



One In A Million Free School

Teaching & Learning Policy

2025/26

All One In A Million Free School Policies have been devised to ensure that:

- OIAMFS core values are at the heart of all we do: compassion, honesty, integrity and excellence
- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve or exceed their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self disciplined and confident
- All students will understand how to make a positive contribution to our community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: August 2025

Next review: August 2026

ASSESSMENT

Use of assessment in planning

Information from formative and summative assessments will be used by teachers in planning and intervention, we refer to this as Data Informed Practice. Teachers will use initial information/data to assist them with this, including students' learner type at key stage 3 and target grade at key stage 4.

All data and information that is collected through lesson-by-lesson assessment, end of topic assessments and Data Collection assessments will form part of the Data File (Yellow Folder), which all teaching staff will constantly maintain and update to ensure their teaching and learning is relevant and appropriate. Appendix 9 outlines the Yellow Folder expectations.

Assessment for learning during lessons

Teachers will continuously "know their students" by planning regular diagnostic assessments in lessons (and out of lessons) to check for understanding (CFU). Assessment for Learning (AfL) strategies include; Recall Tasks, Review Tasks, Questioning, Circulation, Exit Tickets, Hinge Questions, Live marking, Mini White Boards and Marking and Feedback. These strategies will identify learning gaps, misconceptions and strengths. Teaching is then modified to focus on addressing student needs through; reteaching, revisiting and enriching, in order to support, scaffold and challenge, we refer to this as Responsive Teaching.

Feedback is appropriately timed and focusses on moving learning forward. Teachers also plan how students will receive and make use of feedback. For example, Directed Improvement and Reflection Time (DIRT) is an integral part of the Marking and Feedback Policy and a key Assessment for Learning strategy. This provides students with a structured opportunity to improve work to enhance their learning and make progress.

Using Data Informed Practice, teachers should consider:

Effective use of Questioning

Questioning needs to be a highly interactive, dynamic and a responsive process. Teachers should aim to:

- Ask a large number of questions and check for understanding across all students in the group
- Ask students to explain what they have learned
- Check responses of all students via Mini Whiteboards/True of False card etc.
- Provide systematic feedback and corrections.

Questions should be planned and designed to check students' prior knowledge as well as assessing their developing knowledge and understanding. Questioning strategies include, targeted questions, probing questions, "say it again but better" questions, "basketball" questioning and probing questions. See Appendix 10 for more information.

Level of challenge

Work should be pitched at a level that is appropriate. Tasks should be challenging; success is only achievable if individual students work hard and show resilience. All individuals should find the tasks stretching at their own level.

Use of Strategies and Tasks to Engage Students

Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more. A range of strategies should be identified within planning.

Pace and Depth of Learning

The pace of learning should be optimised through all aspects of the lesson, to ensure that students are engaged at all times. Learning activities should be purposeful, interesting and stimulating for each student.

Marking and feedback

Marking should be as frequent as instructed in the whole school and faculty/department marking and feedback policies. Marking should provide students with very clear guidance on what they have done and how work can be improved (see Marking and Feedback Policy for more details).

LITERACY

To support the school's literacy strategies, classroom teachers will promote disciplinary reading in their lessons. Every teacher will:

- Pre-teach subject specific keyword/s every lesson to support Disciplinary Reading. Staff are encouraged to use Bedrock Learning for keywords. Students will record keywords and definitions in their glossary.
- Follow the Disciplinary Reading three strategies of pre-teach keywords, read aloud and ask comprehension questions. Staff will read subject texts at least once a week. See Whole School Literacy Policy for more details.

METACOGNITION

In simple terms, metacognition is 'thinking about one's own thinking.' There are three key processes involved in metacognition:

- Self-understanding - understanding our strengths (what we are good at) and areas for development (what we need to work on)
- Reflection - thinking about what we know and can remember (and thinking about what we don't know and keep on forgetting!)
- Self-regulation - constantly regulating and monitoring our learning.

