

---

# RIGBY HALL SCHOOL

## Teaching and Learning Policy

### **Rationale:**

This document is a statement of the aims, principles and strategies for teaching and learning at Rigby Hall School.

The policy reflects the beliefs of the Governors and the staff.

The implementation of this policy is the responsibility of all members of the Rigby Hall School community.

This Teaching and Learning Policy lays the foundations for the whole curriculum, both formal and informal and, along with our mission statement and aims, forms the context in which all our other policy statements should be read.

We see teaching and learning as a process of co-operative team work between pupil, staff, parent/carers relevant professionals and others in the community.

We believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process
  - Classroom relationships are built on tolerance and respect
  - Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement
  - There is a common awareness that high standards of self discipline and order are expected
  - The environment in which pupils and teachers are working is stimulating, comfortable and safe
  - Pupils are listened to and their communication needs recognised and supported
-

---

# Contents

## Section 1

- Aims

## Section 2

- Ethos
- Equal Opportunities
- Child Protection

## Section 3

- Management of the School Day
- Class room management and organisation
- Planning
- Differentiation/independent learning
- Record-keeping and assessment
- Educational visits
- Monitoring and evaluation
- Teaching strategies
- Resources
- Health and safety and risk assessments
- Homework
- Teaching environments

## Section 4

- Learning processes
- Learning styles
- Learning conversations

## Section 5

- Governors' role
  - Parents' role
  - Role of support staff
  - Community role
  - The School's role
-

---

## Section 1

### **Aims:**

At Rigby Hall School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
  - Develop confident, disciplined and enquiring learners, able to make informed choices.
  - Foster a love of learning.
  - Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
  - Facilitate considerate and positive relationships between all members of the school community.
  - Ensure equal opportunities in relation to gender, race, class, individual needs and belief.
  - Value and respect all cultures.
  - Provide a safe and happy work place.
  - Promote a thoughtful attitude towards the immediate and wider environment.
  - Work collaboratively with pupils, parent/carers, professionals and other relevant members of the community to create the most appropriate learning environment for the individual
-

---

## Section 2

### **Ethos:**

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the 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, quiet and effective working environment** at all times, in which each child 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 policy.
- Maintaining **purposeful and informative planning**, record-keeping and assessment documents, in line with the school's assessment policy.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and other relevant programmes of study.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and training of teaching and non-teaching students or other professionals.
- Using the knowledge and expertise of parent/carers, colleagues and other professionals to support the pupils learning.

### **Equal Opportunities:**

In accordance with the school's Equal Opportunities Policy all children at Rigby Hall School are given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

### **Child Protection:**

All pupils have the right to feel safe and work in a non-threatening environment (see Child Protection Policy)

---

---

## Section 3

### Management of the School Day:

#### I. The School Day

9.05 - 9.15	registration
9.15 -10.15	Period 1
10.15 - 10.45	Period 2
10.45 – 11.00	Break
11.00 – 11.25	Period 2
11.25 – 12.20	Period 3
12.20 – 1.00	Lunch
1.10 – 2.05	Period 4
2.05 – 3.00	Period 5
3.00 – 3.10	Registration

Total Hours per School Day: 4 hours 50 minutes

Total Hours per Week: 24 hours 10 minutes

#### II. Time Allocation

Allocation of time to individual subjects is in line with guidance. Teachers will follow the agreed Schemes of Work to ensure that programmes of study are effectively covered.

At Rigby Hall School we are committed to following the programmes of study as required by the National Curriculum and National Strategies.

We are committed to raising standards in all aspects of the curriculum with a particular emphasis on key or functional skills. By key or functional skills we mean the ability to read, write and communicate and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

### Classroom Management and Organisation:

#### I. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, and different needs:

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

---

Ensuring appropriate levels of noise and other sensory stimulation

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

## **II. Behaviour Management**

Rigby Hall School has a 'Behaviour Management' policy (which includes 'Physical Intervention') regularly reviewed which will be signed as read by all staff.

