



# Oasis Enfield Academy

## TEACHING, LEARNING & MARKING Policy

*Motto: The Enfield way is to be the best you can be. The Enfield Way is to LEARN*

**Lead – We are future leaders**

**Excel – We are exceeding expectations**

**Aspire – We are achieving our ambitions**

**Resilience – We are strong and determine**

**Nurture – We are caring to all**

Date of Approval	
Review Date	

## Teaching and Learning Policy

### 1. Oasis Enfield Academy Ethos and Values Statement

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.

Lead – We are future leaders

Excel – We are exceeding expectations

Aspire – We are achieving our ambitions

Resilience – We are strong and determine

Nurture – We are caring to all

### 2. Purpose

The policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for quality first teaching and high-level leadership and management. The policy will apply to all staff (teaching and support) directly involved in teaching and learning.

At Oasis Academy Enfield we expect that the short-term results of high-quality teaching will be excellent examination results. However, we know that high quality teaching develops more than just good grades, it develops confident, resilient learners who are fully able to articulate their learning and reflect on how they learn best so that they can move on to even more academic and personal success. We want a good measure of our pupils to develop the competencies to be experience success so that they can positively influence their own families, generations, and entire communities.

### 3. Policy Links to Academy ethos and values

Teaching and Learning is the number one priority at Oasis Academy Enfield. Quality first teaching and learning is the standard expectation for every pupil in every lesson.

The expectations for Teaching and Learning are linked to our LEARN ethos. LEARN is weaved throughout our curriculum as seen in our Curriculum intent statement. (Appendix 1). This is also replicated throughout the curriculum intent statement for each subject area. See [Curriculum - Oasis Academy: Master \(oasisacademyenfield.org\)](https://www.oasisacademyenfield.org) for each subject area's curriculum intent statement.

It is our belief at Oasis Academy Enfield that the a strong, varied and challenging curriculum not only opens up the mind of our young people to becoming life-long learners, but creates a culture of excellence throughout the hallways and classrooms. We offer a knowledge rich curriculum, carved under the National Curriculum guidelines, which is both rigorous and robust, and supplemented by a wide and varied enrichment curriculum.

## Academy Intent

Our intent is to develop and empower every student to live *the Enfield Way*, we want all our student to LEARN: *Lead, Excel, Aspire, Resilient, Nurture*. We are passionate that all our students will receive the best possible education through a curriculum which:

- Teaches them to become the *leaders* of tomorrow who have freedom of choice throughout their lives
- Ensures they *excel* in all aspects of their lives
- Is challenging, engaging and *aspirational*
- Creates *resilient* members of society
- Equips our students to be successful, *nurturing*, global citizens

At KS3 all aspects of LEARN are introduced, delivered and assessed through a wide variety of extracurricular provision, SMSC and extensive careers advice. Students also have access to a broad, engaging and intellectually stimulating academic curricula up to and including year 9.

