sessions. This takes place in conjunction with 'Teach Like A Champion' to ensure that their development is based in both theory and practice.

Teacher CPD:

All teachers receive regular opportunities for personal CPD as well as compulsory CPD offered on INSET days. These look at Teaching and Learning from a pedagogical level, planning and delivery. Teachers learn best from each other therefore, the development of working parties, teaching and learning communities and subject specific enhancement as in the case of lesson study are important CPD arrangements.

More informal CPD arrangements include; peer support from outstanding partner schools, in-house coaching, shadowing, peer observations and support from subject specific lead practitioners

External CPD is only carried out where necessary for example in terms of developing curriculum expertise, or in the case of specialist roles e.g. exams officer, H & S training

Middle Leaders:

Middle leaders receive a bespoke CPD course to enhance their leadership skills and help support with the development of their departments.

As well as in house CPD, we also run CPD in conjunction with National Lead Practitioners from Oasis central and a leadership course for aspiring middle and senior leaders with IOE, as well as the NPQML and NPQSL.

To help support all teachers we also follow the OCL Powerful Action Steps, which enable all teachers to reflect and develop on their professional practice:
<https://powerfulactionsteps.education/auth/login>

Monitoring:

Teaching and Learning is monitored through:

- Lesson observations – 1 per term cycle
- Learning Walks
- Book looks
- Student voice
- CPD training
- Data drops – in line with assessment policy
- Subject specific deep dives
- MST reviews

Celebration

Recognising and praising good practice is an important part of our ethos. Celebration is recognised through verbal praise, celebration during weekly staff briefings, the tweeting of good practice, and the giving of thank you cards in recognition of good practice by a member of SLT.

Links with other policies

This policy should be read in accordance with the:

Curriculum policy
Assessment policy
Behaviour policy