## **III. The teaching environment**

- The teaching environment will reflect the pupil's needs.
- Each teaching room will be organised to facilitate learning and the development of independence.
- Work stations which facilitate students working independently and with minimal distraction are provided as and when needed.
- Height adjustable furniture is available in rooms where needed.
- The physical environment should not be a barrier to access and learning

## **Planning:**

Schemes of Work are available for each National Curriculum subject and for PSHME and RE. These are based on the National Curriculum programmes of study, Curriculum and the Early Years Curriculum. SOW are reviewed and updated regularly by the individual subject leaders.

Staff attending courses must leave work for staff covering their timetable.

Parents receive an overview of the curriculum at the beginning of the academic year.

Please see **Rigby Hall Curriculum Policy** for details of the qualifications available

Lesson plans are provided for lesson observations ie for Performance Management, internal monitoring by subject leaders, SLT and for OFSTED. There is an agreed format for lesson plans and for recording observations.

## **Differentiation:**

Rigby Hall caters for a broad range of abilities, ranging from P1 to NC level 6. Pupils are organised into teaching groups with students working within a similar ability range. Differentiation, however, stills remains crucial particularly to ensure more able students are suitably challenged.

Teachers will differentiate the curriculum by:

- Task
-

- 
- Outcome
  - Levels of support

Consideration needs to be given to the following areas:

- Differing methods of communication
- Different physical needs
- Positioning students within the teaching environment
- Differentiated resources ie large print books
- Medical needs

Learning objectives will be specified for all differentiated teaching.

### **Record-keeping and assessment:**

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy.

Levels for core subjects (English, Maths, ICT and Science) are monitored 3 times a year and annually for foundation subjects.

End of year levels are collated for all subjects and given to subject leaders, enabling comparisons and tracking of pupil achievement.

Mentoring of individual students, where ever appropriate, is seen as fundamental to raising achievement.

### **Educational visits:**

Educational visits provide a wide range of learning opportunities which both directly support the curriculum and the development of individual skills.

All pupils have access to educational visits

A charging policy describes how educational visits are financed

All educational visits are approved by the head on an 'educational visits' form, which must be accompanied by a risk assessment

### **Monitoring and evaluation:**

Subject Coordinators will make a minimum of 6 classroom observations each year. Subject leader's are required to monitor:

- Learning and teaching
  - Students work
  - Planning
  - Achievement and progress
-

---

## **Teaching strategies:**

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Regular and close contact between parent, child and teacher
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between all Key Stages.
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Mind mapping
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal, as appropriate to the individual
- Use of sensory curriculum where appropriate
- Use of technology
- Reinforcement through practical activities

## **Resources:**

Each classroom will be equipped with a basic set of resources and books appropriate to the age range and needs of the students using the room. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the relevant subject leader. Consumables will be ordered by the Office.

Resources should:

- Reflect the range of learning needs
- Be reviewed regularly in terms of value for money
- Be deployed to have the maximum impact on pupil learning
- Be readily accessible

Subject leaders are responsible for researching and reviewing new resources

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

---

---

## **Health and Safety**

Staff have a joint responsibility for health and safety.

Risk assessments are completed:

- annually for each teaching and non teaching area
- for individual students as part of their care plan, if necessary eg for lifting
- for specific subjects, where required eg science, food technology
- for all off site visits

## **Homework:**

There is a delicate balance to be maintained. For the majority of our children the school day provides sufficient academic challenge. Teaching groups are small and children are closely directed by adults. Children need their own time and space after school to pursue their own interests, hobbies and play. There is a need to be sensitive to the feelings of older students who do not always welcome "help" from adults but need to feel independent in order to develop their self-esteem.

Homework at Rigby Hall encompasses a variety of activities and expectations matching the very broad range of ages and abilities of children attending the school.

For some students homework will be set in order to offer opportunities to practise skills or independently extend aspects of a lesson. Grades in nationally accredited qualifications such as Entry Levels are enhanced by the completion of regular homework tasks. Periodically, less able students and pupils will require support from parents/carers in either practising literacy, numeracy and ICT skills or ensuring consistent responses to particular behaviours or developing independence skills.

### **Guidelines**

Homework details can be entered in the home school contact book. The length of time spent doing homework will be appropriate for an individual teaching group. A maximum of 20 minutes for primary pupils and 30 minutes for secondary students per subject is a good general guide. Only one subject will be set on any particular night.

Homework should be an opportunity for individual success. Repetitive tasks focusing on a child's weaknesses can be self-defeating.