Students will be encouraged to think about and manage their own learning (metacognition), with clear structures to plan, monitor, evaluate and take ownership their own work. Appendix 11 outlines some questions that can be used by teachers to encourage their students to develop their metacognitive skills.

USE OF LEARNING SUPPORT ASSISTANTS

LSA's should be highly effective in promoting rapid learning and progress for groups of students regardless of their aptitudes and needs.

LSA's are committed to working as part of the One In A Million Free School team to provide an inclusive, supportive and compassionate environment for all students who attend the school. Central to this is their commitment to working in partnership with teaching staff to enable all students to access a high-quality teaching and learning experience, regardless of their individual starting points.

All teachers and Learning Support Assistants will be given training on the effective use of support strategies. Teachers will effectively communicate the content of the lesson and the desired learning outcomes, so the LSAs can be prepared to maximise the impact of the students learning experience.

MONITORING OF TEACHING AND LEARNING

The monitoring of teaching, learning and assessment is a key element of the school's Quality Assurance Process. Full details can be found in the *Quality Assurance Procedure Policy*.

In order to effectively monitor the quality of teaching, learning and assessment in curriculum areas, the Learning team will conduct:

- Regular learning walks. These may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or for monitoring purposes. Heads of Faculty/Department, will undertake additional learning walks when there are issues with T&L or performance related results
- Work scrutiny and "Book Looks" planned and conducted by the Learning team as outlined in the Strategic Calendar. Separate Whole School "Deep Dives" will also be completed by SLT when required
- Standardisation and Moderation for KS4 and KS3 will be arranged by Heads of Faculty/Department in line with the subject assessment plan
- Student voice will be arranged by Heads of Faculty/Department in line with the QA process as well as regular Student Voice information being collated by SLT. In addition to this, when data raises concerns around the quality of education and/or leadership and management of a Faculty or curriculum area there will follow a faculty/department/subject curriculum review

Supplementary lesson observation may also take place in the circumstances listed below.

- To share exceptionally good practice via peer observations, with the agreement of both parties
- Where a lesson has been observed and significant AFI have been identified
- Where training needs have been identified through the performance review process which might be assisted by observation
- There is a need to carry out thematic observations, for example the Literacy across the curriculum, SEND provision across the curriculum
- Where consistent student complaints or adverse student feedback is received
- Where adverse external quality assurer/examiner feedback is received • Where a subject has a low student attendance, progress and/or attainment rate
- Where concern has been expressed in previous observations.

There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified. Monitoring of teaching and learning is quality assured by the Heads of Faculty/Department, Vice Principal, Assistant Principals and moderating partners.

SUPPORT FOR TEACHERS

Staff are supported in improving their teaching in the following ways:

- Targeted continuing professional development (CPD)
- Observing good practice amongst peers and partnering schools where applicable
- External courses when necessary • Coaching
- Partnerships with local schools.

Impact

Teachers will be expected to demonstrate impact through:

- Improvement shown in student attitude, learning and progress
- Feedback from Quality Assurance
- Student Voice
- Evidence of information in their Teacher File (Yellow folder)
- Record of information via the QA process
- Evidence to support a performance management target set around the development of teaching and learning.

MONITORING AND EVALUATION OF THE POLICY

The monitoring of this policy will be the responsibility of the Vice Principal. Heads of Faculty/Departments and the Learning team must ensure their team follows the school policy

and also the assessment policy. Governors will evaluate the effectiveness and impact of the policy through the Education Scrutiny Committee.

Policy Review

This policy will be reviewed yearly and changes will be made to ensure that this policy reflects best practice and is up to date.

Appendix 1: Non-Negotiables

Teaching and Learning Non-Negotiables

At OIAMFS, we have an open-door policy, meaning that all classroom doors must remain open at all times.
The lesson refers to every lesson, including PSHE and morning Form Time. All staff will use the OIAMFS PowerPoint template slides.