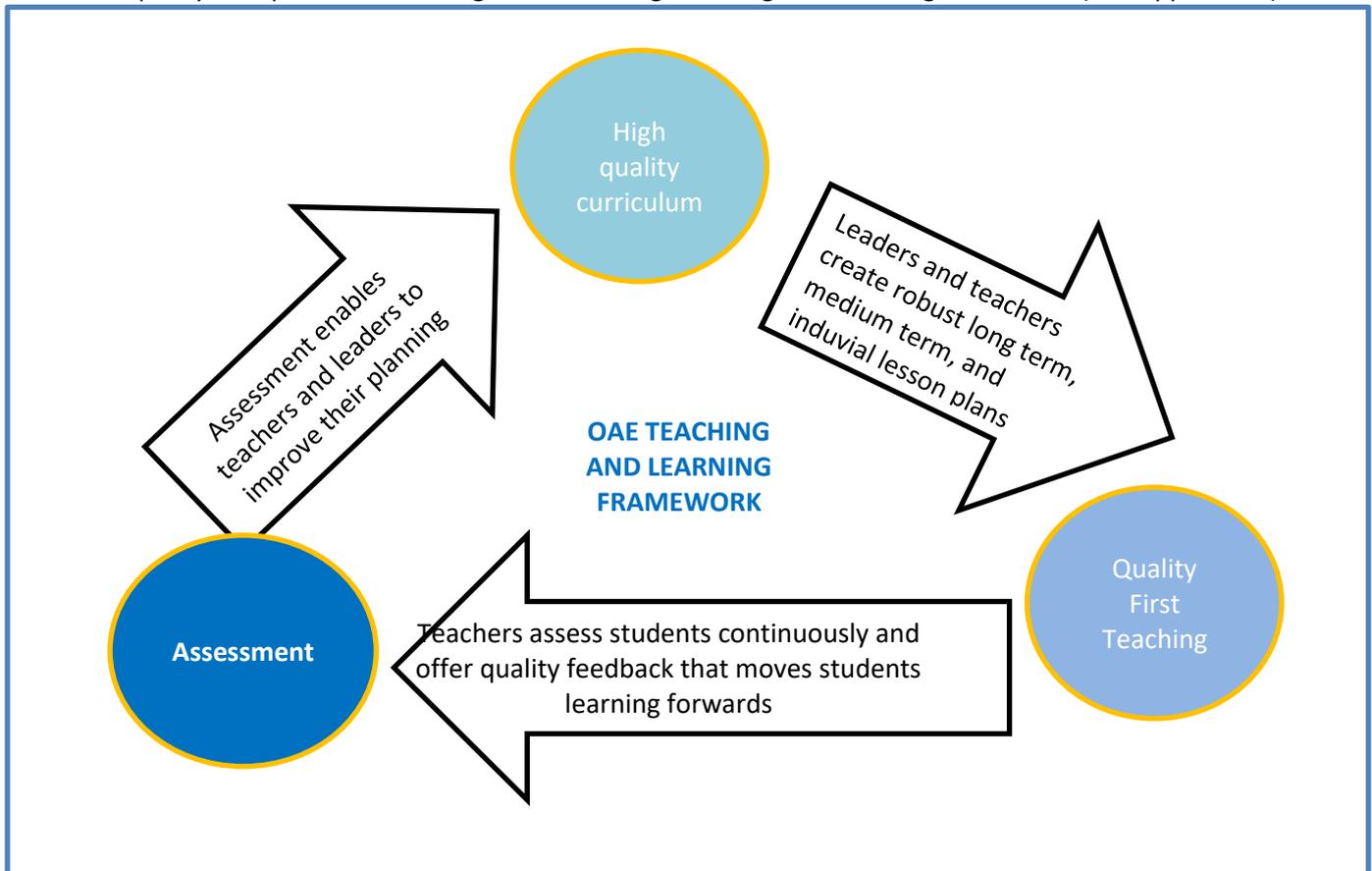
At KS4 all aspects of LEARN are further explored and assessed through our intellectually challenging and rich curricula offer, which open up a wide a variety of personalised career pathways. Students continue to have access to and enjoy our extensive SMSC and extra curricula provision.

At KS5 all aspects of LEARN are embedded and sustained through a wide variety of credible and highly valued academic and vocational courses accompanied by more focused, incisive careers advice and opportunities. Students are encouraged to broaden their range of extracurricular activities to prepare them with the qualities and competencies to be successful in the next stage of their lives.

By creating and providing this unique curricula provision we endeavour to develop positive mental wellbeing, break down barriers, address inequalities and drive social mobility.

## 4. Implementation

The policy is implemented through the following Teaching and Learning framework (See Appendix 2).



These three ingredients are the basics of what is needed to deliver the excellent outcomes we require for our pupils. Each strand is distinct but in various ways they overlap and inform each other so that the process of planning the curriculum, assessing pupil progress, and delivering a high-quality lesson become cohesive tasks, that are consistently carried out to a high standard.

**a. High Quality curriculum documentation**

OAE teachers plan for excellence through the development and use of comprehensive long term and medium-term curriculum plans as well as individual lesson plans.

**Our curricula are created using the following process:**

- Leaders create their long term plans using national strategies and examination board specifications as their basis
- Leaders use long term plans to create medium term plans
- Leaders and teachers create individual lesson plans from their medium-term plans
- Leaders use assessment evaluate the curriculum and make improvements to long term, medium term and individual lesson plans

When designing the curriculum, curriculum leaders are supported to ensure the following are in place and made available for implementation for all staff in their teams.

