



POLICIES & PROCEDURES

Teaching & Learning Policy

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INTRODUCTION

There are many principles that guide outstanding teaching and learning. It is the responsibility of all teaching and training staff to keep themselves up to date by CPD. All staff, regardless of being teaching or non-teaching, should be aware of the key principles and aims of this policy as all staff contribute to the learning experience.

RESPONSIBILITIES

It is the responsibility of each teacher/trainer to ensure their working space is fit for purpose and any faults or issues should be reported to the director & Centre manager of Oxford Energy Academies. All teaching and learning principles and strategies are aimed at improving outcomes for learners. We believe that all learners are capable of being outstanding learners given the correct conditions.

- All teachers/trainers will ensure they are up to date with accurate information (including the OfSTED criteria) and keep their practice current by CPD (continued Professional Development) – any needs identified by the staff must be brought to the attention of the director & centre manager either in Team Meetings, Performance Management or as part of formal recorded interaction with the director and centre manager. All teacher/trainers must hold the correct teaching qualification or be following the appropriate programme.
- Teachers/trainers must model consistent expectations of high standards of learning, punctuality, attitudes and behaviour, and have the same expectations of learners so that all learners achieve their highest potential regardless of their starting point; built on an ethos of excellence and enjoyment.
- To enable learners to progress and to reach their targets teachers/trainers must enable learners to become more confident, self-assessing and to raise their knowledge, skill, and competence levels.
- All teachers/trainers will prepare their work so that it meets the needs of the group and the high expectations of Oxford Energy Academies.
- All teachers/trainers will ensure their work areas meet Health and Safety, Safeguarding and fit for purpose criteria demanded by Oxford Energy Academies.
- All teachers/trainers will ensure any resources they use (including ICT) are appropriate, of high quality, meet legal and good practice requirements and are fit for purpose as designated by Oxford Energy Academies.
- All documentation relating to the course and lessons (e.g., schemes of work, lesson plans, registers, assessments, examination entries, tracking sheets, ILP reviews) will be kept accurately and up to date at all times and be available on demand. The standard Oxford Energy Academies lesson plan will be used at all times.

DELIVERY

Teachers/trainers will strive to achieve outstanding delivery in lesson time and will be achieved by:

- Preparing well – lesson plans must relate to the work unit and specific group of learners and must be differentiated for different learners in the light of information recorded on the ILP. Lesson plans must clearly identify the different phases of the session and the outcomes that are planned for the lesson. Expectations must be high. Teachers/trainers must review their sessions and plan future lessons in the light of reflection.
- All lessons will cater for the needs of each learner by differentiation, input, resource, activity and outcome.
- Lessons will have clear beginnings, with starter activity to ‘hook’ learner’s attention and re-visit previous learning. Sharply focused time keeping, a range of activities that are appropriate, suitable and check learner’s understanding, a plenary that checks learning against the intended outcomes.
- Lessons should be enjoyable and have a good use of resources, changes of pace, excellent question and answer sessions and opportunities for learners to contribute.
- There will be opportunities for assessment throughout the lesson – by checking understanding, good questioning techniques (open and closed questions), engaging in constructive feedback, using diagnostic and proactive marking, allowing for self-assessment and peer assessment.
- Teacher/trainers will ensure there is a good learning atmosphere and maintain a professional relationship with learners that maximises learner engagement.
- Teacher/trainers are responsible for the Safeguarding of all learners and should make the appropriate interventions to ensure all learners stay safe.
- Teachers/trainers will engage in the classroom observation programme and be entitled to feedback/training that supports the improvement of performance and learner outcomes.
- Teacher/trainers will be trained how to assess lessons against OfSTED criteria so that they can undertake pair observations with either the SLT or external observers to ensure Quality Assurance.

All Teachers/trainers will comply with all other Oxford Energy Academies policies, that impact of the quality of teaching and learning.