Homework timetables may be devised for either individual children or whole groups.

Many routine activities in the home and community can be beneficial such as involving children in shopping trips. Homework can also include personal, independence and social skills following a programme agreed between school and home. The programme may be generated through an Individual Education Plan (IEP) and include strategies to be used by parents/carers.

---

---

Homework is not intended as a device to occupy the child out of school. The school will endeavour to support parents/carers where they have concerns regarding constructive use of time outside of school.

---

---

## Section 4

### Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Experiencing
- Listening
- Observation
- Becoming aware of
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Rigby Hall School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

### Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
  - Collaborative learning in small groups, or pairs
  - One to one learning with an adult, or more able pupil
  - Whole class
  - Independent learning
  - Visual
  - Kinaesthetic
  - Experiential
  - Experimental
  - Auditory
  - Self motivated
  - Self supported
  - Active learning
  - Repetition and consolidation
  - Revision and recapping
  - Sensory
-

---

Teachers will use a range of strategies in any one session.

## **Learning conversation:**

### Learning Conversations

A 'learning conversation' is a regular dialogue directly between a member of staff and one student, focusing on that student's specific abilities in one or more of a range of contexts (ie subject, behaviour, social etc) the aim of which is to engage that student in recognising *where they are currently, where they need to be and what they need to do to achieve that.*

Students should be encouraged to offer their perceptions of 'how they are doing' and to identify their concerns as well as positives. There does not need to be a written record except where the pupil or member of staff wishes to make notes as an aid memoir. *The key activity is the process.* There is no wish to create further 'paper systems'.

Learning conversations will take place with the secondary aged pupils for whom it is deemed appropriate (ie have the communication and cognitive skills to engage in the process).

Learning conversations will, typically, take place six times per year, during the normal tutor or teaching periods.

Learning conversations for Y10 and 11 will have a 'subject –focus', therefore carried out by the subject teacher/TA.

Learning conversations for Y9 will have both a 'subject -focus' (Maths, English Science) led by the subject teacher/TA and a more holistic focus led by the teacher/TA.

Learning conversations for Y7 and 8 (KS3) will be led by the tutor/TA.

Learning conversations for Post 16 will focus on either or both subject or have a more holistic focus

Learning conversations may take place in the Primary area if it is deemed appropriate for an individual.

Monitoring will take place through the usual lesson observation system. If there is no learning conversation taking place during the observed lesson the observer should establish the nature and pattern of learning conversations during the year and briefly record this on the lesson observation form (this may just take the form of a tick confirming that they are taking place).

---

---

## Section 5

### **Governors' Role:**

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

- visits to oversee the delivery of their scheduled subject through conversation with the subject leader.
- Reporting to the Curriculum sub committee by the subject leader, Curriculum coordinator or Head.
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the Head teacher and/or the Teacher Governor.
- To attend INSET
- To receive reports 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 cultures and faiths.

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

Parents/Carers are recognised as the pupils prime educator and partner in supporting their child's learning by:

- Ensuring that their child comes to school feeling confident and positive.
  - Ensuring that their child arrives at school punctually and regularly.
  - Sharing with the teacher any problems in school that their child is experiencing.
  - Supporting their child by attending Open Evenings/Days and other meetings.
  - Supporting their child and the teacher by being actively involved in the process of progress meetings, and the Annual review.
  - Ensuring that all contact addresses and telephone numbers are up to date and correct.
  - Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
  - Agreeing to the Home/School contract concerning their child's behaviour.
  - Agreeing to, and supporting, the school's homework procedures.
  - Attending all medicals when invited.
  - Responding to letters sent home from school.
  - Informing the school 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 social activities.
  - Sharing with the school their child's success and achievements
-

---

## **Support Staff:**

Support staff should be involved in:

- planning, policy making and the development of Schemes of Work
- assessment, recording and reporting
- working with a range of group sizes
- in service training and performance management processes

In addition they should;

- encourage and facilitate independence
- foster high expectations of pupil behaviour

## **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 pupils' 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 pupils' knowledge and skills.
- Supporting school events
- Voluntarily helping in the classroom.

## **The School's Role (including other professionals):**

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 and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

## **Review:**

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

This policy is written in compliance with the Equal Opportunities Policy.

Date reviewed: September 2010

---

---

---