1. The subject curriculum intent has been shared and agreed by all members of the subject team and shares the same values as the school intent statement.
2. There is a clear and coherent rationale for the curriculum design, which ensures pupils progression in knowledge.
3. The rationale and aims are shared across the department and the school.
4. There is a coherent sequencing of content throughout the curriculum which ensures sufficient coverage across the subject over time.
5. The curriculum demonstrates interleaving of knowledge and concepts throughout the 5/7-year program of study.
6. The curriculum links to clear assessment criteria and designed thoughtfully to shape future learning.
7. Students and parents understand the learning journey and is it made explicit during lessons/on the school website as well as in other open areas.
8. The topics chosen are the best and most appropriately engaging and challenging for our students.
9. The curriculum includes clear links to literacy in particular reading. Reading is prioritised.
10. The curriculum includes clear links to numeracy.
11. The curriculum and individual lesson plans have been pitched high.
12. The curriculum includes scaffolding of ideas to ensure that boys/PP/EAL students all have access to it.

**b. QUALITY FIRST TEACHING**

The expectations for Teaching and Learning are directly linked to the high expectations expected of all staff and students. (See Appendix 3).



# Lesson Expectations

## Pedagogy

- Display the learning journey
- Pitch lesson high
- Scaffold
- Clear explanation
- Questioning – ensure questions are presented on your slides
- Assessment
- Reading (at least once a fortnight)

## Lesson structure

- Do now
- I do
- We do
- You do
- Plenary

} First half of lesson

} Second half of lesson

	Teacher expectations	Student expectations
<b>Do Now</b>	The teacher will have questions on the board that review previous learning.	You are expected to answer these questions in silence.  If you do not know the answer to a question, use your book or other resource to help you. If you are still stuck, go on to the next question and then come back to the question you struggled with.
<b>I do</b>	The teacher will share the learning objective, the learning journey and introduce new learning.	You are expected to be silent and listen carefully. You may be asked to take notes of what the teacher is saying.
<b>We do</b>	The teacher will help you to understand the new learning by working on an activity with you.	You are expected to listen very carefully and to take part. You should also raise your hand if you have a question about the learning.
<b>You do</b>	The teacher will set you a task to complete. The teacher will circulate the classroom and provide support/live mark where necessary.	You are expected to complete an independent task in silence.
<b>Plenary</b>	The teacher will review that you have met the lesson objectives.	You are expected to demonstrate that you have met the learning objective.

OAE pupils are engaged in high quality learning experiences through teachers who plan and deliver quality first teaching through:

### *i. The effective use of Data*

Using prior attainment data, SEN information and DIAL analysis that effectively targets all students in order to develop **seating plans** and to ensure **differentiated and scaffolded** lessons meet the needs of every student

### *ii. Teachers knowing their students well*

When teachers know their students, data is put into context and differentiation is tailored to the emotional and learning needs of individual students

- **Excellent subject knowledge**

Excellent subject knowledge is about researching above and beyond what pupils need to know to pass examinations and using this knowledge to inspire, stretch and challenge every pupil. Educational trips and visits will also substantially improve a teacher's subject knowledge and create a new texture to pupil learning

