Wodensborough Ormiston Academy

Teaching & Learning Policy

Policy prepared by

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 Responsible committee

 Date approved by committee

 Date ratified by LGB (if required)

 Description of changes from the model policy (if any)
At WOA we recognise the unique potential of every single child at our school.

Regardless of background or starting point, we believe that every child can achieve success if we nurture, support and encourage them on their journey with us.

We have high expectations of all staff, pupils and stakeholders because we know that to be the best we must always aim high. We role model a ‘can do’ attitude in all elements of work and we simply do not deal in excuses!

We Encourage Excellence in every strand of our work by:

- **Inspiring** our students to achieve their best learning in every lesson.
- **Challenging** Ourselves to deliver the best lessons everyday
- **Supporting** every colleague in our WOA family to strive for outstanding outcomes on behalf of our community.

We work with **Quality at Our Heart**

We understand the context and the community we serve and endeavor to support the individual pastoral needs of our families, while upholding the belief that the biggest impact we can make to our student’s lives is by delivering the highest quality Teaching, Learning and Assessment, and aiming to achieve the best outcomes for all.

**Rationale**

At Wodensborough Ormiston Academy (WOA) we aspire to **excellence** and to ensure that learners achieve their potential. We all must know what to do in order to improve and how to do it. Everyone knows and understands what teaching and learning looks like at WOA. By being part of a team, ensuring **consistency** makes us greater than the sum of our parts where everyone has the opportunity to be successful and the ability to **achieve**.

**Vision**

- There is a collective responsibility and commitment to the development of Teaching Learning and Assessment which has significant impact on progress and can be evidenced through outcomes, engagement and increasing levels of student independence
- Teachers and students are reflective, resilient and resourceful
- Everyone at WOA takes responsibility for creating an environment in which All can thrive.

**For effective Teaching Learning and Assessment, at WOA, our staff will:**

- **Lead Learning**
- **Expect Excellence**
- **Assess to Progress**
- **Respond and Adapt**
- **Nurture Curiosity**

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Roles and Responsibilities

- Classroom practitioners (teachers and educational support staff) expect excellence in their own practice and continue to learn and enhance their own skills. Colleagues seek out, accept and act on constructive feedback, facilitating continuous improvement.

- Faculty Leaders monitor and assess the quality of teaching and learning; ensuring that development and support takes place as appropriate.

- Senior leaders provide a unified focus for monitoring learning and classroom practice.

Support and Development

- A developmental and comprehensive training programme addressing school improvement priorities
- Bespoke coaching and mentoring programmes to build in house expertise at WOA
- Weekly TL&A tips, resources and strategies
- Hot lessons
- Planning surgeries
- A platform for collaboration
- A library of resources

Evidencing Impact

To maximise student progress, everyone will participate in a rigorous, evidence-based programme of self-evaluation in line with their roles and responsibilities.

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, and across the OAT network.

- Allowing colleagues to attend external training which is specifically linked to their appraisal targets or Subject Improvement Priorities.

- Encouraging colleagues to utilise peer observation or video technology to evaluate the teaching and learning in their classroom.

- Providing coaching and mentoring where appropriate.

- Establishing a range of teaching & learning working parties who will keep abreast of current teaching and learning initiatives and cutting edge research; trial new ideas in the classroom, evaluate their impact and disseminate their findings to colleagues.

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

**Monitoring and Evaluation – Quality Assurance**

In order to ensure high quality teaching and learning the Senior Leadership Team and Middle Leaders 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:
  - Middle leaders will meet regularly, with their Senior Leader Line Managers working towards an agreed agenda.
  - SLT/Middle leaders will conduct a paired lesson observation with an external verifier to assure consistency and accuracy of judgement.
  - Observations will be conducted by the Vice Principal, other senior staff and Middle leaders as part of the quality assurance system. These observations will be a mixture of learning walks and longer observations. Teachers will also arrange to have a performance management observation and review.
  - The Vice 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/ELT 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 Middle 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.
  - Middle leaders are encouraged to include the department in the quality assurance process.
  - Each subject area will have a ‘Subject review’ on a rolling cycle. This will involve interviews, observations and work scrutiny form an external inspector.

This Policy is supported by the Teaching and Learning Handbook, and Quality Assurance Handbook Issued to teaching staff at the beginning of each academic year.