



# RICKMANSWORTH SCHOOL

## Teaching and Learning Policy

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## OVERVIEW

### Purpose

Rickmansworth School believes that all students, whatever their ability, should receive consistent high quality teaching and learning throughout the curriculum to enable them to achieve their maximum potential.

A reference copy of this document is kept on google drive and it will be brought to the attention of all members of staff.

### Referenced Documents

This document must be read in conjunction with the following policies and documents:

- Document 1: The Ricky Way of classroom and registration routines
- Document 2: The Ricky Way for teachers
- Document 3: The Ricky Learner
- Policy 4: Feedback Policy and Department Matrix (currently under review)
- Policy 5: Recording and Reporting Procedure (to be completed)
- Policy 6: Behaviour for Learning Policy
- Policy 7: Continuing Professional Development Programme (currently under review)
- Policy 8: Appraisal Policy (PDR - currently under review)
- Document 9: Curriculum Mapping - MTPs/LTPs
- Document 10: Job description and Support and Monitoring Policy
- Document 11: Quality Assurance Programme

### Review Process

This document will be reviewed in accordance with our policy review process **every** three years or on the introduction of new or amended relevant legislation. .



**Tony Walker**  
**CHAIR OF GOVERNORS**



**Matthew Fletcher**  
**HEADTEACHER**

## **POLICY**

### **1. Principles**

- 1.1. The School's core purpose is to ensure a high quality learning experience for all students and the effectiveness of teaching is the most important factor which contributes to this. Rickmansworth School believes that all students, whatever their ability, should receive consistent high quality teaching and learning throughout the curriculum to enable them to achieve their maximum potential.
- 1.2. The methods used in teaching should be those considered by the teacher to be the most appropriate for achieving the learning outcomes for the lesson. The purpose of this policy is not to advocate a set teaching style as this constrains the creativity of the individual teacher but rather, it is to set out the School's expectations and the responsibilities of staff in contributing to an outstanding learning experience for all students.
- 1.3. Moreover, the School believes that quality professional development and a robust appraisal system helps to drive up the standards of teaching and learning and therefore expects all staff to participate in the School's CPD programme. (See policy 7, 8 and 10).

### **2. Aims**

- 2.1. As a school we will:
  - inform staff of expected good practice to improve pedagogy of teaching and learning,
  - provide opportunities for staff to share and collaborate in order to promote outstanding practice,
  - provide guidance for what the School deems to be effective marking and feedback systems/strategies,
  - outline the requirements for the setting of Home Learning and for effective reporting and recording.

### **3. Effective Practice - Teaching staff**

- 3.1. For learning to be most effective, the School expects all teaching staff to:
  - follow the Ricky Way of routines and for learning and promote the Ricky Learner,
  - maintain secure knowledge and understanding of the subject they are teaching and of the relevant examination syllabus,

- ensure learning environment is secure, stable and stimulating and that displays for learning are current and support the ethos and culture of learning,
- ensure good relationships are established through creating a positive learning environment and through understanding the needs and abilities of each student,
- plan lessons which build on students' prior knowledge and understanding and which are directly linked to medium and long term plans,
- set out and share key questions, differentiated learning outcomes/success criteria for every lesson,
- provide secure assessment for learning strategies and ensure students understand their current academic progress, strengths and how to make further improvements,
- employ a range of teaching styles to ensure appropriate pace, participation, progress and challenge,
- ensure expectations are high, but attainable, for the whole ability range,
- facilitate and encourage independent learning skills, student questioning, reflection and discussion,
- involve effective use of questioning to probe students' knowledge and understanding and to challenge their thinking,
- regularly change and adapt seating plans which include contextual information, SEND, targets and current attainment and key group (disadvantaged, most able, low attainers and SEND) information,
- ensure cross-curricular links and transferable skills are established, particularly in numeracy and literacy,
- set regular and purposeful Home Learning which promotes 'flipped' learning to help students prepare for the next lesson and/or which builds on prior knowledge in order for them to apply knowledge in lessons.

