



ROYAL  
PATRONAGE

**LVS** Oxford

Learning without limits

# Teaching and Learning Strategy 2023-2024

**Responsibility:** Principal

**Reviewed:** September 2023

**Reviewed by:** Deputy Head

**File location:**

**This strategy is available:**

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from [enquiries@lvs-oxford.org.uk](mailto:enquiries@lvs-oxford.org.uk)

# Teaching and Learning Summary sheet

LVS Oxford enables all young people to achieve:

**Wellbeing** - Building physical, mental and emotional resilience and healthy relationships.

**Aspirations** - Set goals and learning for employment and independent living.

**Destinations** - Gaining information, qualifications and skills to achieve their goals

**Our teachers strive to meet and exceed professional teaching standards. They aim to provide** learning that is engaging and stimulating, providing inspiration and fostering a love of learning and intellectual curiosity.

**Our Subject Leaders** ensure the aims of the school's curriculum are in place and provide challenge and opportunities for assessment. They work with all teachers to ensure provision is excellent and meets the needs of every student.

**Senior Leaders secure and deliver** high quality training and support for staff. They ensure classrooms are safe environments that have a positive atmosphere, with good relationships between students and teachers that show mutual respect and support. They will ensure that teaching meets the needs of all students in the school community.

## THE LEARNING ENVIRONMENT

The classroom and whole school environment at LVS Oxford should inspire a positive ethos and culture for learning. This environment must be based upon the following:

1. Organised and tidy surroundings
2. Promotion of behaviour for learning
3. Modelling of high aspirations through the reinforcement of the school's values
4. Promotion of Spiritual, Moral, Social and Community Cohesion (including British Values) through discussion and tasks

Work will be assessed in accordance with the school's Marking and Feedback Strategy and Assessment for Learning Policy.

**Wherever possible, Students will be given the opportunity to:**

1. Develop links between prior learning and future learning pathways
2. Improve and increase community awareness
3. Progress spiritual, moral, social and cultural development
4. Continually improve Reading, Writing, Maths and communication skills in all contexts.

## Introduction

Every learner will receive an excellent education all through their time at LVS Oxford regardless of their circumstances, age, background or ability. At LVS Oxford, we believe we can make a difference.

LVS Oxford enables all young people to achieve;

**Wellbeing** - Building physical, mental and emotional resilience and healthy relationships.

**Aspirations** – set goals and learning for employment and independent living.

**Destinations** - Gaining information, qualifications and skills to achieve their goals

At LVS Oxford, every learner has an entitlement to benefit from teaching of the highest quality. This strategy defines the expected standard for all our teaching. Teachers will be given professional responsibility to ensure that their teaching meets this standard. The Senior Leadership Team and other key members of staff, will monitor, evaluate and review teaching and learning to ensure that this high standard is met.

**Our AIM in teaching and learning** is to foster a love of learning that results in rapid progress and high aspirations for the future.

### **OBJECTIVES**

1. To ensure that all learners benefit from teaching and learning that is at least good or better to ensure that progress is at least good or better.
2. To provide a basis for monitoring, evaluating, and reviewing teaching and learning.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching and, where necessary, set targets for improvement.
4. To continually improve the quality of teaching and learning to improve progress and raise standards.
5. To provide opportunities for teachers to collaborate and develop cohesive approaches across the school.
6. To instil the school values, through teaching and learning in all areas of the school.

## **Roles and responsibilities of staff**

### **Teachers**

1. Are accountable for student attainment, progress and outcomes.
2. Will deliver lessons that meet the professional teaching standards criteria.
3. Will provide learning that is engaging and stimulating, meeting the interest of the students, providing inspiration and fostering a love of learning and intellectual curiosity.
4. Are responsible for tracking and monitoring student progress, and completing termly reports
5. Will make use of the grounds and local community, where feasible.
6. Will provide written schemes of work that meet the aims of the school's curriculum.
7. Will model and support effective communication and social interactions.
8. Will teach and reinforce basic literacy and numeracy, developing high standards of literacy in all subjects
9. Follow the school's Marking and Feedback Strategy

