



**ORMISTON SANDWELL
COMMUNITY ACADEMY**

Teaching and Learning Policy

Teaching and Learning is at the heart of everything we do at Ormiston Sandwell Community Academy (OSCA).

Our aim is `excellence as standard' with our vision clearly stating we wish to provide the students of our community an outstanding educational experience which will give them the life opportunities, and outcomes, they deserve.

A. Rationale

- The principles of teaching and learning which guide the work in the school are as follows:
- To include all students in a culture of high expectations of work and behaviour
- To enable all students to achieve their best
- To establish the centrality of literacy and mathematical understanding across the curriculum
- To infuse learning skills across the curriculum, thus enriching the learning experience
- To encourage independent learning
- To expand teachers' repertoire of teaching strategies and techniques, including Assessment for learning strategies, thus making learning worthwhile and enjoyable

Strategies and guidance

Schemes of work will:

- Clarify objectives and progression
- Identify clearly the subject knowledge to be taught
- Include references to differentiated work to enable all students, whatever their ability, to learn effectively
- Provide opportunities for challenging tasks for all students
- Provide opportunities for developing independent learning
- Identify appropriate and planned use of Information and Communication Technology (ICT)
- Identify how the following are delivered within lessons:
 - Literacy
 - Mathematical Understanding
 - Assessment for Learning
 - SMSC
 - Challenge

Teachers will:

- Focus and structure their teaching so that students are clear about what is to be learned and how, and how it fits with what they know already at the beginning of lessons
- Actively engage students in their learning so that they can make their own meaning from it
- Make clear what the assessment criteria are
- Develop systematically students' learning skills so that their learning becomes increasingly independent
- Use Assessment for Learning to help students to reflect on what their next learning steps will be and how to achieve them
- Make use of baseline data and plan work accordingly
- Create an environment that promotes learning in a settled and purposeful atmosphere

- Use a variety of resources and varied activities, providing opportunities for different learning styles of students
 - Ensure lessons have activities and challenge for all - including those with SEN or G/T needs
- Use non-teaching staff effectively
- Ensure a sharp start and continued good pace to the lesson with a high percentage of time on task.
- Use a variety of questioning methods to explore learning and encourage students to question.
- Give positive feedback to all children, using Directed Improvement Reflection Tasks/ detailed formative marking (to include displaying work and rewards in line with School policy)
- Set homework in line with the homework timetable and school policy document
- Follow Behaviour policy
- Welcome and dismiss classes in an orderly manner

Lessons will:

- Have learning objectives which are communicated to the students
- Have clear learning outcomes
- Will be structured to include independent work and review whenever appropriate.
- Have differentiated work available, with challenge tasks such as powerful questions/exploring concepts

Students will:

- Respond in line with the code of conduct
- Be encouraged to take pride in their work and the achievement of others
- Present work in books in line with the Assessment/Marking policy
- Be encouraged to respond with enthusiasm
- Evaluate their own effort and progress and set realistic and demanding targets.

- Not copy notes; they should be expected to produce their own version of concepts, etc.
- Manage their absence effectively so as to protect their learning

Teachers/Staff will:

- Contribute to whole school planning, self-evaluation, Performance Management and QA processes
- Take responsibility for their own CPD by making the most of the opportunities and information provided/available
- Make themselves aware of school policy, action plans and procedure, so that expectations and strategies can be put in place in every classroom/part of the school

B. Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- Providing quality school-based training focusing on a specific aspects of teaching and learning but at the same time ensuring that personalised professional development pathways are also available in order to enable all staff to successfully complete their appraisal targets.
- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.
- Allowing colleagues to attend external training which is specifically linked to their appraisal targets or Subject Improvement Priorities.
- Encouraging colleagues to utilise peer observation to evaluate the teaching and learning in their classroom.
- Providing coaching and mentoring where appropriate.
- Provide opportunities to learn from others within the academy and from staff working within other contexts, including taking advantage of accredited CPD courses such as NPQML/NPQSL and academy links

- Provide a detailed and robust induction system so that expectations, policies and practices are clear to all

C. Curriculum

Years 7 and 8:

- In years 7 and 8 we offer a curriculum in line with the National Curriculum.
- All students will study Maths, English, Science, Geography, History, French, RE, Design Technology, Computing, PE, Art, Music, Dance and Drama.
- PHSE and Citizenship are delivered through a variety of means including assemblies; our mixed aged L4S tutor led sessions and collapsed timetable days. In addition, many aspects of Citizenship will also be addressed throughout the curriculum.
- Our L4S programme also enables the needs of the students to be met in respect of 'sex and relationships' and Spiritual, Moral, Social and Cultural (SMSC) issues.

Years 9,10 and 11

- At OSCA, we start our Key Stage 4 curriculum in year 9 to offer all students the maximum amount of time to achieve the full award in all courses studied.
- Year 9 is a foundation year where students will develop the skills needed to be successful in their KS4 qualifications.
- All students study Maths, English, Science, a performing or production arts qualification and PE as discrete Subjects
- We offer a very broad range of subjects including both GCSEs and vocational qualifications in our Options Pathways. Students will be guided through these pathways based on prior attainment and progress.
- RE in KS4 is delivered in a similar manner to Citizenship/PSHE in KS3, through a range of activities. The needs of the agreed local standards are met with this approach and again, those students wishing to work towards a qualification in RE have the opportunity to do so through our Options Programme.
- Our L4S programme, including the collapsed timetable days, also enables the delivery of sex and relationships education and other aspects of SMSC/IAG.
- All Students, will however continue to access elements of ICT throughout the curriculum.