#### **4. Effective Practice - Students**

4.1. For learning to be most effective, the School expects students to:

- follow the behaviour code of conduct,
- act on feedback from teachers and how to progress further in their learning,
- use the Ricky Rs and the Ricky Learner to develop independent learning,
- use technology effectively, including google classroom and online platforms used to set and assess Home Learning.

#### **5. Effective Practice - Parents**

5.1. For learning to be most effective, the School expects parents to:

- sign-up to the expectations set out in the Home School Agreement,
  - support the School in ensuring that their child is learning appropriately both at school and at home,
  - sign up as a 'Google Guardian' and engage with work set and completed at home,
  - engage positively with the School to resolve any difficulties regarding their child's progress,
  - attend parents' evenings and school events which provide information regarding their child's progress.
- 5.2. Effective communication between home and school is important, particularly so far as any issues of a sensitive or controversial nature are concerned. We recognise that parents have a legal right of withdrawal from aspects of religious and sex education. However, permanent modifications to the School's curriculum for an individual student will be made only on grounds of the student's ability or grounds of health. Temporary modifications may be made for compelling reasons. Parents should:
- inform the School in confidence (via the form tutor or relevant subject teacher) if they anticipate that an aspect of the curriculum might cause a particular difficulty for an individual student and/or,
  - liaise with the Headteacher if the issue is especially sensitive or difficult.

## **6. Monitoring of Teaching and Learning**

- 6.1. To guide departmental aims in order to build upon the targets and areas of development set out in the School's Development Plan and to ensure that Subject and Faculty documents such as reviews and strategic plans, align with these aims.

In order to support these aims, the key procedures for monitoring teaching and learning, are analysis of:

- examination results using the School's templates for self-evaluation, Faculty electronic tracking system and tracking of student achievement as completed at reporting points,
  - department reviews and Head of Department quality assurance measures and evaluation tasks,
  - book sampling, lesson observations and parent/student questionnaires and surveys, student voice via school initiatives such as Student Parliament.
- 6.2. All staff are responsible for the raising of attainment and for the teaching and learning that takes place at the School. All staff are expected to regularly evaluate themselves against the criteria outlined within this policy and the School's appraisal policy (Policy 8). All staff are also expected to follow the

guidelines for marking and assessment outlined in the School's Feedback Policy and relevant department marking matrix (Policy 4).

### 6.3. Governors' responsibilities

1. The Lead Governor has oversight of issues relating to the quality of teaching and learning across the School. Key priorities are set out in the School Development Plan, the relevant sections of which are monitored by this committee. Specific monitoring activities include:
  - o reviewing examination results and ensuring the School has an action plan for improvement,
  - o inviting middle leaders to present an overview of results and action plans to Governors,
  - o observing teaching and learning during a Governor school visit day,
  - o participating in departmental reviews and self-evaluation documents,
  - o participating in the external verification process of teaching and learning,
  - o reviewing summary reports regarding the standards of teaching and learning such as lesson observation data and book sampling information

### 6.4. Senior Leadership Team responsibilities

2. The Senior Leadership Team is responsible for the overall quality of teaching and learning across the School. This is achieved by:
  - o strategic planning of teaching and learning priorities in conjunction with Subject Leaders and the Lead Teacher group,
  - o updating Governors on lesson data and the outcome and action plan resulting from quality assurance tasks,
  - o supporting Faculties through line management meetings,
  - o ensuring staff follow the guidance for marking and assessment outlined in the Feedback Policy,
  - o ensuring that the School's development plan places a high priority on teaching and learning and that structures are put in place to support these priorities,
  - o monitoring the quality of teaching and learning across the School through activities such as lesson observations, book sampling and department reviews, and use of google classroom,
  - o promoting the identification and dissemination of good practice in the School's teaching and learning, including building links with other schools and external agencies,
  - o liaising with and reporting to the governors about teaching and learning as required,

- o providing leadership in teaching and learning in the School, including the development of skills needed by staff to develop into 'outstanding' practitioners,
  - o ensure staff have the required data to complete seating plans and that they are regularly monitored.
  - o to model expectations of standards of teaching and learning, at all times
3. The Senior Leadership Team should consider the policy on teaching and learning when making decisions about, implementing, monitoring and evaluating all areas of the curriculum, achievement and the School in general.

