| Oasis Academy Oldham	2021 – 2022	Quality of Education policy	

Principles:
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 delivery 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
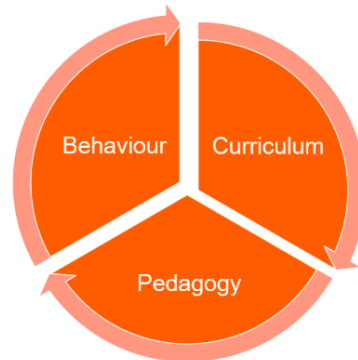
The Academy vision of 'Creating a Community of Choices and Chances' is underpinned by the three OCL levers for school improvement: Behaviour, Curriculum and Pedagogy. At Oasis Academy Oldham, we focus on these three areas in that order. Firstly, the implementation of a simple yet effective behaviour 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 of 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 put 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.
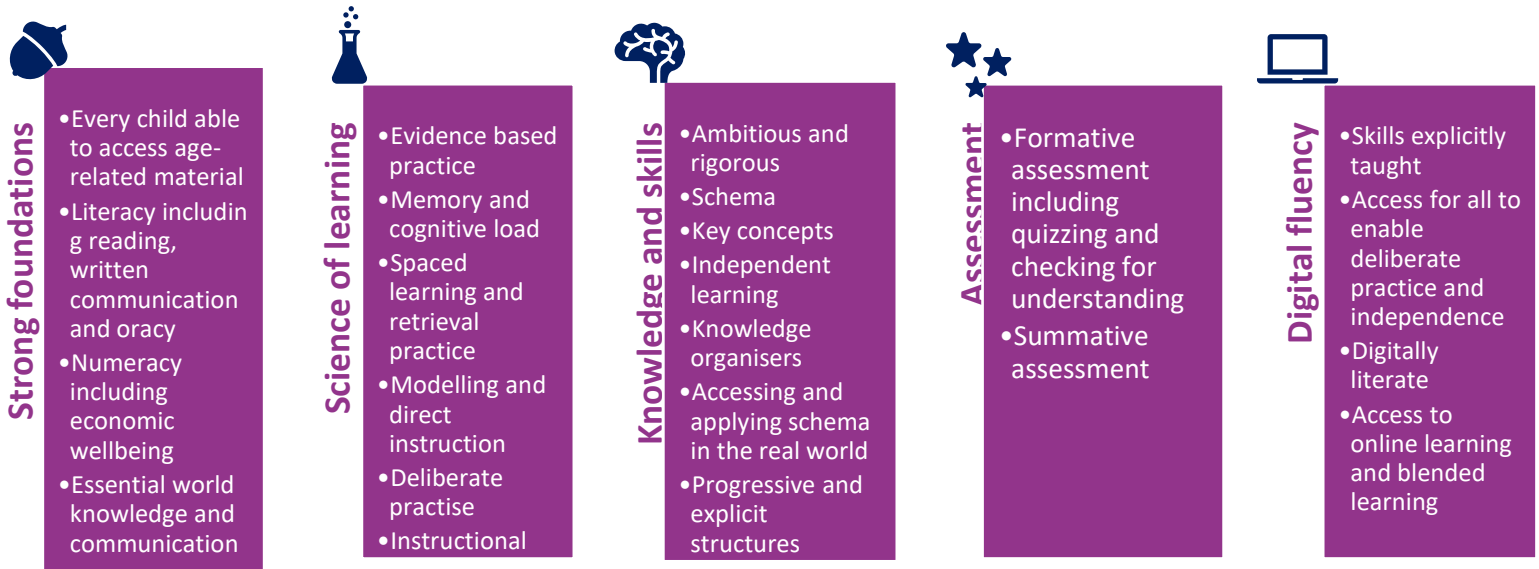
At OAO the curriculum is at the heart of everything that we do, therefore we ensure it is informed by current research and evidence and that our teachers are well-equipped to deliver a rigorous, knowledge-rich curriculum.

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. Following 18 months of disrupted learning, we understand that a focus on a well-considered recovery curriculum is key to student success in their learning and ultimately their achievement.

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 / instruction of the curriculum is built on these key success criteria.

Strong foundations
- Every child able to access age-related material
- Literacy including reading, written communication and oracy
- Numeracy including economic wellbeing
- Essential world knowledge and communication

Science of learning
- Evidence based practice
- Memory and cognitive load
- Spaced learning and retrieval practice
- Modelling and direct instruction
- Deliberate practise
- Instructional

Knowledge and skills
- Ambitious and rigorous
- Schema
- Key concepts
- Independent learning
- Knowledge organisers
- Accessing and applying schema in the real world
- Progressive and explicit structures

Assessment
- Formative assessment including quizzing and checking for understanding
- Summative assessment

Digital fluency
- Skills explicitly taught
- Access for all to enable deliberate practice and independence
- Digitally literate
- Access to online learning and blended learning

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.

