



RATTON SCHOOL

AN ACADEMY TRUST SCHOOL

TEACHING & LEARNING POLICY

Date established by the Academy Trust	April 2013
Date of Full Implementation	April 2013
Date of Last Review	January 2017
Date of Next Review	January 2019
Status	Statutory

All our policies support our vision and are based on our core virtues

Developing caring, confident and creative
students who achieve excellence

- Compassion
- Respect
- Creativity
- Teamwork
- Effort
- Responsibility

“Education is the most powerful weapon that you can use to change the world”
Nelson Mandela

Our aim is to enable all Ratton students to have a high quality learning experience in order to maximise their skills, aptitudes and achievements throughout their time at school and in the future. Through effective teaching and learning, we aim to inspire, motivate and nurture the academic and personal growth of our students so that they leave our school as confident, numerate, literate and responsible members of society.

This policy is underpinned by Ratton School’s vision and virtues.

Our vision:

To develop caring, confident and creative students who achieve excellence.
(Ratton School Strategic Plan 2016-21)

Our Virtues

- **Compassion** - Showing kindness and caring for other people and the environment.
- **Respect** - Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language.
- **Creativity** - Being curious about the world, solving problems and asking thoughtful questions.
- **Teamwork** - Achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people.
- **Effort** - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge.
- **Responsibility** - Taking responsibility by being in the right place, at the right time, doing the right thing.

A high quality learning experience is underpinned by effective teaching and learning. Our aim is to support all our teachers to deliver excellent lessons by adopting the following strategies:

<p>High expectations of students which inspire motivate and challenge. School routines and standards are upheld:</p> <ul style="list-style-type: none"> • Students are punctual to the lesson and settle quickly. Lateness is challenged. • They have the necessary equipment for the lesson • Diaries are on desks • Seating plan is in place and available with PP/DSEN/HP/EAL students identified
<p>A clear understanding of the needs of all students, including all groups vulnerable to underachievement (including DSEN, PP, LP, HP)</p> <ul style="list-style-type: none"> • The lesson is well-structured and planned to build on pupils' capabilities and prior knowledge • The learning objective and intended outcomes are made clear to students • The lesson is differentiated to meet the needs of all students • Relevant data is used to monitor progress and inform planning • Ratton's standardised visual cues are on slides • Lesson time is used very effectively • All groups of students make good progress
<p>Secure subject and curriculum knowledge which enables the teacher to:</p> <ul style="list-style-type: none"> • Use questioning effectively • Understand the way students think about the subject • Identify common misconceptions and act to correct them • Promote a love of learning about the subject and students' intellectual curiosity which results in high levels of engagement
<p>Effective behaviour management to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • Have high expectations of behaviour and employ clear rules and routines in accordance with school policy • Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary • Encourage students to take a responsible and conscientious attitude to their work and demonstrate good attitudes to learning • Students are curious, interested in their work and demonstrate resilience to failure • Praise, sanctions and rewards are used consistently and fairly
<p>Accurate and productive use of assessment</p> <ul style="list-style-type: none"> • Assessment for Learning strategies are used to good effect • Students' understanding is checked systematically and effectively so that clearly directed, timely support can be offered. • Students' progress is recorded on the front of students' workbooks

High quality marking and feedback

- Students are given regular feedback, both orally and through accurate marking in line with the schools' marking and feedback protocol.
- Students respond to the feedback during TICK time and it is effective in deepening their understanding
- Standards of presentation in books is high and in line with school expectations
- Books are marked for literacy in line with school protocol
- Sub-standard work is challenged and sanctioned as appropriate

Spiritual, Moral, Social and Cultural Development

- Students are supportive of each other
- Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience, as appropriate

Homework

- Challenging homework is set, in line with the school's policy, that consolidates, learning, deepens understanding and prepares students for future lessons
- Homework is valued, marked and returned to students
- Non-compliance is followed up and sanctioned in accordance with the school's protocol

Arrangements for Monitoring and Evaluation

1. Ratton School's Self Evaluation Framework (SEF) and Raising Achievement and Development Plan (RADP)
2. Departmental SEFs and RADPs
3. Curriculum Team Reviews (one faculty, termly from term 2)
4. Staff Appraisal Cycle
5. Quality Assurance Timetable which includes:
 - Regular work scrutiny by Curriculum Leaders
 - Deeper learning walks by Wider Core Team on whole school priorities or in response to data/need
 - Hourly on-call/resolution learning walks to identify good practice on whole school priorities. Shared weekly with all staff.

Roles and Responsibilities for Implementation of this Policy

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> • Ensure wide consultation of this policy • Ensure structures are in place to support the effective implementation of this policy
Deputy Headteacher	<ul style="list-style-type: none"> • Lead and oversee the implementation of this policy • Regularly monitor and review its effectiveness • Oversee the facilitation of appropriate CPD for all staff so that this policy is effectively implemented
Wider Core Team	<ul style="list-style-type: none"> • Lead and implement this policy with all teams • Promote highly effective teaching and learning at all times by leading by example • Ensure that all staff engage with and benefit from CPD to improve their teaching in accordance with this policy
Curriculum Leaders	<ul style="list-style-type: none"> • Ensure implementation of this policy in each subject area. • Ensure the subject knowledge of teachers in each curriculum area is up to date. • Ensure Knowledge and Skills Maps reflect curriculum changes and offer support and challenge for students of all abilities. • Promote highly effective teaching and learning at all times by leading by example.
Teaching Staff	<ul style="list-style-type: none"> • Ensure highly effective teaching and learning by planning and delivering lessons in accordance with this policy and with the 2012 Teachers' Standards.
Teaching Assistants and Associate Staff	<ul style="list-style-type: none"> • Support students and staff in the implementation of this policy
Students	<ul style="list-style-type: none"> • Comply with Ratton School's Basic Expectations of all students. • Take responsibility for demonstrating good behaviour for learning and a good attitude to learning.
Parents	<ul style="list-style-type: none"> • Support the implementation of this policy, by ensuring students come to school fully equipped and ready to learn.
Governors	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy.

Relationship to national policies

- 2012 Teachers' Standards in England
[2012 Teachers' Standards in England](#)
- SEND Code of Practice, section 6.12
[SEND Code of Practice 2015 Section 6.12](#)
- School Teachers' Pay and conditions document, section 52
[Teachers' Pay and Conditions 2016 section 52](#)
- Ofsted Inspection Handbook - Quality of Teaching, Learning and Assessment
[Ofsted inspection handbook 2016 page 43](#)

Relationship to other Ratton School policies and procedures:

- Appraisal
- Assessment and Reporting
- Behaviour Management
- Curriculum
- Equality
- Marking and Feedback
- Pupil Premium Strategy
- SEND