Before the lesson - every teacher will:

- Continuously update their **Yellow Folders** (E.g., seating plans, whole class feedback assessment, Data Informed Practice trackers, records of intervention strategies, DC data and student information).
- Constantly update their **seating plan** to promote an effective climate for learning which fosters high levels of learning, progress and attainment. The Seating Plan will be in a **boy – girl order**.
- **Plan** and resource their lesson in line with curriculum maps and schemes of work.
- Carry out **marking and feedback** (adhering to the whole school and faculty policies) and any other timely **assessment** that will support the planning of their lesson (Data Informed Practice).

Behaviour for Learning - every teacher will:

- Follow the OIAMFS Behavior for Learning Policy and use **explicit instructions** so that all students know exactly what they should be doing, and how they should be doing it. The aim is for **100% Active Engagement**.

Disciplinary Literacy – every teacher will:

- Pre-teach **subject specific keyword/s every lesson** to support Disciplinary Reading. Staff are encouraged to use Bedrock Learning for keywords. Students will record keywords and definitions in their glossary.
- Follow the **Disciplinary Reading three strategies** of pre-teach keywords, read aloud and ask comprehension questions. Staff will read subject texts at least once a week.

At the start of the lesson - every teacher will:

- **Meet and greet** their students at the door to ensure a purposeful start to the lesson.
- Ensure that there is a well-rehearsed and **effective entrance** (E.g., students sat in correct seats, planners on desks, correct equipment out, books distributed etc).
- Plan and deliver the **Recall Task** which is always a retrieval activity that assesses what students have remembered from previous learning. The task will reinforce memory skills and boost student retention of knowledge. The Recall Task is always carried out in our **Independent Silent Study** mode. Please refer to the *Recall Task Success Criteria 2024-2025* document for more details.
- Accurately complete the **register** on SIMS (this should be done in the first ten minutes of the lesson and when students are completing the Recall Task).
- Share what is being learnt in the lesson, using the term; **Today, we are learning...**
- Explain the **Success Criteria**, which details how students will be successful in the lesson.
- Show **The Big Picture**, which puts the learning into context and details why it is being learnt (the curriculum "road maps" can be used for this).

Throughout the lesson - every teacher will:

- **Check for Understanding** (CFU) to ensure that all students are doing what they should be doing and that students understand what is being taught and what is being asked of them.
- Use effective and appropriate **Assessment for Learning** (AfL) strategies (E.g., questioning, circulation, live marking, hinge questions and mini white boards). Assessment drives the learning, as all teaching is **responsive** to what students know, what they don't know and what they need to know.

Towards the end of the lesson - every teacher will:

- Assess what students know through the **Review Task**. The Review Task is always carried out in our **Independent Silent Study** mode. All teachers will always respond to this assessment either there or then, or make a note to revisit this learning again in upcoming lessons.
- Review the **Success Criteria**, so all students are aware of the learning that has been achieved and what their next steps are.
- Distribute **positive behaviour stamps** to all students who achieve them.
- Ensure a calm and **effective dismissal** by being at the door as students leave and also being a presence on the corridor and breakout areas to support transitions.]

Teaching and Learning at OIAMFS 2024-2025

Recall Task **What can we remember?**

At the start of every lesson we always have a recall activity about previous learning.

Retrieval reinforces our memory skills and boosts our retention of knowledge.



Our Recall Tasks are always carried out in our



Independent Silent Study mode.



Appendix 3: Today, we are learning/success Criteria/Big Picture

In every lesson, our teacher shows us:

What we are learning about today.

Today, we are learning...

How we are going to be successful.

(This is our **Success Criteria**).

Why we are learning what we are learning.

(This is **The Big Picture**).



We **review** our **Success Criteria** at the end of each lesson.



Review Task **What do we know?**



Towards the end of every lesson we have a Review Task. This assesses what we have been taught and identifies **what we know** and **what we don't know** (which we will work on to make sure we do).