#### 6.5. Subject Leaders' responsibilities

4. Subject Leaders are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring of student progress. Each subject leader achieves this by:
- o championing teaching and learning in their subject area and whole school initiatives,
  - o ensuring teaching and learning is a standing item on the agenda at all faculty meetings,
  - o ensuring all staff within the faculty follow the guidance for marking and assessment (see Policy 4),
  - o evaluating the teaching of their subject and the planning of lessons,
  - o ensuring curriculum coverage, continuity and progress for all students using methods such as evaluating and reviewing Medium and Long Term Plans, ensuring that faculty procedures for assessing, marking, recording and reporting on student progress are implemented consistently and are in-line with faculty and whole school policy,
  - o analysing and interpreting data on students' performance against school expectations and other comparative data,
  - o monitoring students' work and progress by regular sampling of classwork and Home Learning through book scrutiny and assessment data using the faculty student tracker,
  - o evaluating the faculty's performance through completing self-evaluation and development review documents,
  - o supporting the development of teachers within the faculty to become 'outstanding' practitioners
  - o preparing for and attending line management or SLT meetings in order to provide an update on teaching and learning and achievement information,
  - o participating in the School's quality assurance and self-evaluation procedures e.g. book sampling, lesson observations,
  - o ensuring faculty staff have an accurate and up to date handbook which outlines information such as faculty policies, LTP/MTP overviews, syllabus information, list of staff etc,

- o ensure faculty staff are saving seating plans centrally and regularly updating with progress indicators, current attainment and class SEND and contextual information,
- o liaising with the faculty and display coordinator to oversee subject area displays.

#### 6.6. Directors of Learning responsibilities

5. Directors of Learning are responsible for the monitoring and evaluation of the overall performance of groups and individuals in their year group. This is achieved by:
  - o monitoring the progress and potential of the year group, using student data to identify areas of underachievement,
  - o setting clear expectations for the use of tutor time, monitoring the work of tutors and the quality of tutor time,
  - o ensure the effective delivery of lifelong learning lessons by tutor team,
  - o maintaining an overview of the experience and attitude to learning of the students in their year group e.g. monitoring Progresso for information on rewards and consequences (see policy 6), analysing attendance information and monitoring Home Learning,
  - o participating in the School's quality assurance and self-evaluation procedures e.g. book sampling, lesson observations to build a picture of the experience, attitudes and progress of their year group,
  - o liaising with the display coordinator to oversee year group displays.

#### 6.7. Form Tutor responsibilities

6. Form tutors are responsible for contributing to and monitoring the progression and well-being of individuals in their tutor group and providing advice and support to those students both socially and academically. This is achieved by:
  - o monitoring behaviour, Home Learning, rewards and consequences, uniform and attendance,
  - o encouraging and developing the ability of students to evaluate and take responsibility for their own learning,
  - o monitoring the academic progress and attitudes of individual students,
  - o maintaining and updating the tutor group board with aid from the tutor group,
  - o deliver well planned and resourced lifelong learning lessons.

## 7. Curriculum

### Curriculum Model

Across Key Stages 3 and 4, students are taught in prior attainment based groups for the core subjects: English, Maths and Science. They are taught in mixed ability groups for all other subjects. Each year group is split into left and right halves. Each half of the year group has 4 sets for each subject. These are set independently of one another.

There are 8 forms in each Year group, with two forms in each of the following houses:

- Bury
- Inns
- Springwell
- Stockers

Form groups are named using the first two letters of their form group, e.g. 7In1 or 7In2.

