



Cabot  
Learning  
Federation



Teaching and Learning  
Policy

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September 2022

**History of most recent Policy changes [to be reviewed annually]. Approval: Academy Council**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
November 2020	Whole document		Written
September 2022	4	Reference to 'Quality of education' time removed and updated	Change in academy naming.
	7	Removal of the 'On-Line' T&L Framework	Post covid
	Whole Document	Uniformity of language to 'student'	Consistent approach to language

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## **Links to Other Policies**

This Policy should be taken in conjunction with the following King's Oak Academy policies (all due for updates in 2022):

- Curriculum Policy
- Feedback Policy
- Homework Policy
- Remote Education Policy
- Primary Phonics Policy

## **Intent**

At King's Oak Academy we aim to:

- Embed an ethic of excellence that promotes scholarship, craftsmanship, standards and character throughout our academy
- Support students in their own personal beliefs and engender British Values, whilst equally celebrating diversity
- Educate everybody so that every student has the knowledge and skills they need to lead a flourishing life; and have the disposition to help others' to do so.
- Ensure that whenever our students look back on their time at King's Oak Academy, they will do so with positive regard for the experience and opportunities they received here.
- Cultivate student achievement through our culture of high expectation and high inclusion
- Provide all students with the opportunity to Work Hard and Be Kind.

## **Implementation**

We believe that to achieve our aims, it is important that we develop all the opportunities for learning and teaching in the life of our academy. Our shared curriculum releases teachers to secure learning and progress; empowering experts to collaborate so that we follow the learning to meet the needs of our students.

### **Learning is active**

Students are scientists, geographers, historians and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

### **Learning is challenging**

Students at all levels are stretched and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.

### **Learning is meaningful**

Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

### **Learning is public**

Through formal structures of presentation, exhibition, critique and data analysis students and teachers build a shared vision of pathways to achievement.

## **Learning is collaborative**

Academy leaders, teachers, students and families share robust expectations for quality work, achievement and behaviour. Trust, respect, responsibility and joy in learning permeate school culture.

At King's Oak Academy we enact our curriculum through a shared **Teaching and Learning framework** (see Appendix 1).

## **Impact**

Quality of education is monitored frequently through the following:

- Learning observations and learning visits by senior and curriculum team leaders.
- Progress meetings and book scrutiny.
- Data trawls and subsequent meetings to address gaps of any significant groups.
- Weekly / fortnightly line management meetings.
- Recruitment and retention of expertise within subjects.

Departments use 'Joint PPA' and 'Continued Professional Development' time to jointly plan for the enactment of their curriculum. Staff complete regular self-assessments based on the Teaching and Learning Framework, and this is used to inform department and whole school Professional Development.

# Teaching and Learning Framework

Learning at King's Oak Academy is **active, challenging, meaningful, public and collaborative**.

<b>Climate and Culture for learning:</b>
King's Oak teachers set the culture for learning, enabling students to <b>work hard and be kind</b> . Teachers <b>meet and greet</b> their students at the start of the lesson to set their <b>high expectations</b> for behaviour and effort from the outset. Teachers manage the <b>climate for learning</b> by setting a 'mode of learning' suitable at each stage of their lesson: <i>Eyes on me, Discussion, individual learning, or Exam conditions</i> . Teaching is <b>passionate and sparks curiosity</b> in students, it <b>values and celebrates</b> positive contributions from students. Teachers invest in classroom <b>routines to build learning habits</b> and avoid unnecessary distractions. <b>Seating is planned based on learning needs</b> not friendship groups; supporting intervention, feedback and differentiation.
<b>Pre do:</b>
King's Oak teachers ensure that all children receive their entitlement to the curriculum by planning their lessons around a <b>well-sequenced, progressive curriculum</b> where knowledge and understanding build over time. Each lesson is <b>planned with precision</b> around a specific, high level learning outcome. Teachers are explicit about the <b>What and Why</b> of every lesson and have a clear <b>Agenda</b> to structure learning. Teachers <b>understand the needs of each learner</b> and personalise their learning accordingly. Teachers <b>plan together</b> often and welcome feedback from colleagues. They frequently <b>engage with research</b> and professional development opportunities.
<b>I do:</b>
King's Oak teachers are <b>specific</b> about what they want students to do and learn. They use <b>explicit instruction and explanation</b> to set the context and provoke interest. <b>Models, images and representations</b> are used to support conceptual understanding and show students what success looks like. Knowledge is <b>explicit and accessible</b> , and teachers build on students' prior knowledge using <b>frequent review and retrieval</b> practice to support learning.
<b>We do:</b>
King's Oak teachers use <b>questioning and discussion</b> to provoke learning and check for misconceptions, seeking <b>full responses</b> to reinforce understanding. Teachers facilitate discussion using a range of techniques, enabling students to become <b>co-constructors of their learning</b> . Teachers provide scaffolding and guide <b>deliberate practice</b> , following the learning and responding accordingly.
<b>You do:</b>
King's Oak teachers utilise <b>deliberate practice</b> to improve students' understanding. Teachers enable students to <b>embrace cognitive challenge</b> in learning to ensure that they <b>think hard</b> about their learning and develop fluency <b>through repetition</b> . Teachers focus on the quality of writing to support students' understanding and enable them to make <b>coherent notes</b> and <b>produce a full response</b> . Teachers produce tasks that <b>stretch and challenge</b> all attainment levels so that students grapple with learning.
<b>Follow the learning:</b>
King's Oak teachers use a range of <b>assessment strategies</b> to monitor and maintain the correct level of challenge and <b>meet the needs</b> of all students. Teachers have a real understanding of the needs of each learner and <b>know their students</b> well. Teachers provide students with <b>frequent, clear feedback</b> tailored to what they need to improve in order to <b>close gaps</b> in knowledge and understanding.

**WORK  
HARD  
BE  
KIND**