### **Subject Leaders**

1. Are accountable for student attainment, progress and outcomes.
2. Monitor the quality of teaching and learning in their subject areas and provide feedback that provides advice and guidance.
3. Monitor the quality of student work to ensure teachers are adhering to the schools marking and feedback policy and students are being given the time to respond to feedback.
4. Ensure high quality long and medium-term schemes of work, that reflect the aims of the school's curriculum are in place and provide challenge and opportunities for assessment.
5. Initiate interventions for students who needs some extra support, to ensure all pupils make progress.
6. Respond to staffing needs by providing opportunities for high quality CPD (Continuing Professional Development), keeping abreast with any national changes to curriculum requirements and changes to accreditation.
7. Contribute to the School Development Plan through Subject Development Plans.
8. Hold regular subject meetings, to discuss student progress and schemes of work.
9. Ensure all exam requirements are undertaken, working with the Exams officer.
10. Ensure LSAs are being effectively deployed in the classroom to maximise progress.

### **Senior Leaders**

1. Monitor the quality of teaching and learning across the school through lesson observations and learning walks, providing effective feedback, to ensure teaching and learning is of the highest quality, meeting or exceeding professional teaching standards.
2. Provide support to staff who need it, to ensure teaching and learning is of the highest quality.
3. Monitor teacher's use of the schools marking and feedback policy through regular work scrutiny.
4. Provide high quality CPD for staff, through a rigorous training programme.



5. Provide high quality leadership for all subject leaders and teachers through robust and regular line management.
6. Monitor long- and medium-term schemes of work to ensure they meet the aims and objectives of the school's curriculum.
7. Ensure staff use prior data on students effectively and set aspirational and robust student targets.
8. Ensure all teachers set rigorous and robust targets and students are provided with feedback on how to make progress and are using the school's data management system.
9. Ensure all staff understand the needs of the students they teach.
10. The classrooms are safe environments that have a positive atmosphere, with good relationships between students and teachers that show mutual respect.
11. Ensure the teaching meets the needs of the EHCP (Education, Health and Care Plans).

## OUTCOMES

This will result in learners who are:

**Confident individuals** - who can live safe, healthy and fulfilling lives.

**Successful Learners** - who enjoy learning, make progress, and achieve.

**Responsible Citizens** - who make a positive contribution to a Modern British Society.

They will also understand what they are doing, how well they have done and how they can improve. As a result, learners' progress will be at least good or better. These intended outcomes will be achieved through the successful implementation of the above strategies as evidenced by research groups such as the Sutton Trust and Education Endowment Foundation.

## GUIDANCE

The Teacher's Role is to meet individual needs through planning and preparing for stimulating learning. They should make use of prior attainment data and SEN (Special Educational Needs) information to inform teaching and learning. This can be seen in seating plans, differentiated tasks and resources applied appropriately. Teachers should teach lessons appropriate to the course of study. Teaching styles and classroom environments should cater for different learners. There is no preferred style of teaching at LVS Oxford, and teachers should use whichever methods they find to be most effective based on the progress of students and current educational research. Opportunities to promote Spiritual, Moral, Social and Community Cohesion (including British Values) should be taken in all subject areas to enhance the wider learning experience of the learners. The use of Information and Communication Technology should be applied where appropriate with a view to allowing learners to access learning beyond school as well as during the school day. While lessons are not bound by set criteria, they should contain the following:

- Evidence of progression over time
- Higher level questioning where appropriate
- Differentiation of resources, tasks and delivery
- Consistent behaviour management techniques
- Positive reinforcement of good attitude and progress

In a pursuit of deeper learning opportunities, teachers are also encouraged to include the following whenever possible:

- Links between prior learning and future learning pathways
- Promotion of community awareness
- Reading, Writing, Maths and communication skills should be evident in planning and teaching delivery for all subjects.

### **THE LEARNING ENVIRONMENT**

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### **ASSESSMENT**

Work will be assessed in accordance with the school's Marking and Feedback Policy Strategy and Assessment for Learning Policy.

### **COLLABORATION**

It is vital that whole school teaching and learning develops continually. There will be half termly subject leader meetings to share good practice and discuss progress. Each member of staff will have an opportunity to undertake peer observations to share good practice. These observations will not form part of performance management, but it is an expectation that staff take this opportunity to receive developmental peer feedback and/or support colleagues to the same end. Staff are encouraged to collaborate with other schools to enhance pedagogy and share good practice.

### **MONITORING AND REVIEW**

Teaching and learning will be reviewed through learning walks as detailed in the learning walk proforma. They should be guided by performance data and take into consideration teaching over time. The Senior Leadership Team should conduct the learning walks. Individual feedback should be shared with teachers with action points for development.