

Teaching and Learning Framework

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

Climate and Culture for learning:

King's Oak teachers set the culture for learning, enabling students to **work hard and be kind**. Teachers **meet and greet** their students at the start of the lesson to set their **high expectations** for behaviour and effort from the outset. Teachers manage the **climate for learning** by setting a 'mode of learning' suitable at each stage of their lesson: *Eyes on me, Discussion, individual learning, or Exam conditions*. Teaching is **passionate and sparks curiosity** in students, it **values and celebrates** positive contributions from students. Teachers invest in classroom **routines to build learning habits** and avoid unnecessary distractions. **Seating is planned based on learning needs** not friendship groups; supporting intervention, feedback and differentiation.

Pre do:

King's Oak teachers ensure that all children receive their entitlement to the curriculum by planning their lessons around a **well-sequenced, progressive curriculum** where knowledge and understanding build over time. Each lesson is **planned with precision** around a specific, high level learning outcome. Teachers are explicit about the **What and Why** of every lesson and have a clear **Agenda** to structure learning. Teachers **understand the needs of each learner** and personalise their learning accordingly. Teachers **plan together** often and welcome feedback from colleagues. They frequently **engage with research** and professional development opportunities.

I do:

King's Oak teachers are **specific** about what they want students to do and learn. They use **explicit instruction and explanation** to set the context and provoke interest. **Models, images and representations** are used to support conceptual understanding and show students what success looks like. Knowledge is **explicit and accessible**, and teachers build on students' prior knowledge using **frequent review and retrieval** practice to support learning.

We do:

King's Oak teachers use **questioning and discussion** to provoke learning and check for misconceptions, seeking **full responses** to reinforce understanding. Teachers facilitate discussion using a range of techniques, enabling students to become **co-constructors of their learning**. Teachers provide scaffolding and guide **deliberate practice**, following the learning and responding accordingly.

You do:

King's Oak teachers utilise **deliberate practice** to improve students' understanding. Teachers enable students to **embrace cognitive challenge** in learning to ensure that they **think hard** about their learning and develop fluency **through repetition**. Teachers focus on the quality of writing to support students' understanding and enable them to make **coherent notes** and **produce a full response**. Teachers produce tasks that **stretch and challenge** all attainment levels so that students grapple with learning.

Follow the learning:

King's Oak teachers use a range of **assessment strategies** to monitor and maintain the correct level of challenge and **meet the needs** of all students. Teachers have a real understanding of the needs of each learner and **know their students** well. Teachers provide students with **frequent, clear feedback** tailored to what they need to improve in order to **close gaps** in knowledge and understanding.

**WORK
HARD
BE
KIND**