Instruction and CPD at OAO is based around our Teaching and Learning Habits. These follow Kennedy's idea that we must all master routines and behaviour within the classroom before we can deepen the learning of our students. Therefore, our key T&L absolutes are our Common Practices. All staff will ensure that these areas are understood, explained to their classes using the 'How we' guides where necessary and practiced regularly (please see appendices for detailed success criteria and How we guides). The OAO Teaching and Learning Habits serve as a framework for good teaching. It includes a detailed success criteria and explanation of key terminology with examples of what good looks like. This aims to serve as an Academy curriculum for good teaching. Alongside, this we have ordered the areas by Academy priority and highlighted the specific areas (in red) that are our T&L Absolutes or our minimum expectations that we expect to see across the Academy in every classroom. All staff will work on developing their skill as a minimum in these areas. For other staff, they may want to challenge themselves beyond these Absolutes. That is where the detail within the T&L Habits framework can serve as a key tool for self-improvement.

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*Red areas are our 'absolutes', our minimum expectations of instruction within the T&L habit
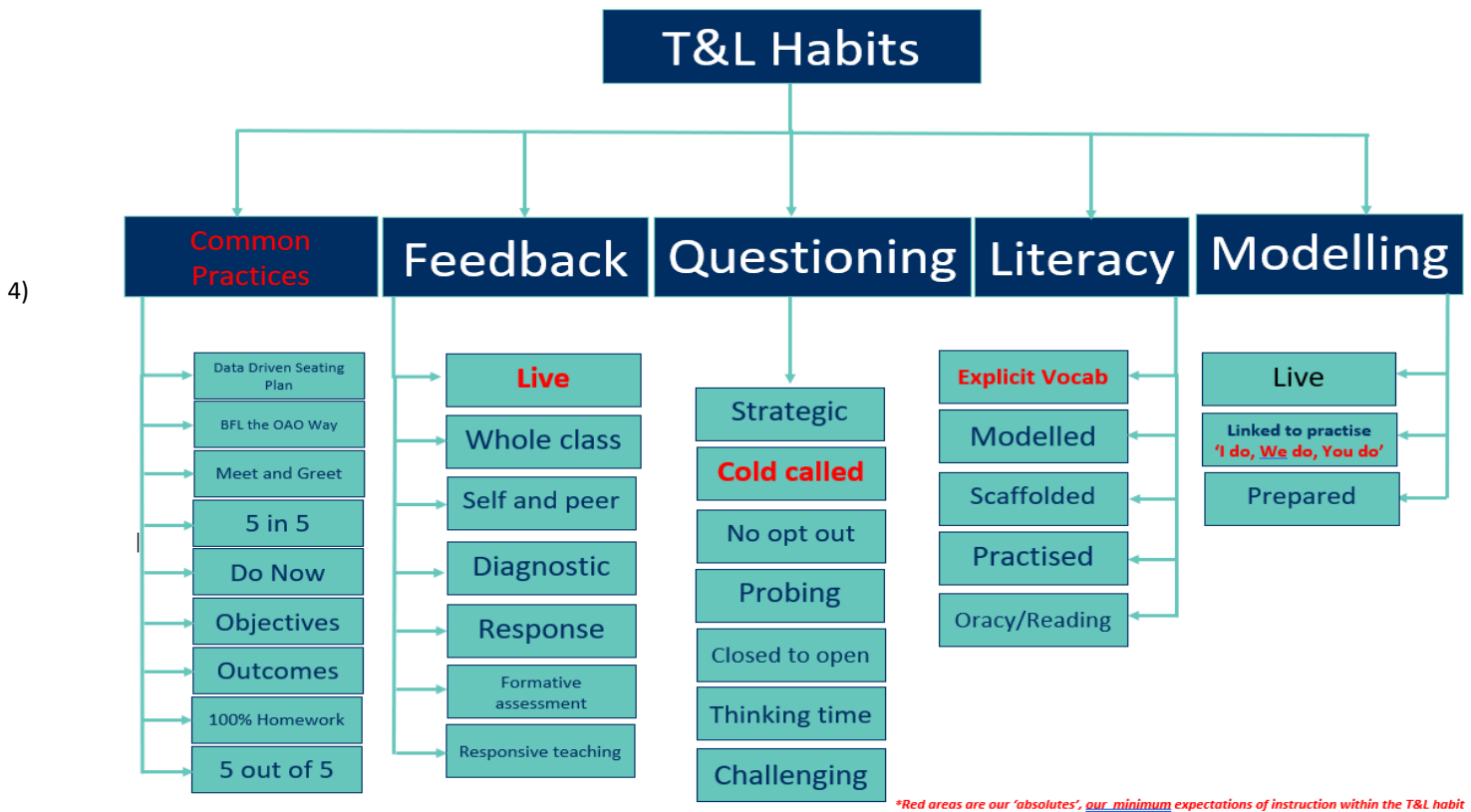
Quality Assurance systems will focus termly of Faculty QA where ALT complete Learning Walks and Book Looks alongside middle leaders. This will be followed the next half term by Quality Assurance Review where middles leaders will present evidence to demonstrate improvements made from previous feedback, including measures put in place to tackle any highlighted concerns. The Academy Leadership team will complete additional QA (QA-Focus Groups) on key groups focusing on Book Looks and Pupil Voice to quality Assure the curriculum and delivery of the curriculum across subject areas (see appendices for full Quality Assurance overview).

