



**REDDEN COURT SCHOOL**  
*Committed to Success for All*



# Teaching and Learning Policy

March 2016

*This policy needs to be read alongside the school's Assessment for Learning policy.*

This policy is a statement of how teaching and learning should take place at Redden Court School. It should ensure consistency, coherence and continuity by developing a shared understanding of the quality of the teaching and learning process that we and our students expect at Redden Court School and it should be used as an aid to monitoring and evaluation.

This document reflects what Redden Court School values and believes is important to deliver an inclusive education to all its students. By inclusive we mean we aim for every student to succeed.

The policy should be referred to when undertaking any of the following:

- To inform school development planning
- To inform lesson planning
- To inform lesson observation and debrief
- To inform the preparation of schemes of work
- To inform subject review and self review
- To help teachers and Heads of Faculties negotiate individual professional development plans
- To help Heads of Faculties devise curriculum development plans

Teachers will provide a broad and balanced curriculum, which will develop cognitive skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm and effective working environment at all times, in which each student can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's 'Behaviour Management' policy.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's record-keeping and assessment policy system. There will be a particular focus on marking for Reading, Writing, Communication and Mathematics (RWCM)
- Effective management of their professional time.
- Developing links with the wider community.
- Providing students with meaningful, purposeful tasks related to the National Curriculum programmes of study and desirable learning outcomes.
- Valuing and celebrating students' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to keep up to date with current outstanding practice.

### **The Learning Environment**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs and Disabilities.

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups

- Independent learning
- Learning Facilitators and external agencies will be deployed to support students with Special Educational Needs and Disabilities, as outlined on their Individual Education Plans.

The next section of the Policy sets out the expectations of teaching and learning at two levels:

**Good Practice** - we expect all teachers to have most of these features in place

**Outstanding Practice** - we expect that all teachers will aspire to these skills; they represent the school's vision for teaching and learning in the future

### **Good Practice**

- Teachers will routinely use the school's reward system.
- As a matter of routine, Teachers will build in explicit tasks for the teaching of RWCM and the teaching of transferable cognitive skills and understanding. Make cognitive education a priority; recognise that this is promoted through your personal technique (your questioning skills for example) as well as your clever design of students' tasks. Promote 'metacognition' which means helping students to recognise, name and understand a wide range of thinking and learning processes. Ask students to ask questions.
- Teachers will plan for explicit exemplification of spiritual, moral, social and cultural education.
- Data will be used to help students recognise next steps in their learning journey.
- Keep adjusting your methods to bring them in line with recent research into the learning process; for example make use of learning styles research (such as Gardner's Multiple Intelligence Theory or Gregorc's Mind Styles Model) to guide your planning and delivery of varied learning strategies. Ask the Deputy Head (Teaching and Learning) for advice and use what you have learned from school INSET (for example, the ideas you pick up from TLC workshops, Teaching and Learning Bulletins and Staff Bulletins).
- Deliberately work with students' misconceptions and half-understandings; bring them out into the open and challenge them (create cognitive conflict) – this is the basis of 'cognitive acceleration'.
- Students will be given hard work which they can do and which is in line with individual need.
- Value students' mistakes as they can lead to valuable learning moments; therefore, encourage students to 'have a go' even when there is no guarantee of success.
- Give instant feedback as far as is possible.
- Discuss learning with students to the extent that each of them is able to explain why they are doing a particular task, and has a clear idea of what they need to do in future to improve their personal performance.
- Challenge yourself to make learning personally appropriate for students, which means offering them different types of tasks, resources or support so they are all, individually, likely to succeed.
- See yourself first and foremost as someone who manages the learning process – use a wide range of resources to deliver the content: videos; on-line resources; the VLE; books; other students; posters; information sheets; students' 'toolkits' etc.
- Involve the Learning Facilitators in lesson planning; ask their advice, plan with them, ask them to help with preparing alternative resources.
- Teachers will maintain stimulating learning environments

### **Outstanding Practice**

- Teaching of RWCM is exceptional. Every opportunity is taken to develop "crucial" skills and cognition and metacognition using, for example, Habits of Mind, are obvious in the lesson.
- Data will be effectively used by students themselves to identify the next steps in their learning

journey.

- Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on accurate assessment of students' prior skills, knowledge and understanding. Well-judged, imaginative strategies are used. Time is used very well; every opportunity is taken to develop crucial skills. They and other adults generate high levels of enthusiasm for, participation in and commitment to learning.
- All Teachers have consistently high expectations of all students.
- Sharply focused and timely support and intervention, matches individual needs accurately. Teachers intervene "with notable impact."
- Systematic, accurate assessment of students' prior skills, knowledge and understanding.
- Teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- Marking and feedback are frequent and of a consistently high quality.
- Students know how to improve their work.
- Give students choices – let them select from a number of options the best way to tackle their learning; show them how to make wise decisions based on their awareness of themselves as students.
- Beyond giving them fixed choices, show students how to devise personal learning plans from scratch and carry them out independently.
- Teach students, systematically, the tools of the learning trade: time-management; self-discipline; note making; resource-management; planning; questioning; help-seeking; memorising; perseverance; interdependency; negotiation and so on.
- Plan teaching to develop students' creativity. Value creativity in the assessment of students' work.

### **The roles of stakeholders**

Much of the above is clearly about the role of the Teacher.

The roles of Governors, Parents/Carers, the Community and the school are here explained:

### **Governors' Role**

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits by Link Governors to monitor the delivery of their scheduled subject.
- Write up notes of visits to curriculum areas and distribute these as appropriate.
- To receive reports from the Head Teacher and/or the Teacher Governor.
- To attend school based INSET on Teaching and Learning where possible.
- To receive reports from the Premises Officer on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all.

### **Parents/Carers' Role**

Parents/Carers are encouraged to support their student's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly with the best possible attendance record after a good night's sleep.
- Sharing with the Teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parents' Evening and other important meetings.

- Supporting their child and the Teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs and Disabilities processes.
- Ensuring that all contact addresses, telephone numbers and emails are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct equipment or kit.
- Agreeing to the Parent/Teacher contract concerning their student's behaviour which is in the student planner.
- Agreeing to, and supporting, the school's Home Learning policy.
- Contributing relevant information to base-line assessment.
- Attending all medicals and health interviews when invited.
- Responding to all communications sent home from school.
- Informing the school on the first day of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.
- Fulfil the requirements set out in the home/school agreement.

### **Students' Role**

Students should support their teaching and learning by:

- Wanting to learn.
- Trying to know how to improve through metacognitive approaches like reflection.
- Being in school and being in school on time.
- Behaving well.
- Believing they and others can achieve.
- Recognising the strengths of themselves and those around them.
- Taking care of rooms, books and equipment.
- Staying on task in lessons.
- Being ready for learning – having the right equipment, uniform, frame of mind.
- Taking responsibility for learning.
- Maintaining a good student planner.
- Meeting all deadlines.
- Praising fellow students when they do well.
- Being responsible for litter.

### **Learning Facilitator's role**

- Foster positive working relationships with students, staff and external agencies.
- Provide feedback for students they support both inside and outside of lessons to teaching staff to inform lesson planning and for individual student reviews.
- Take a leading part in lessons as directed by the classroom Teacher.
- Regular liaison with teaching staff and Faculties to ensure support for all students helps them to make outstanding progress.
- Positive approach to developing all students and their independence within the curriculum and beyond.

### **Community Role**

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding students' behaviour as they play around the school, and providing positive role models

with regard to behaviour.

- Organising activities and events throughout the year to extend and deepen students' knowledge and skills.
- Supporting school events.
- Voluntarily helping in the school.

### **The School's Role**

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Displaying the Long Term Whole School Curriculum Plan, Schemes of Work and Medium Term Plans.
- Giving reasonable/appropriate access to teaching staff.
- Working in partnership with Parents/Carers to ensure the success of their student, and encouraging parental involvement in working out the way forward for their student's educational future.

### **REVIEW:**

Date of this policy: March 2016

Date of last review: May 2017

Date of next review: May 2018

Reviewed by: Frank Gilgan, Deputy Head Teacher

Signed by Head Teacher:  Date: 10/5/17

Signed by Chair of Governors:  Date: 10/5/17