- ***Pitching lessons high***  
Every pupil should be challenged to think beyond their current capacity: staff will ensure pupils are challenged without being in the struggle zone. Teachers are encouraged to pitch the learning objective high and ensure scaffolded resources are available to enable all students to be successful in their learning
- ***Scaffolding learning***  
See our pedagogy toolkit for practical strategies that support the scaffolding of student learning (See Appendix 4)
- ***Providing clear and interesting Explanations***  
Teacher explanations should transform complicated and abstract material into something clear and meaningful. Therefore, explanation should be carefully planned
- ***Model expectations carefully and explicitly***  
Pupils need to watch and listen to a teacher guide them through a process step by step before they can attempt it themselves. Blaming a child for not understanding something is counterproductive. We should model each small and seemingly insignificant part of the learning journey
- ***Building in time for Deliberate Practice***  
Pupils will only retain and master the knowledge and skills you are trying to teach them through practising. More time should be spent on practice than on anything else. This has been enabled through the lesson structure of 'I do, We do, You do' and in particular the 'You do' section of the lesson
- ***Questioning effectively***  
Questioning should be used throughout the lesson. Teachers should use lolly sticks or any other random method in order to select students for questioning randomly. Primarily questions should be asked to test understanding, leader to questions that deepen and develop understanding by deliberately highlighting misconceptions. Questioning should also be used to stretch students understanding and sow the seeds of rich discussion (See Appendix 5 for examples of differentiated questioning)
- ***Providing regular and meaningful feedback***  
The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson
- ***Assessing learning throughout the lesson***  
This section deserves its own section. See section 4.3 below for further information on assessing learning throughout the lesson
- ***Planning for deliberate reading experiences***  
Opportunities for students to read out loud regularly in lessons should be relevant to the lesson and planned. Opportunities to read out loud does not include reading the objectives or teacher instructions but instead, reading material should be carefully selected so that it allows students to follow up with an oracy rich activity followed by comprehension.

In addition to the OAE lesson expectations, it is good practice to maximise student progress by:

- iii. Planning for behaviour for learning using techniques that encourage positive behaviours and minimise disruptive behaviours
- iv. Planning for high quality home learning in accordance with the Academy Homework Policy
- v. Creating an inspiring learning environment
- vi. Planning for the learning and emotional needs of SEN students and the use of the TA
- vii. Providing many immersive enrichment opportunities.

The delivery of high-quality teaching and learning begins in the way staff facilitate the start and end of lessons. The expectations for the start and end of lessons are outlined in the poster below: (See Appendix 6).

<b>Oasis Academy Enfield Values</b> Compassionate Honest Humble Considerate Forgiving Joyful Patient Self-Controlled	 <b>Oasis Academy Enfield</b> <b>Teaching and Learning expectations</b>	<b>Oasis Academy Enfield Learning Ethos</b> Lead Excel Aspire Resilient Nurture
<i>"The Enfield Way is to be the best you can be. The Enfield way is to LEARN"</i>		
<b>Start of Lessons</b>	<b>End of lessons</b>	
<p>A positive and calm start: Meet and greet students at the door</p> <p>An orderly entrance: Students should walk into the lesson quietly and respectfully and sit in their allocated seat in silence.</p> <p>Ready to learn: Students should put on their desks only the equipment needed for that lesson</p> <p>Students should write the date and title in their books and attempt the Do Now activity.</p> <p>An engaging start: A Do-Now activity should be on the board ready and waiting. The activity should engage ALL learners.</p>	<p>Lock in learning: Conduct plenary activity that consolidates the learning</p> <p>A calm end: Students should pack their equipment away</p> <p>Students should stand behind their chairs quietly and ensure uniform is neat and tidy.</p> <p>Students should demonstrate that they are ready to move around the school quietly and respectfully</p> <p>An orderly exit: The teacher should dismiss the class row by row and be ready to meet the next class at the door.</p>	
<i>"The Enfield Way is to be the best you can be. The Enfield way is to LEARN"</i>		

### c. ASSESSMENT

At OAE, excellent progress for all is achieved through a sound understanding of:

- i. Why we assess
- ii. What we assess
- iii. When we assess
- iv. How we assess
- v. Marking and feedback
- vi. What we do with the assessment data.

#### i. Why we assess

" Assessment is the engine which drives pupil learning". John Cowan (2005)<sup>1</sup>.

Assessment is a key component of learning because it helps pupils learn. When pupils can see how they are doing in a class, they are able to determine whether they understand what has been taught. Assessment can also help motivate pupils, just as assessment helps pupils, assessment helps teachers.

OAE teachers will develop well-designed assessments that encourage critical thinking skills. Peer and self-assessment will be used to foster a number of skills, such as reflection, critical thinking, and self-awareness – as well as giving pupils insight into the assessment process. Teachers will discuss how and why they are assessing with pupils to ensure that the aims and goals of assessments are clear.

