



Redden Court School Teaching and Learning Policy

Updated June 2019

This policy is a statement of how teaching and learning should take place at Redden Court School. It should ensure consistency by developing a shared understanding of the quality of the teaching and learning process that we and our students expect so that students make good progress from their starting points. It should be considered as a partner document to our *Curriculum Statement* and our *Assessment for Learning Policy*.

This document reflects what Redden Court School 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 meet the needs of all learners.
- To inform lesson observation and debrief.
- To inform the preparation of schemes of work.
- To inform Faculty review and self review.
- 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 their 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 RWCM.
- Effective management of their professional time.
- 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.
- A recognition that marking and responding to student work is a key part of our approach to learning.
- Attending and, where appropriate, providing INSET. Teachers will be proactive in professional self-development.

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 and disadvantaged students. There will be:



- 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.
- Student Development Assistants and external agencies will be deployed to support students with Special Educational Needs and Disabilities, as outlined on their Education and Health Care Plans.

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

- We will 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.
- Drawing on excellent subject knowledge, teachers will plan astutely and set challenging tasks based on accurate assessment of students' prior skills, knowledge and understanding. Teaching will be differentiated. Well-judged, imaginative strategies will be used. Time will be used very well; opportunities will be taken to develop crucial key skills in reading, writing, communication and mathematics. Lessons will be well planned, seating plans will be carefully devised and data contextualising sheets will be maintained throughout the year to maintain their currency.
- Data will be used to help students recognise next steps in their learning journey.
- The Learning intentions/objectives will be written on the whiteboard for the lesson's opening and these will be explained before work begins.
- Homework will be explained at the start of lessons so that students can see the journey to their tasks from the outset and teachers will make use of 'WAGOLLS' (*'What a good one looks like' - Andy Griffiths*) so that students have a clear view of what high quality work looks like, or to use Alistair Smith's phrase, teachers will show students, "the lid of the jig-saw box."
- Teachers will give tasks to Student Development Assistants and take advice from the SENDCo.
- We will promote 'metacognition', which means we will help students to recognise, name and understand a wide range of thinking and learning processes and we will ask students to ask questions.
- Teachers and other adults will generate high levels of enthusiasm for, participation in and commitment to learning.
- All teachers will have consistently high expectations of all students.
- There will be sharply focused and timely support and interventions which match individual needs accurately. Teachers will intervene with notable impact.
- Teachers will regularly 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 will be frequent and of a consistently high quality. It will engage students in dialogue and provide a clear path for future learning because students will understand how to improve their work.
- Students will be given some choices to select, from a number of options, the best way to tackle their learning.



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- We will teach: time-management; self-discipline; note making; resource-management; planning; questioning; help-seeking; memorising; perseverance; interdependency; negotiation and so on.
- We will value creativity in the assessment of students' work.
- Teachers will routinely use the school's reward system.
- Teachers will build in explicit tasks for the teaching of RWCM and the teaching of transferable cognitive skills and understanding. They will make cognitive education a priority and recognise that this is promoted through personal techniques (questioning skills for example) as well as clever design of students' tasks.
- Teachers will plan for explicit exemplification of Spiritual, Moral, Social and Cultural Education
- Lessons will reflect fine practice learned in INSET so that there is consistency of approach and teachers will respond to development points from their lesson observations. Resources developed for teachers in school will be widely deployed.
- Students will be given hard work which they can do and which is in line with individual need
- We will encourage students to 'have a go' even when there is no guarantee of success.
- We will give prompt feedback as far as is possible.
- We will use a wide range of resources to deliver the content: videos; online resources; books; other students; posters; information sheets; students' 'toolkits,' etc.
- We will involve the Student Development Assistants in lesson planning; ask their advice, plan with them, ask them to help with preparing alternative resources.
- We will maintain stimulating learning environments and good work on display (WAGOLLS etc) will be renewed on a regular basis in all teaching spaces.
- Teachers will give clear guidance of what they want Student Development Assistants to do in lessons and they will meet and plan jointly with them.

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 Local Governing Body's 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 has an outstanding attendance and punctuality record and arrives at school after a good night's sleep and a good breakfast.



- Contributing relevant information to baseline 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 student's absence.
- Encouraging their children to read at home every evening for at least 25 minutes and understanding that they should discuss reading with their children and try hard to be role models for it by regularly reading themselves.
- Understanding that they need to develop their children's cultural capital.
- Sharing with the teacher any problems in school that their child is experiencing. Supporting their child by attending meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of an Education and Health Care Plan, and any Special Educational Needs and Disabilities processes.
- Ensuring that all contact addresses, telephone numbers and emails are up to date and correct and that they are always contactable.
- 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 and signing said planner every school week.
- Parents/carers will make sure the home learning of their children is supported and taken seriously. They will ensure that students have the right conditions to do the work to the best of their ability and they will help them to organise themselves and meet deadlines.
- Supporting extra-curricular activities, which includes attendance at school for concerts, visits, fairs, social events and fundraisers throughout the full period of their child's attendance at Redden Court School.

Students' Role

Students should support their teaching and learning by:

- Behaving well - this means listening, following instructions, being positive, wanting to learn, wearing uniform correctly and not giving up.
- Trying to improve through metacognitive approaches like reflection and responding to all marking and comments and use exercise books as a platform to ask the teacher questions.
- Being in school and being in school on time and accepting that it is their responsibility to catch up on any lesson notes/tasks/homework missed.
- Understanding that being absent is not an excuse for non-completion of homework.
- Understanding that they should continually revise previously learned information to prepare thoroughly for any exams.
- Recognising the strengths of themselves and those around them.
- Taking care of rooms, books and equipment.
- Staying on task in lessons.
- Students will check their work thoroughly before submitting it and they will use the school's proofreading code.
- 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.

Student Development Assistant 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 to help them 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.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents/carers and guardians to ensure the success of their student, and encouraging their involvement in working out the way forward for their student's educational future.

Review

This policy will be reviewed annually and amended as necessary.

Date of this policy: October 2018

Date of this review: October 2019

Date of next review: October 2020

Reviewed by: Frank Gilgan, Deputy Headteacher of Teaching and Learning



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Signature of Head Teacher:.....

Date:.....

Signature of Chair of Governors:.....

Date:.....