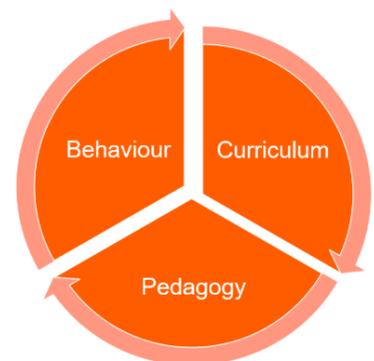


Teaching & Learning Policy (including CPD offer and Instructional Coaching)

	2022 – 2023	Quality of Education policy	
<p>Principles:</p> <ol style="list-style-type: none"> 1) Ensure Quality of Education strategy compliments and is underpinned by the OCL strategy for Innovation and School Improvement. 2) Ensure all Students have access to a robust and rich curriculum offer that engages and is well-planned. 3) Improve the quality of teaching and therefore the implementation of the curriculum. 4) Provide bespoke CPD for all staff in the Academy with a focus on Instructional Coaching as a key lever for improvement. 			

- 1) Ensure the Quality of Education strategy compliments and is underpinned by the OCL strategy for Innovation and School Improvement

The Academy vision of 'Creating a Community of Choices and Chances' is underpinned by the three OCL levers for school improvement: Behaviour, Curriculum and Pedagogy. At Oasis Academy Oldham, we focus on these three areas in that order. Firstly, the implementation of a simple yet effective behaviour system that is underpinned by strong routines and behaviour management in lessons, creating a purposeful learning environment.



Curriculum planning is based around the OCL offer and the three C's: Character, Competence and Community. Where there is not yet a curriculum offer from OCL, the same principles apply. The curriculum offer at OAO will always be inclusive of all students, provide opportunities across all areas to build cultural capital, be based on the science of learning and provide further opportunity for study, experience out with the classroom.

The OAO Pedagogy strategy is based on the science of learning and a belief that teachers are life-long learners who are continually and incrementally improving their craft. We believe that good teaching happens when we push ourselves out of our comfort zone and actively participate in deliberate practice. We know that repeated practice will help to move a new strategy from the easily forgotten Short-Term Memory to the infinite Long-Term Memory by creating muscle memory and autonomy, thus making change in the classroom more manageable for teaching staff.

We develop character not only through subject curricula but also through the wider Academy community and Hub. Our focus on inclusion, rewarding success and the 9 habits are key foundations to our curriculum. We also purposefully and overtly teach character through Oracy, PSHCE and Robust Reading within both the whole Academy curriculum and the Pastoral curriculum. We understand at OAO that creating engaged and valued members of our local community is key in our success. We work hard to create opportunities through careers to provide our student with the very best chances when they leave us after year 11 to take on further study or start their journey with a fulfilling career.

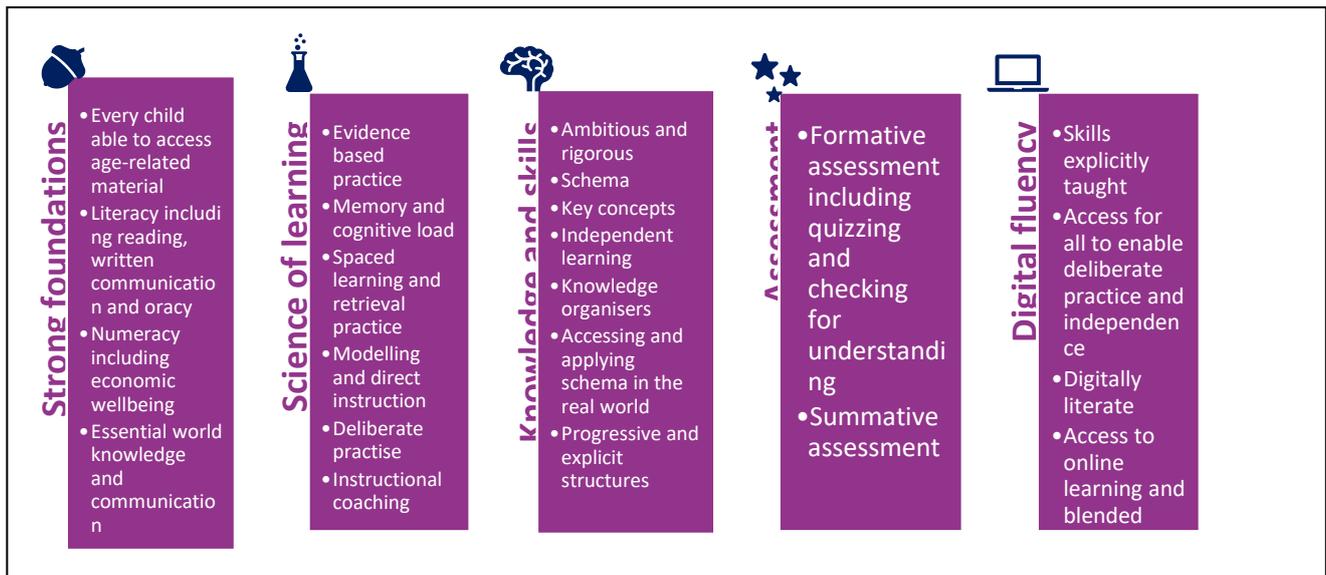
2) Ensure all students have access to a robust and rich curriculum offer that engages and is well-planned.