#### ii. What we assess

OAE teachers assess effectively by ensuring assessment is clearly linked to the chunks of learning and instruction that have taken place. Teachers will ensure that there is a delay between instruction and testing to ensure that pupils are able to recall and retrieve information and this is embedded in the long-term memory.

The long-term curriculum will be thought through carefully so that it includes ample opportunities throughout the year to re-learn and assess knowledge, skills and understanding of content.

### iii. When we assess

Pupils are assessed formally, once per half term through summative topic tests and tested less formally every half term. Pupils are also tested throughout a lesson through questioning, and a variety of other assessment for learning methods

### iv. How we assess

OAE teachers will use a range of effective assessment and testing tools to ensure they have a full and accurate picture of every pupil's progress to inform responsive planning and delivery. Pupils are tested both formatively and summatively.

#### Summative assessment

Summative assessment is assessment of learning. Assessment of learning tends to be summative and is carried out periodically e.g., at the end of a unit or year or key stage. The teacher undertakes this kind of assessment to judge how well a pupil is learning and performing. Conclusions will usually be reported in line with the academy assessment and reporting cycle.

#### Formative assessment

Formative assessment is used to identify gaps in pupil learning and then provide them with the advice and next steps needed to fill them. Formative assessment gets straight to the heart of good teaching by:

- helping teachers help pupils to take the next steps in their learning (Teacher assessment)
- helping pupils to help each other to take the next steps in their learning (Peer assessment)
- helping pupils themselves to take the next steps in their learning (Self-assessment).

Assessment for learning is formative and takes place continuously in the classroom. Assessment for learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there. (See Appendix 7 for the various ways in which OAE teachers can utilise Assessment for Learning in their classrooms).

### v. Marking and feedback

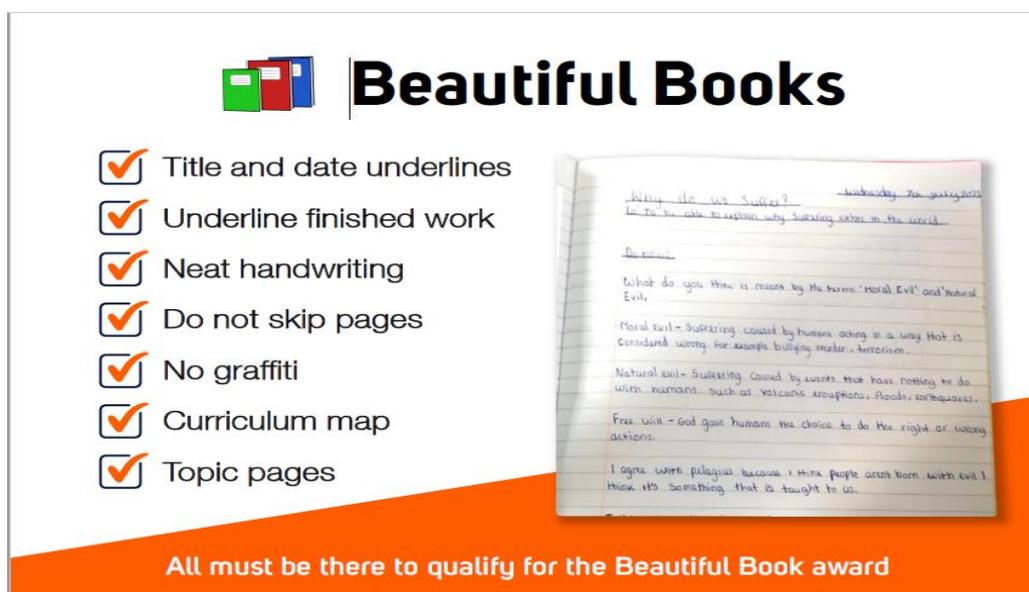
An important part of formative assessment is the OAE Whole class marking policy. (See Appendix 8). The policy ensures that students receive robust feedback that fills misconceptions, encourages excellence and pride in the presentation of work and ensures misconceptions are dealt with and students fully understand the key concepts and knowledge they need to succeed in their work. Each department area has adapted the policy so that it suits the needs of their subject and ensures learners receive regular, incisive feedback and praise.