The tables below show the number of periods per fortnight students have, in each subject at each Key Stage.

### Key Stage 3

KS3	Art	Comp	Dance	Drama	Eng	Tech	Fre	Gam	Geog	Germ	Hist	L3	Maths	MFL	Music	RS	Res.	Sci	Total
Yr 7	2	1	1	2	7	2	3	4	3	3	3	1	7		2	2	1	6	50
Yr 8	2	2	1	2	7	2		5	3		3	1	7	5	2	2		6	50
Yr 9	2	2	1	2	7	2		5	3		3	1	7	5	2	2		6	50

### Key Stage 4

KS4	Eng	Maths	Sci	Games	EBACC	Option 2	Option 3	Option 4	L3	Total
Yr 10	9	7	9	4	5	5	5	5	1	50
Yr 11	9	7	9	4	5	5	5	5	1	50

### Key Stage 5

KS5	Option 1	Option 2	Option 3	L3	Enrichment	EPQ*	Option 4*	Total
Yr 12	9	9	9	1	1		2	9
Yr 13	9	9	9	1	1		2	9

\*Additional not linked to total

## **8. Seating Plans**

- 8.1. All teaching staff are required to complete seating plans. These must be saved centrally in the department google drive and be easily accessible in order to aid staff facilitating cover lessons. The School expects staff to update and adapt all seating plans every half term. Seating plans should have an indication of current attainment information and be colour coded according to red, amber and green depending on whether students are above, at or below expected progress. Additionally, group information (e.g. disadvantaged, most able, low attainers and SEND) and information from the School's SEN department must be included as well as contextual information about the group.
- 8.2. When teachers are required to teach a class in more than one classroom it is suggested that they group students in an order of 'best fit' but still must include the relevant information regarding data, SEN and context.

## **9. Home Learning (HL)**

- 9.1. HL is integral to the learning process. All HL will be set via google classrooms. It should help students to review and reflect on the learning that has taken place and/or help students to prepare for their next lesson e.g. through 'flipped' learning. The idea that it is essential to learning and for preparation for lessons should be part of the learning culture and ethos of the School. Over the course of each key stage, HL should prepare students for their next level of study.
- 9.2. The purpose of HL is to;
  - encourage students to develop the skills, confidence and motivation to study effectively on their own – this is vital given the importance of lifelong learning and adaptability,
  - enable students to prepare for an activity in the next lesson,
  - encourage effective time management,
  - allow practice of skills learnt in the classroom and or reinforce and extend knowledge,
  - extend school learning, permitting more rapid progress to be made in school,
  - make use of outside interests and resources,
  - promote the Ricky Learner,
  - involve parents/carers and other adults in students' work, improving home-school and community-school links.
- 9.3. HL Guidelines to staff
  - 9.3.1. HL should directly relate to the learning being covered in class. Staff should ensure that students are made aware of HL tasks (verbally, in lesson) and that clear instructions such as time for completion and

deadline dates are given. HL information, submission details and instructions/resources should be shared via google classroom.

9.3.2. Not all HL requires formal assessment but staff should follow the guidance regarding feedback and assessment set out in the School's feedback policy and their faculty marking and assessment grid expectations (Policy 4)

9.3.3. All staff must also follow the school behaviour policy (Policy 6) when HL is incomplete or of an inadequate standard.

9.3.4. HL should be:

- o of quality rather than quantity and have meaning and relevance to the students,
- o set at the start of lesson or during the lesson as opposed to the end, where it is often rushed and there is a lack of time to record necessary details and clarify any misunderstanding,
- o signposted in students' books by HL abbreviation (if completed by hand),
- o integrated into Medium Term Plans so it directly links to learning stages and embedding/exploring knowledge and skills and does not act as an 'add on', or simply used for finishing off work,
- o differentiated, inclusive and varied in type and style,
- o set regularly in-line with faculty policy and according to the School's agreed timetable/quantity and with reasonable deadlines,
- o assessed, where appropriate, within a reasonable timescale and returned to students with relevant help and guidance (see Policy 4 and faculty grid for marking and assessment)