At OAO, the curriculum is at the heart of everything that we do, therefore we ensure it is informed by current research and evidence and that our teachers are well-equipped to deliver a rigorous, knowledge-rich curriculum.

We agree with Christine Counsell that 'Curriculum is content structured over time.' This is why a key priority for the Academy is to ensure that Medium Term Plans are detailed and explicitly show how key Academy priorities and subject content will be taught / covered across the Academic year.

Our curriculum is structured with cognitive science in mind and a commitment to build knowledge over time, creating schema that can not only access the curriculum but achieve in final examinations.

The OCL Competence framework for the curriculum focuses on the areas of strong foundations, science of learning, knowledge and skills, Assessment and Digital fluency. We take full responsibility as staff to ensure that our curricula and delivery/implementation of the curriculum is built on these key success criteria.



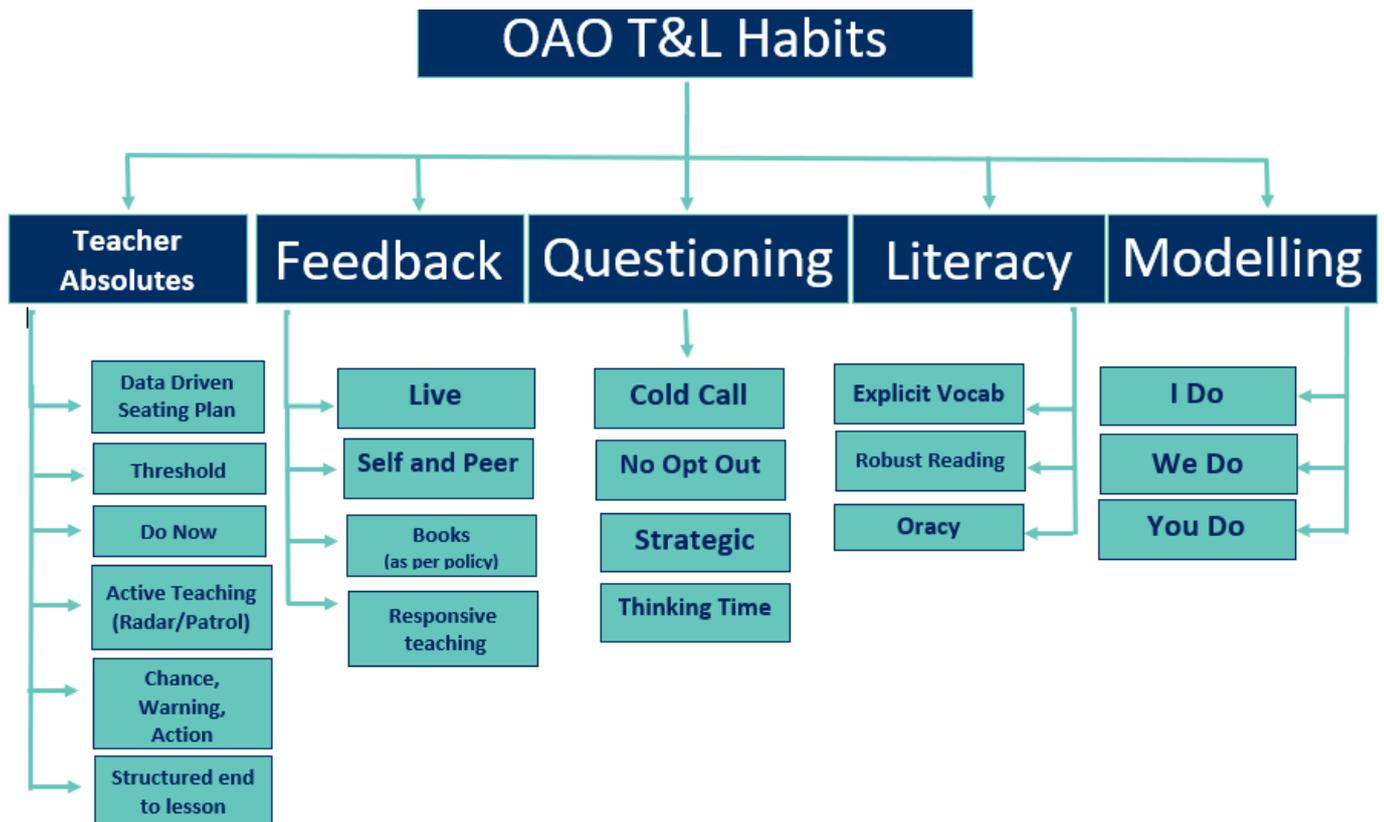
3) Improve the quality of teaching and therefore the implementation of the curriculum.