Our Review Tasks are always carried out in our



Independent Silent Study mode.



Appendix 6: Recall Task Success Criteria

Our Recall Tasks will:

- Engage and focus all students at the start of every lesson, ensuring that there is an immediate cognitive challenge for students.
- Boost student retention of knowledge and skills through retrieval practice, as when we retrieve information from memory, the content becomes more cemented in our long-term memory.
- Allow the teacher to elicit individual students' knowledge, retention and understanding which allows the teacher to respond and modify their future approach (responsive teaching).

To ensure our retrieval practice is as highly effective as possible at OIAMFS, all of our Recall Tasks will:
1. Be presented on our OIAMFS Recall Task PPT
2. Be typically, 'low stakes' testing
3. Be challenging
4. Be data informed
5. Be timed: with the nature of the task dictating the time
6. Be spaced and spread over a period of time
7. Be actively engaged by 100% of students
8. Be completed by all students through writing or visibly/verbally demonstrated
9. Show the correct answers
10. Include effective circulation from the teacher
11. Allow the teacher to conduct responsive teaching

This Success Criteria was produced by the OIAMFS Teaching and Learning Working Party on 15.11.22, after trailing our Recall Tasks, the Success Criteria was adapted on 21.03.23.

Appendix 7: Key Stage 3 Curriculum Map

Subject Area:

Course Title:

Overarching Learning Outcomes:						
Key Questions:						
	Key Learning – K&U	Key Learning – Skills:	Assessment:	Connected Curriculum:	Cultural Capital & Wider Skills:	Evaluations
Autumn 1						
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Appendix 8: Key Stage 3 Curriculum Map

Subject Area:

Course Title/Exam Board:

Overarching Learning Outcomes:						
Key Questions:						
	Key Learning – K&U	Key Learning – Skills:	Assessment:	Connected Curriculum:	Cultural Capital & Wider Skills:	Evaluations
Autumn 1						
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Appendix 9 Yellow Folder Expectations

Progress/Data/Teaching File is known as the “Yellow Folder”. For each teaching group, the information below must be in the Yellow Folder:

- Class Lists with relevant information (Gender/SEND/EAL/LAC/PP/Learner Types)
- Seating Plans for each class/group – continually updated and annotated
- SEND information – for example, Individual Learning Plans and any other data/information from SENCO or SEND Training
- Curriculum Maps – continually evaluated and annotated
- Printed copies of Data Collection information (E.g. DC1, DC2 and DC3) – this can be captured from SIMS
- Whole Class Feedback sheets and students assessment/progress (BRAG)
- Printed tracker of relevant and current assessment data/information, including Reading Tests, CAT/GL assessments, end of topic tests, common assessments, classwork, homework etc* which includes evidence of intervention and Data Informed Practice

*Staff may prefer to use a Mark Book or their own tracker to collate on-going marking of classwork/homework etc so please reference this is in your Yellow Files.

Although this list is not exhaustive, teachers are instructed to collect and collate any and every assessment information and data on their students in their Yellow Folders. This information will enable effective Data Informed Practice. All teachers must have their Yellow Folder with them in their classroom when they are teaching their class. The Yellow Folder must be given to any member of staff who completes a lesson drop-in, learning walk, lesson observation, book look etc. Professional care must be taken to ensure the safety and confidentiality of the information it contains.

Appendix 10 Questioning Strategies

Targeted and Directed Questioning

Objective: If we want all students to learn all the material then they should be involved in engaging with the teacher-student dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

Practice: No hands up! Teachers ask questions and then select students to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone.

Targeted questioning is a great way to assess learning quickly and effectively. To ensure it is as effective as possible, *ask the question first* then choose which student you would like to answer it – this strategy enables students to have a wait time - on average, teachers only wait between 0.7 and 1.4 seconds after asking a question (Stahl, 1994) - and it importantly ensures that every student will be listening and thinking as they don't know who you are going to ask the question to! Targeted questioning checks what students know, thereby promoting retention but also enables you to assess lots of students quickly. When you ask for student responses insist on full sentences. This not only improves student oracy and confidence but it enables you to assess more accurately...sometimes we find out more and assess better when students are wrong!

