

Teaching and Learning

Rationale

Oakfield Academy aims to create a learning environment where we can inspire pupils to believe in their abilities and to achieve their full academic potential.

Teaching and learning are the core purposes of what we do. High quality learning will subsequently result in high quality achievement and this is what we want for every student within the Academy. We believe that the more that we have a shared understanding of what constitutes effective teaching and learning, the greater pupil success. To ensure that both pupils and staff alike are able to develop their own learning they all have the entitlement to;

- a sense of well-being (*being healthy, safe and feeling good about themselves*)
- the right to learn and develop as individuals
- enjoying success and being able to make a positive contribution to the learning community

To achieve these goals, the Academy has broken it down into **three** key themes that are outlined below;

1. The Climate for Learning
2. The Structure of Learning
3. Achievement and Success

The Climate for Learning

Students will experience the highest levels of learning in a climate where they feel respected and valued, and where their input will help in determining the next steps for their learning. The '*Effective Lessons*' and '*Assessment: Feedback*' guidance outlines advice and structure on how this can be achieved across the Academy.

Members of staff are encouraged to celebrate the achievement and stimulate the levels of learning through the use of the displays through the school. The work displayed should be of a high standard and use both 2D and 3 D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual pupil's efforts as well as ability. Displays should also be interactive, used by pupils during lessons for both inspiration and challenge.

The climate for learning will also ensure that there is effective exposition and focussed learning activities during lessons, and that all provisions are made to enable pupils to;

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

Please see the guidance on an *Effective Oakfield Lesson* for more information relating to the Climate for Learning.

The Structure for Learning

Learning in lessons is structured around the pupils, engaging them with provisions made for all abilities and demographics. At Oakfield Academy, a '*Love of Learning*' is promoted, making pupils aware of the relevance of their learning on a wider context, and how they may apply their learning to their own lives. Pupils are encouraged to take a '*scholarship*' view of learning, how it is not just about passing tests and exams but exploring all opportunities subjects can create for them.

Learning is structured so pupils feel their efforts are appreciated and are encouraged to value the opinions of all members of the class. Lessons are well planned and fit into a scheme of work that will develop pupils to make successful transitions through the Key Stages in all curriculum areas. Staff look to structure activities and lessons that may call upon pupil's abilities to retrieve relevant information and apply it correctly; a great way of embedding core learning ideals. This may require them to be reflective, resilient or resourceful as they undertake these tasks.

Pupils are encouraged to read not just fiction but around their subjects to really appreciate the power and pleasure of literacy and how it can be the catalyst for achievement. They are introduced to the beauty of numeracy and how maths plays an important role in all our lives.

Achievement and Success

Oakfield celebrates achievements and successes of pupils and staff, across academia and extra-curricular activities, in and out of school. Praise is given to pupils through the personal interactions with staff, and through the reward systems in place across the school. Pupils and staff are encouraged to set their own targets, challenging themselves to achieve beyond these targets throughout the school year. Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, year heads, pastoral care team leader, Senior Leadership Team, governors, community organisations and parents
- displays of work
- opportunities to perform or share
- encouraging self esteem
- Reward System KS2 and 3
- sharing success with the community