



Policy:	Teaching and Learning
Member of staff responsible:	Deputy Headteacher Quality of Education
Lead Governor	Teaching and Learning Governor
Date of last review	July 2026
Date of next review	September 2026

1. Introduction:

This policy sets out the approach we take to enable effective learning, by which we mean the retention and recall of knowledge so that it can be applied in different contexts. We strive to achieve excellence in our teaching so that students will:

- Make significant academic progress
- Develop and retain knowledge and cultural capital that will enrich their experience and enable them to access the next stage of their education
- Value learning for its own sake and develop the skills, attributes and values to take into life

Teachers, as 'lead learners' model the process of learning every day. It is vital that our practice is informed by the best available evidence and our own professional learning.

Teaching and learning are inextricably linked to curriculum and assessment, as reflected in the linked policies.

2. Oakmoor Principles of Teaching and Learning:

The Oakmoor Principles set out the agreed expectations for all teaching and learning in five key areas: climate and expectations; planning and structure of lessons; subject expertise; adaptive teaching; assessment and feedback. A number of bullet points exemplify each heading. These are not to be used as a checklist, but to support us in evaluating and continuously improving our practice. For each bullet point a 'so that' statement exemplifies the intended impact on students' learning.

Principle	So that....
Climate & expectations	
Teachers have established clear routines; lessons begin promptly and make good use of time.	Students' learning time is maximised and lesson time is purposeful
Teachers are at the classroom door, with a clear view of the classroom and the corridor, as the class arrive and leave the lesson. Students leave silently, as directed by the teacher.	Students are calm and safe as they move between lessons.
Teachers have clear and high expectations of students' attitudes, utilising praise and rewards to emphasise our values.	Students behave well because they know what is expected of them.
Teachers apply the school behaviour policy effectively and consistently.	Students are able to learn without disruption.
Teachers are proactive in encouraging positive behaviour and relationships, modelling high standards of behaviour.	Students interact in a positive, constructive way.
Teachers encourage high levels of student attention and effective participation.	Students are included and all students are learning.
Teachers are mobile, not static. They monitor all members of the class.	Lesson time is purposeful and students are not able to opt out of learning.
Planning and structure of lessons	
Teachers ensure a Do Now task is completed in silence at the start of the lesson.	Students can concentrate and engage with learning from the start of the lesson.
Teachers present new knowledge in small steps	Students can experience success in their learning.
Teachers carefully sequence and interleave subject content and skills.	Students can make connections to build fluency in their knowledge and skills.
Teachers make effective choices of teaching repertoire, with activities well matched to learning objectives	Students can understand and remember key aspects of learning.
Teachers provide opportunities for independent application of learning.	Students develop accuracy and fluency as they apply their learning.
Subject expertise	
Teachers have strong disciplinary and substantive knowledge, allowing flexible understanding of the content being taught.	Student learning is accurate and ambitious.
Teachers present and communicate new ideas clearly with engaging explanations.	Students are enabled to grasp ideas quickly and accurately.
Teachers plan for and explicitly teach literacy.	Students are able to read subject material and write accurately in the subject.
Teachers model and reinforce high standards of literacy and oracy.	Students communicate clearly and accurately using appropriate vocabulary.
Teachers use live modelling and exemplars effectively.	Students know what excellent work looks like and how to achieve it.
Teachers guide students to articulate their ideas verbally.	Students effectively articulate their learning.
Adaptive teaching	
Teachers use assessment to inform planning, with lesson resources adapted to meet the needs of learners in the class.	All students are able to access the learning.
Teachers adapt teaching as needs emerge.	All students are able to make progress in their learning.
Teachers plan for and address misconceptions.	Common misconceptions do not become embedded.
Teachers pitch the learning high and provide scaffolds for demanding tasks.	All students are challenged in their learning.
Teachers show a developed understanding of students with diverse needs.	Students with specific needs are able to thrive.
Effective working partnerships between all adults involved in the lesson.	Students receive well co-ordinated provision and are supported to learn.
Assessment and Feedback	
Teachers give high quality feedback.	Students learning is refocused or redirected to show success.
Teachers provide opportunities for students to act on feedback.	Students can develop improved knowledge and skills.
Teachers use questioning effectively to check for all students' understanding.	Students are able to show their understanding and learning gaps are identified.
Teachers provide opportunities for effective retrieval practice.	Students can embed learning into their long term memory.

Glossary of terms

Disciplinary knowledge	<i>knowledge of the methodology of the subject, ie how a subject specialist works to establish the substantive facts.</i>
Do now task	<i>task ready for students as they arrive; this is completed independently in silence and should take 3-5 minutes to complete. It will involve writing. It can be for reviewing or previewing learning.</i>
Interleave	<i>mixing, or interleaving, multiple topics and skills, switching between them to develop connections and memory.</i>
Oracy	<i>speaking and listening, the building blocks of literacy.</i>
Retrieval practice	<i>opportunities to recall facts, concepts or events from memory.</i>
Scaffolds	<i>temporary supports which are gradually withdrawn as a student becomes more competent in a skill, eg cue cards, sentence stems, writing frames.</i>
Sequence	<i>new knowledge and skills are introduced in a logical order, building on prior knowledge and increasing in complexity over time.</i>
Substantive knowledge	<i>established facts within the subject.</i>

3. Monitoring, evaluation and development

- i. Monitoring of teaching and learning uses the principles and takes place on a cycle including: full curriculum reviews (comprising data review, learning walks, book looks and student voice); regular learning walks and professional conversations. Each term a lesson visit is recorded against the principles. In addition we utilise external advisers and links with other schools for external viewpoints and validation- as a mirror and a window to continually develop our practice and provision.
- ii. The Personal Development Review (PDR) process is aligned with the Oakmoor principles and is focused on disciplined inquiry.
- iii. The Oakmoor CPD programme is aligned to the Oakmoor Principles and informed by i and ii above.