Always plan your questions beforehand and think about which students you will ask which questions.

“Say it again, but better” Questioning

Objective: It's normal for first responses to be half-formed as students think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to allow them to assume mediocre answers are good enough. Practice: When students offer a short, half-formed or partially incorrect answers, say, allow them an immediate opportunity to give an improved response.

Think, Pair, Share

Objective: In pairs, you can give all students space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers.

Practice: Give the class a specific time-cued task – for example, to decide on four main points in order of importance, in three minutes. Get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning, asking them to report back what their four points were.

Probing Questions

Objective: In order to explore a student's thinking in any depth, you need to ask them several questions.

Practice: Try to ensure that, in any given exchange, you are asking each student three, four or five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

Below are some questions that could be used:

That's interesting, what makes you say that?

That's true, but why do you think that is?

Is there a different way to say the same thing?

Can you give an example of where that happens?

Can you explain how you worked that out?

So what happens if we made it bigger or smaller?

Why? Are you sure? Is there another explanation? Which of those things makes the biggest impact? What is the theme that links all those ideas together?

What is the evidence that supports that suggestion?

Does anyone agree with that? Why?

Does anyone disagree? What would you say instead?

How does that answer compare to that answer?

But what's the reason for that? And how is that connected to the first part?

How did you know that? What made you think of that? Where did that idea come from?

Is that always true or just in this example?

What would be the opposite of that?

Is that a direct cause of the effect or is it just a coincidence, a correlation?

“Basketball” Questioning

Another form of direct question is “basketball” questioning, where you bounce answers around the room.

Moving away from Teacher – Student A – Teacher – Student A questioning (like a ping pong rally between two people) to Teacher – Student A – Teacher – Student B - Teacher – Student C – Teacher – Student D questioning (like passing a basketball) can be a really effective way to assess knowledge of your class.

By asking other students to extend answers, comment on previous answers and/or summarise answers will improve the pace of your questioning and enables you to assess more learning.

However, this strategy can sometimes be difficult to manage. As *every* student needs to be listening to every answer. If a student hasn't been listening “Sir, please can you repeat the question” or “urgghh?” it will affect the momentum and slow down the pace.

Also, as a teacher you need to either be excellent at posing great questions on the spot (this comes with experience and expertise) or you will need to plan the series of questions you ask. Knowing your students is essential for this type of questioning, as well as insisting on an excellent classroom climate that is conducive to high quality learning.

Appendix 11: Metacognition

M Metacognition In simple terms, Metacognition is ‘thinking about one’s own thinking.’

Learning how to Learn



There are three key processes involved in metacognition:

Self-understanding.

Understanding our strengths (what we are good at) and areas for development (what we need to work on)

Reflection

Thinking about what we know and can remember (an thinking about what we don’t know and keep on forgetting!)

Self-regulation

Constantly regulating and monitoring our learning

At the start of your lesson

- What do *you* want to learn today?
- What skills do *you* have that could be useful in this lesson?
- What might hinder *your* thinking and learning?
- When have *you* had to think like this before?
- What have *you* learnt that is similar?
- What do *you* already know that might be useful?

At the end of your lesson

- How are *you* going to remember this learning?
- What are the key aspects that *you* will remember from this lesson?
- What has this lesson reminded *you* of?
- What did *you* learn that *you* didn’t know before?
- What have *you* learnt that could be useful elsewhere?
- What have *you* learnt elsewhere that is like this?
- How will *you* apply what *you* have learnt?

During your lesson

- What are *you* currently thinking about?
- What connections have *you* made?
- How do *you* feel about the lesson?
- How have *you* got involved in the lesson?
- What should *you* do to further your thinking?
- What breakthroughs have *you* made?
- What do *you* want to know more about?