**Marking Method 1** (Core 3 – 4 times per half term. Foundation 1 – 2 times per half term)

 <b>WHOLE CLASS FEEDBACK SHEET</b>		DATE:
<i>Teacher to spend approx 15 mins going through books before filling in this sheet. Students to respond to sections 5 – 7 in green pen Feeding back to a class should take approx. 25 mins</i>		TEACHER NAME:
		CLASS:
1. LESSON OBJECTIVE:	4. STATE <u>COMMON PRESENTATION</u> ISSUES – give students time to amend	
2. DEMONSTRATE 2/3 PIECES OF <u>HIGH QUALITY</u> WORK <ul style="list-style-type: none"> <li>• Student 1</li> <li>• Student 2</li> <li>• Student 3</li> </ul>	5. STATE COMMON MISCONCEPTIONS – give students time to amend  <b>(Carry out 5 and/or 6)</b>	
3. GIVE WWW FEEDBACK FOR A GROUP OF STUDENTS: <ul style="list-style-type: none"> <li>• Student 1</li> <li>• Student 2</li> <li>• Student 3</li> <li>• Student 4</li> <li>• Student 5</li> </ul>	6. PROVIDE DIFFERENTIATED QUESTIONS FOR STUDENTS TO RESPOND TO. Teacher can name students and display on board. <ul style="list-style-type: none"> <li>• Question 1... (students x, y and z)</li> <li>• Question 2... (students a, b and c)</li> <li>• Question 3...</li> <li>• Question 4...</li> </ul>	
	7. STATE COMMON SPAG ISSUES – give students time to <u>proof read</u> and correct	

Live marking and peer marking are also a vital piece of the academy marking policy. Each department area will decide how often this will take place.

Deliberate practice and attention to producing high quality work is encouraged and celebrated through the presentation policy and beautiful book awards. (See Appendix 9).



**Beautiful Books**

- ✓ Title and date underlines
- ✓ Underline finished work
- ✓ Neat handwriting
- ✓ Do not skip pages
- ✓ No graffiti
- ✓ Curriculum map
- ✓ Topic pages

All must be there to qualify for the Beautiful Book award

*Why do we suffer? - Understanding the questions  
to be able to explain why suffering exists in the world.*

*Question*

*What do you think is meant by the terms 'moral evil' and 'natural evil'.*

*Moral evil - Suffering caused by humans doing in a way that is considered wrong. For example bullying, murder, terrorism.*

*Natural evil - Suffering caused by events that have nothing to do with humans. Such as volcanic eruptions, floods, earthquakes.*

*Free Will - God gave humans the choice to do the right or wrong actions.*

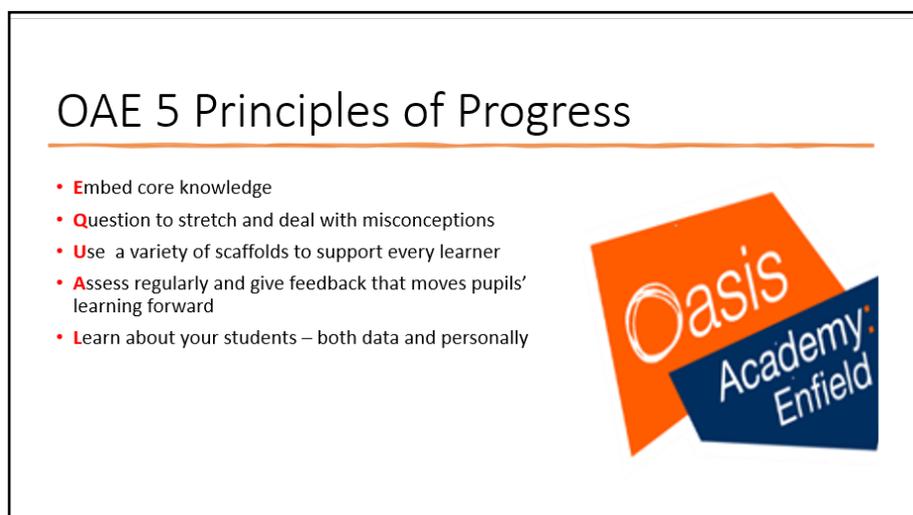
*I agree with paganism because I think people aren't born with evil. I think it's something that is taught to us.*