Continuous Professional Development at OAO is based on two key areas: The Teaching and Learning Habits 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 including Common Practices (routines, behaviour in the classroom), Horizons, Use of systems such as Bromcom/Sisra Observe and the ECF.

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. However, 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 reintroduction of briefings provides further opportunity for whole school collaboration and improved communication with weekly key messages from the Principle, pastoral information and information around curriculum/teaching/assessment during the quality of Education briefing.

Day	Briefing	Staff Lead	Staff in attendance	Staff on duty / Meet and Greet with Students
Monday	Pastoral	DKE/RHU/SS	Teaching staff, support staff, pastoral leaders	All other ALT
Tuesday	Quality of Education	GBL/CHI/FOO	Teaching staff, support staff	All other ALT & Pastoral Leaders
Wednesday	Coaching meetings	N/A	All involved in coaching	Pastoral Leaders, support staff
Thursday	Coaching meetings	N/A	All involved in coaching	Pastoral Leaders, support staff
Friday	Key messages	MDI	Teaching staff, support staff, pastoral leaders, admin staff	All other ALT

Instructional Coaching

Weekly Instructional coaching was implemented in April 2021 focusing on 20 new staff, NQTs and RQTs. 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.


WILLINGHAM SIMPLE MODEL OF MEMORY
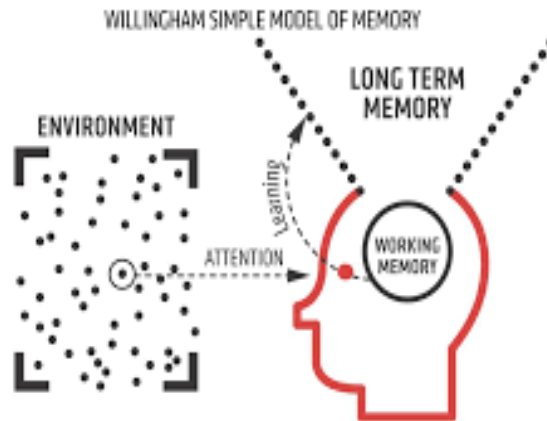
At OAO we will coach half of all teaching staff from September 2021, support staff from October 2021 and all teaching staff from January 2022. Coaching is a weekly process whereby in a week an observation (either live or via Iris Connect) takes place and feedback is given during one or both of the allotted Coaching meeting slots on a Wednesday / Thursday morning.

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.

The coaching observation is logged on Powerful Action Steps (PAS) 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.
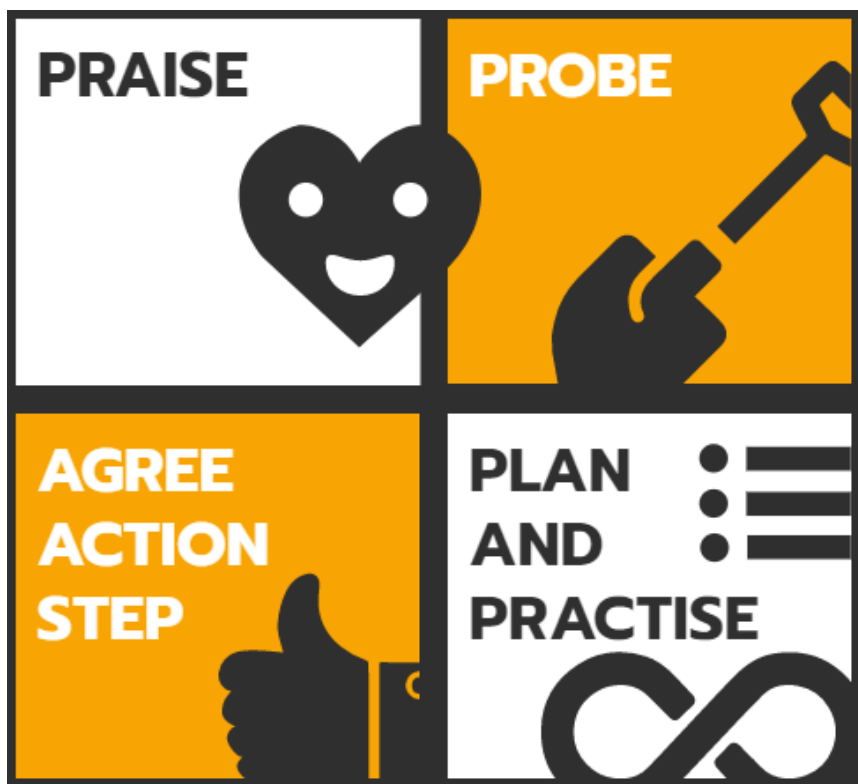
1. OAO Lesson powerpoint template
2. OAO Teaching and Learning Habits and success criteria
3. OAO T&L Habits Learning Walk help sheet- outcomes matrix
4. OAO QA triangulation flowchart
5. Quality Assurance overview
6. OAO Book Look success criteria
7. OAO Book Look help sheet - outcomes matrix
8. OAO Feedback policy
9. OAO Flash Feedback template