#### 9.4. Frequency of HL

9.4.1. The quality of HL is more important than the length of time students may take to complete the task. The following times reflect broadly how many hours students in Key Stage Three, Four and Five should be spending on HL:

- o **Year 7 and 8: 45-90 minutes per day**
- o **Year 9: 90 minutes to 2 hours per day**
- o **Year 10 and 11: 2 hours to 2.5 hours per day**
- o **Year 12 and 13: 10-16 hours per week, increasing in Year 13.**

9.4.2. There is no set HL timetable during KS4 or 5.

9.4.3. During KS4, each subject should set in the region of 60-90 minutes per week, as appropriate. Staff have increasing flexibility to negotiate handing-in dates with their classes. GCSE controlled assessment should be integrated in the HL pattern as far as possible.

9.4.4. During KS5, each subject should expect students to spend as much time outside lessons completing HL and wider reading as they spend inside lessons.

#### 9.5. Monitoring of HL

9.5.1. The role of the Senior Leadership Team:

- o to ensure that regular advice is given to parents regarding HL and that parents and students are consulted on the quality and quantity of Home Learning through questionnaires
- o to ensure the consistency of setting and marking of HL across the School and that the School's feedback policy is adhered to. (See Policy 4)

9.5.2. The role of Subject Leaders:

- o to monitor the quality of HL and its management by staff within the faculty,
- o to support staff within the faculty when a student persistently does not complete HL,
- o to monitor the publishing of Home Learning to google classroom,
- o to monitor the number of HL detentions issued on Progresso.

9.5.3. The role of Director of Learning:

- o to monitor the amount of HL set and ensure that the School's behaviour policy is applied where necessary,
- o to monitor the number of HL detentions for the relevant year group and ensure an action plan is in place,
- o to monitor google classroom and Progresso in order to share information with Subject Leaders regarding the frequency of HL and share with tutor team information regarding Home Learning, such as persistent offenders who do not complete tasks.

9.5.4. The role of the Form Tutor:

- o to check that students have access to google classrooms and contact staff/students if there are issues with the process.

9.5.5. The role of parents;

- o to check classrooms via google guardian to ensure their child is meeting expectations of HL completion,
- o to provide their child with a suitable learning environment in which to complete their HL, without distractions,
- o to look at their child's exercise books/online work and support their child's learning by acting on the formative feedback comments provided by staff.

## 10. Long and Medium Term Plans (LTP/MTP)

- 10.1. All faculties will have LTP/MTPs in place which give clear sequential guidance to staff about the material to be covered in lessons. These should form the basis of each teacher's lesson planning.
- 10.2. Planning and curriculum mapping will be reviewed annually by the Faculty using the process outlined in the curriculum mapping guidance (see document 9).
- 10.3. All MTPs/LTP should;
- refer to examination syllabus requirements and/or National Curriculum programmes of study,
  - show clear learning outcomes and lesson time required for each key question/topic,
  - follow a sequence of learning which builds on prior knowledge and skills,
  - summarise suggested teaching activities, resources, extension tasks, differentiation strategies,
  - outline transferable skills and/or cross-curricular links e.g. literacy or the Ricky Rs (see document 3),
  - indicate the Home Learning requirements,
  - identify links with whole school initiatives e.g. independent learning, assessment for learning, developing reading.

## **11. Displays for Learning**

- 11.1. The quality of display reflects the ethos and value of the School. Displays must be educational; celebrate the achievements and contributions of our students and or promote scholarship and or transferable skills. Displays must be updated regularly to:
- be educational, informative and visually stimulating,
  - celebrate the achievements of students of all ages and abilities,
  - reflect a multicultural, multi-faith society,
  - emphasise the positive contributions of students to the life of the School,
  - raise awareness and interest in specific school policies and initiatives,
  - enhance the school environment.