#### vi. What we do with the assessment data

OAE teachers will use data that has been produced from both formative and summative assessment to raise achievement for EVERY child in their care by:

- Diagnostically assess where each pupil is currently at and set targets to ensure they make expected progress at the end of each year
- Feedback to pupils and parents in order to move their learning forwards
- Motivate pupils to achieve more through appropriate praise for effort and the giving of rewards via learning points, post cards home, assembly shout-outs, half-termly awards etc

Assessment data is also used to inform an appropriate intervention strategy. Intervention is carried out by adopting the Five Principles for Progress 'EQUAL' strategy to raise the progress for all groups of learners. (See Appendix 10).



### OAE 5 Principles of Progress

- **E**mbed core knowledge
- **Q**uestion to stretch and deal with misconceptions
- **U**se a variety of scaffolds to support every learner
- **A**ssess regularly and give feedback that moves pupils' learning forward
- **L**earn about your students – both data and personally



The EQUAL intervention strategy allows teachers to select the appropriate principle and an associated strategy to support diagnostic intervention for each child. The strategy further enables teachers to:

- Identify gaps in pupil learning and adapt planning to ensure these are narrowed
- Use data to inform planning and initiate responsive planning
- Know where and how to target in-class intervention with impact using the DIAL system in conjunction with the EQUAL strategy
- Target students for small group out of class interventions.

See the OAE overall intervention strategy for 2021/22 in Appendix 11.

### **5. Staff CPD and support:**

At Oasis Academy Enfield we aim to support all our teachers, from NQT level to expert, in their continued professional development. Our teachers will be supported to develop lessons of a consistently high quality through a T&L policy which provides clear guidelines on the expectations required for quality first teaching. See the CPD overview for 2021/22 in Appendix 12).

#### **Early Career Teacher (ECT) Training:**

ECT's receive a bespoke training programme that consist of fortnightly 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 voluntary opportunities for personal CPD as well as compulsory CPD offered on INSET days. These look at Teaching and Learning from a pedagogical level, and planning & 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, support from subject specific lead practitioners etc. 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 etc

#### **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 OCL central as well as the NPQML and NPQSL.

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:

- Staff meetings, training and INSET
- Line management meetings
- Email communication
- Relevant sections of the Academy's website

### **6. Monitoring and evaluation of teaching and learning**

Teaching and Learning is monitored and evaluated through:

- Lesson observations – 1 per term cycle ( See Appendix 13 for lesson observation protocols)
- Learning Walks – see Appendix 14 for the OAE standard operating procedure)
- Book looks
- Student voice
- CPD training
- Data drops – in line with assessment policy
- Subject specific deep dives
- MST reviews.

## **7. Celebration**

Recognizing and praising good practise 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 ALT.

## **8. Links with other policy areas**

- Assessment policy
- Behaviour policy
- Homework policy.

## **9. Links with external partners/agencies where relevant**

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with OA Shirley Park, OA South Bank, LB Enfield Initial Teacher Training providers, Teach First and the Ambition ECF providers

## **10. Appendices**

Appendix 1 – [OAE Curriculum intent statement](#)

Appendix 2 – [OAE Teaching and Learning framework](#)

Appendix 3 – [OAE Lesson expectations](#)

Appendix 4 – [OAE Pedagogy toolkit](#)

Appendix 5 – [Blooms differentiated questions](#)

Appendix 6 – [OAE Start and Ends of lessons protocol](#)

Appendix 7 – [OAE Assessment for Learning toolkit](#)

Appendix 8 – [OAE Marking policy](#)

Appendix 9 – [OAE Beautiful books presentation policy](#)

Appendix 10 – [OAE Five Principles for Progress 'EQUAL' strategy](#)

Appendix 11 – [OAE 2021/22 intervention strategy](#)

Appendix 12 – [OAE 2021/22 CPD overview](#)

Appendix 13 – [Lesson observation protocol](#)

Appendix 14 – [Learning Walks – Standard operating procedure](#)

## **10. Bibliography**

In the writing of this policy a range of sources have been used including books, websites, twitter posts and other policies.