At OAO, the delivery of the curriculum and quality of instruction is key to our school improvement. According to Berliner, there are five stages of skill development in any area: Novice, Advanced beginner, Competent, Proficient, Expert. In order for any teacher to be confidently in the competent range for instruction, we would expect a commitment to self-improvement and deliberate practice. It is only when we put ourselves outside of our auto-pilot teacher default, that we will improve our practice in the classroom. We will support staff to continually develop through a well-structured yet flexible CPD programme, instructional coaching, weekly line management and simplified yet effective Quality Assurance procedures.



Effective implementation at OAO is cemented by our Teaching and Learning Habits, which serve as a framework for consistently good teaching. They include a detailed success criteria and explanation of key terminology with examples of what good looks like.

Following Kennedy's idea that we must all master routines and behaviour within the classroom before we can deepen the learning of our students, the first strand of the habits encompasses our 'Teacher Absolutes'. All staff will ensure that these habits are understood, evident in all lessons and practised regularly through instructional coaching and CPD, including that lead by faculty/subject leaders. The other four strands: Feedback, Questioning, Literacy and Modelling are the pedagogical areas we expect staff to regularly build into their delivery of the curriculum. It is within these areas that we believe teachers can personalise, differentiate, and adapt the OCL curricula to ensure it suits the needs, and promotes deep learning, for all pupils at OAO. Quality Assurance observations will use the language and success criteria of the habits, to ensure a shared language of implementation and promote consistency across all faculties.



4) Provide bespoke CPD for all staff in the Academy with a focus on Instructional Coaching as a key lever for improvement.

Continuous Professional Development at OAO is based on two key areas: The Teaching and Learning Habits, as above, and Instructional Coaching. We are, however, committed to ensuring a wide range of bespoke CPD and external CPD where necessary for specific staff (for example where someone might teach out with their specialism) or specific staff groups such as support staff and pastoral staff. The Academy CPD plan is loosely planned across the year to cover key Academy priorities, including but not limited to the T&L Habits.

We are also committed to engaging with trust CPD half termly and empowering our middle leaders to use built in Joint PPA time to deliver subject-specific CPD to develop their teams and promote responsive and collaborative planning.

The CPD calendar is a flexible document that can and should change depending on the needs of the Academy and staff at any given time. There is time planned in each half term to specifically respond to key findings from Instructional Coaching or Faculty QA and we will of course consult with middle leaders regularly around the CPD needs and requests of staff within their subject areas.