Collective Worship and Teaching of Social, Spiritual, Moral and Cultural ideas and perspectives

- At OCSA we want our students to develop a 'social conscience and a commitment to make a positive contribution to society' as well as have the 'capacity to build caring and effective relationships' with a range of people. In order to develop these qualities we use collective worship and the teaching of SMSC across the curriculum to explore different perspectives, social and cultural ideals and personal beliefs and values.
- All National Curriculum subjects provide opportunities to promote students' spiritual, moral, social and cultural development. Explicit opportunities to promote students' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship.
- Therefore, at OSCA we will develop the spiritual, moral, social and cultural development of our students through:
 - Assemblies - which will discuss a diverse range of topics, themes and ideas. Be informative, engaging and thought provoking (once per week)
 - L4S sessions - which will develop an understanding of ourselves and others as well as the local, national and global communities. They will also give an opportunity for self-reflection
 - In lessons - where applicable and relevant. Schemes of work will highlight opportunities for SMSC
 - During L4S days
 - Through the use of external speakers and agencies
 - Through educational trips, visits and experiences
 - Through reference to, and celebration of a number of religious and non-religious festivals throughout the school year
 - By encouraging reflection, self-evaluation, good conduct and an ethos of respect at all times

The SLT and Lead for SMSC will track the teaching of SMSC across the curriculum to ensure that a broad and balanced curriculum is being offered to students. The lead for SMSC will also support the L4S Curriculum Leader, and other Curriculum Leaders,

in obtaining appropriate strategies and resources for the teaching of a range of topics with an SMSC focus.

Parents have the statutory right to withdraw their children from RE lessons/Collective Worship and the school is able to make alternative arrangements to ensure that they are supervised. However, we are committed to having a broad and balanced curriculum, including RE, as a central aspect of each person's educational entitlement, and therefore strongly encourage children of all faith and belief backgrounds to participate. If parents wish to consider exercising the right to withdraw their child from RE/Collective Worship, we therefore ask them to write to the Principal and to discuss the matter before a decision is made.

Information, Advice and Guidance Teaching

- Providing clear and accessible careers guidance to students is vital if we want them to fulfil and develop their ambitions and aspirations for the future
- The careers education and work related curriculum will meet the Gatsby bench marks and strive to meet the following learning outcomes for years 7 – 11:
 - Developing themselves through career and work related learning education:
 - Self-awareness
 - Self determination
 - Self-Improvement as a learner
 - Making the most of careers and work related activities and experiences
 - Showing initiative and enterprise
- Learning about careers and the world of work:
 - Understanding careers and career growth
 - Understanding work and working life
 - Understanding business and industry
 - Investigating career and labour market information
 - Respecting equality of opportunity and diversity
 - Maintaining health and safety

- Developing career management and employability skills:
- Making the most of guidance and support
- Preparing for the continuing learning and employability
- Developing personal financial capability
- Investigating choices and opportunities
- Planning and deciding
- Handling applications and selection

- *The Careers Education Programme will be delivered as follows:*
- PSHE lessons during L4S tutor time and identified L4S days
- Through stand-alone careers sessions or planned careers weeks/events
- Through individual interviews with students
- Through off site trips and attendance at relevant careers fairs
- Through visitors and guest speakers

D. Monitoring and Evaluation – Quality Assurance

- In order to ensure high quality teaching and learning the Senior Leadership Team, Curriculum Leaders and other post holders aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards, and to drive forward improvement.
 - We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.
- To support this process of self-evaluation and self-challenge we use a robust monitoring schedule:

- A QA handbook is provided to all staff which contains a detailed explanation of the monitoring/evaluation process and the pro formas and criteria used
- Curriculum Leaders will meet regularly, with their Senior Leader Link Managers working towards an agreed agenda.
- SLT/Curriculum Leaders/ACLs/LPs will conduct a paired lesson observation with an external verifier to assure consistency and accuracy of judgement.
- Observations will be conducted by the Principal, other senior staff and Curriculum Leaders as part of the quality assurance system. Teachers will also have an appraisal observation and review.
- The Principal / Associate Principal for Teaching and Learning will conduct an on-going audit of all lesson observations and recommend specific colleagues / departments for targeted support. Where such targeted support is put in place it will be recorded on a formal support plan overseen by a specified member of SLT and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set.
- SLT Pastoral Leaders and Curriculum leaders will take part in work scrutiny and learning walks designed to provide details on quality of teaching and learning of specified groups/vulnerable groups in order to support academy interventions.
- Curriculum Leaders are encouraged to include the department in the quality assurance process.
- Each subject area will have a 'health check' on a rolling cycle. This will involve interviews, observations and work scrutiny from an external inspector.
- This policy is available to view on request.

Date policy Written: Jan 2019

Review Date:

Name of Reviewers: Ms M. McMahon + OSCA Governing Body