

**Policy title: KOA Teaching and Learning Policy**  
**All Through**

**Date adopted: 13 November 2017**

<b>Version</b>	<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change</b> <i>E.g. change in legislation</i>
V 1.0	19 September 2016			
	November 2017		No Change	

### **Rationale**

This document is a statement of the aims, principles and strategies for teaching and learning at King's Oak Academy. It is the method through which we offer our broad and balanced curriculum and its implementation is the responsibility of all the members of the academy community.

### **Teaching and Learning**

We believe that students learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Feel valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

### **The Learning Environment**

This will be organised to ensure that students have the opportunity to:

- Work individually, in pairs, in groups and as a class
- Make decisions
- Solve problems
- Be creative
- Develop social skills
- Develop independence and use initiative
- Participate in enrichment
- Contribute to school life

### **Learning will take place in a stimulating learning environment that:**

- Is welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect
- Is well organised, safe and tidy with well-presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour, specific to the Primary or Secondary phase, e.g. the "TRI" system (refer to the Academy Behaviour Policy)

### **Staff's responsibilities**

- Ensure there are clear objectives and success criteria which the students understand
- Provide feedback which informs the next steps in their learning
- Give students opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Use differentiation and groupings to enable all students to learn effectively
- Keep effective assessments and accurate records which inform planning
- Set and mark homework which is relevant to the student, curriculum and enhances learning
- Communicate with parents and keep them informed of students' progress

### **Students' responsibilities**

- Respect other students, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate kit
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and King's Oak Academy
- Take responsibility for their learning
- Complete homework to the best to their abilities

### **Parents' responsibilities**

- Ensure their children attend regularly and punctually
- Support the ethos of the school
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings and other relevant meetings
- Support the children in terms of homework
- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community

### **Governors' responsibilities**

- Work in partnership with staff, students and parents to support the aims and objectives of the academy
- Support initiatives for students and parents
- Be accessible to parents and staff

- Take responsibility for own training and development
- Carry out monitoring and support staff where appropriate

### **8. Celebrating Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by teachers, support staff, peers, principal and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy: refer to the phase specific policy
- Sharing success with the community

### **9. Strategies for ensuring progression and continuity**

- Schemes of work developed and reviewed
- Medium term plans and a yearly overview by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by SLT
- Feedback and marking, assessment and record-keeping
- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments
- Reading records

### **10. Equal Opportunities**

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.