The CPD calendar has been shared electronically with all staff, accompanied by advice on how to auto-fill staff member's personal Outlook calendars with school events. In summary,

- Teaching and Learning CPD will centre around half-termly priorities. For example, HT1 = Teacher Absolutes.
- We have factored in more CPD time in departments to practise, embed and refine. This will enable faculty/subject leaders to be the 'engine room' of change, as they lead teachers in ensuring consistently good implementation within their subject specialisms.
- We have planned for bespoke follow-up CPD sessions as per coaching findings
- We will attend all OCL Trust meetings live on Wednesdays.

- Morning briefings will continue to provide further opportunity for whole school collaboration and improved communication with weekly key messages from the Principal, pastoral information and information around curriculum/teaching/assessment during the Quality of Education briefing.

Instructional Coaching

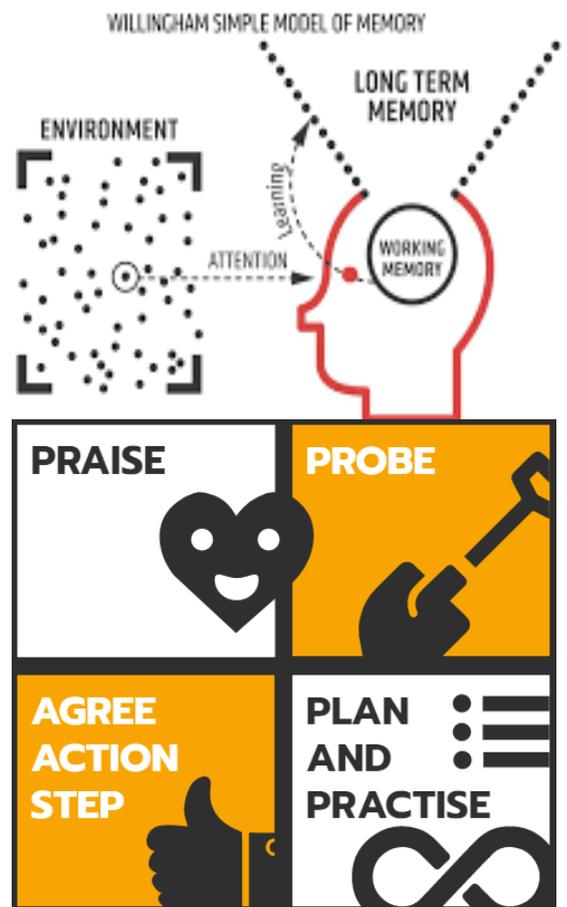
Instructional Coaching is based on the belief that we as teachers learn the same way as our students do, incrementally and over time. We understand Willingham’s model of memory and the need to rehearse, repeat and revisit to make knowledge stick or move it from the short-term memory to the long-term memory. Whilst we must understand this and take this into consideration when it comes to planning for our lessons, we should also consider this when it comes to our own development

Instructional Coaching is rooted in the most up to date educational research which states that granular and frequent feedback will yield the greatest improvement in teacher performance over time. Here at OAO, we understand that teaching is a performance profession and that deliberate practice is key to learning and codifying a new skill in the classroom. We need to rehearse and practise to move this new skill to our longer-term memory where we can retrieve it more easily when needed.

In 2022-23, we will adopt a Reciprocal Model of coaching, meaning all staff will get experience of coaching and being coached. Instructional Coaching is a fortnightly process whereby a 15 minute drop in (either live or via video recording). takes place and precise, granular feedback is given. Time for this has been factored into the Directed Time budget, and morning briefing slots will be designated, although feedback meetings may take place at other times upon agreement of colleagues.

The coaching observation is logged on Steplab which will support all coaches to select the most appropriate and granular action step based on the evidence seen in the lesson. Coaching feedback conversations are based around the four areas of Praise, Probe, Agree Action Step and Plan and Practise.

Instructional coaching is a bespoke CPD offer for all staff and is in no way linked to Quality Assurance procedures. However, staff may wish to use their feedback overtime for their own evidence.



Appendices

1. OAO Teaching and Learning Habits and Success Criteria