Regents Park Community College

Teaching and Learning Procedure

Policy updated: July 2023

Policy to be reviewed: July 2024

Non-Statutory

Statement

At Regents Park Community College we continually strive to create a culture and community of learning that through high quality learning and teaching achieves outstanding standards of attainment and achievement for our students. We believe that all learners will leave the school as successful confident individuals who can flourish within the ever changing 21st Century world.

Regents Park endeavours to ensure that:

- Students are encouraged to become independent thinkers, confident in approaching challenge and seeing experiment and risk as enjoyable processes within learning.

- Students have opportunities to be reflective and learn from their achievements and their mistakes.

- Students are taught the importance of good literacy and numeracy skills in all subjects.

- New technology is used to enhance the learning experience for students and develop opportunities for interaction within lessons and promotes independent learning.

- Students are encouraged to be proud of their achievements and able to celebrate the success of others.

- Students are taught to learn in a variety of ways and helped to discover how best they learn in a range of contexts.

- Teaching develops students' ability to show initiative, creativity and enterprise.

- Students are encouraged to take responsibility for their own learning.

- Students are taught transferable skills that may be used in a variety of contexts.

- Students should be taught how to interact with different age groups, genders and cultures by participating within the local, national and global community.

- Learning should be linked to purpose and show, where possible, how skills are relevant within work related contexts.

- Students are motivated to learn, explore and to question.

- Continuity and consistency of learning and is promoted through adherence to classroom routines.

Characteristics of High Quality Learning

Students:

- Arrive motivated, enthusiastic and ready to learn.

- Understand the Learning Objective(s) and know the skills they need to achieve the Learning Outcome.

- Demonstrate initiative and independence.

- Are able to work well in teams and adopt different roles.

- Display insight and knowledge through questioning (peers and teacher).

- Will recognise that skills are transferable and can be applied in cross-curricular perspectives and outside school.

- Are able to understand enterprising skills and apply them in a variety of contexts.

- Are aware of their potential and know how to achieve it.

- Show flexibility in adopting different learning styles.

- Are proactive and reflective learners.

- Will respond positively to personal learning targets.

- Are active, not passive listeners.

- Can reflect on what they are learning throughout the lesson.

- Show respect and empathy, both to their peers and teacher.

- Embrace challenge and new skills.

- Feel empowered by what they are learning.

- Are able to "think outside the box".

Characteristics of Facilitating High Quality Learning

Planning for Personalised Learning:

- Plan and prepare thoroughly using clearly defined and purposeful learning objectives through which students make significant progress in their learning.

- Effective use of learning objectives from which students are able to reflect on the progress of their own learning and identify areas for development.

- Ensure that classroom displays are purposeful, interactive and develop learning.

- Use of effective differentiation of learning activities that ensure all children are challenged in their work and can access the curriculum.

- Through thorough knowledge of individual students lessons are planned to ensure that all learning needs are met and significant progress is made every lesson.

- Students are seated in order to maximise learning

- Have clear and high expectations of achievement and behaviour encouraged through a respectful learning atmosphere in the classroom.

Teaching for Personalised Learning:

- Learning objectives are purposeful, interactive and direct the lesson. There may be several staged learning objectives in a lesson that lead to an overall objective.

- There should be a clear learning thread.

- Lesson begins with an activity that captures students' imagination and motivates the beginning of the lesson.

- Make the most of the time available for learning and ensure a good pace.

- Use flexible groupings to suit purposes of the lesson/parts of the lesson.

- Communicate with support staff effectively to ensure that students with individual learning needs receive the support required.

- Promote equality of opportunity.

- Provide students with opportunities throughout the lesson to develop literacy, numeracy, ICT, learning behaviours and individual motivation.

- Recognition of achievement and attainment through regular praise and rewards.

- Provide opportunities for students to review their learning throughout the lesson and be able to reflect on their work achieved, problems solved and learning objectives met.

- Enrichment activities enhance student's enjoyment and understanding of the curriculum.

Assessment, for and of, learning:

- Use of effective assessment strategies to ensure students can reflect on their own achievement and identify how to progress.

- Opportunities for peer-assessment and self-assessment.

- Regular monitoring and evaluation of students work and progress, adapting teaching to address misunderstandings.

- Set regular homework in accordance with the school homework policy.

- Regular dialogue (guided written feedback and verbal) regarding progress between students and teachers.

Appendix A

Guidelines

Parents' Responsibility:

- Ensure good attendance and punctuality of their child

- Have a clear understanding through the school's assessment process of their child's current level of attainment; and, through the challenge targets, have a clear picture of their potential.

- Take an active role in ensuring that their child reaches their potential; being equipped for lessons, completing work set at school and at home.

- Attend consultation meetings with regards to their child's academic progress and achievement.

- Communicate regularly with the school through systems such as student planners, report feedback opportunities and consultation meetings.

Guidance for Governors:

- Have a clear understanding of school policies and the curriculum structure.

- Visit the link subject teams at least once a year and have opportunities to observe learning in practice.

- Receive reports on implementation of policies and monitoring of achievements, standards and quality of learning and teaching.

Tutors' Responsibility:

- Liaise with subject teachers.

- Oversee progress and achievements of students against aspirational targets using the data provided.

- Give an overview of the student's progress and achievements when writing the tutor annual report.

- Be prepared for review and planning sessions with parents and students; providing parents with clear information on progress and achievement made by their child.

- Set targets for improving learning in co-operation with parents and students.

- Monitor behaviour and support improvement strategies in line with the school behaviour policy.

● Ensure that students are ready to learn with correct equipment and uniform.

Head of Year Team Responsibility:
● Liaise with outside agencies in order to support students' needs

● Promote high standards of behaviour and assist with support strategies for behaviour.

● Organise attainment progress and effort data for Progress Tutors.

● Co-ordinate review and planning sessions and consultation evenings.

● Oversee arrangement of sets across year groups.

● Monitor learning and progress, implementing and supporting improvement strategies as a result.

● Liaise with Curriculum Leaders to develop and support interventions for all learners within the assigned cohort.

● Review and develop intervention strategies already in place within Curriculum Areas.

Curriculum Leaders' Responsibility:
● To motivate and inspire staff in the curriculum area to create a dynamic teaching team that focuses on learning at all times.

● Work with a shared understanding of the school's vision for learning, ensuring high expectations for the quality of learning and teaching.

● Be committed to furthering and developing their understanding of teaching and learning.

● Monitor students' progress and achievement, leading appropriate interventions.

● Monitor learning and teaching in the subject area to ensure a consistently high standard.

● Use the information gathered about learning and teaching to inform the school's development planning and improvement strategies.

● Provide appropriate resources to support effective learning.

● Promote positive student behaviour and attitudes and celebrate the successes of students and teachers.

● Ensure CPD within the curriculum area is personalised to both student and staff needs.

SENCO's Responsibility:

- Support the identification of, and disseminate the most effective teaching approaches for students with SEN which secure maximum learning.

- Collect and interpret specialist assessment data gathered on students and use it to inform practice.

- Work with students, Curriculum Leaders, and class teachers to ensure that high expectations of behaviour and achievements are set for students with SEN.

- Monitor the effective use of resources, appropriate learning and teaching activities and target- setting to meet the needs of students with SEN.

- Support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum.

- Maintain effective partnerships between parents and the school's staff in order.

- To promote students' learning; provide information to parents about targets, achievements and progress.

- Develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when students with SEN transfer.

- Develop effective liaison with external agencies in order to provide maximum support for learning with students with SEN.

- Ensure CPD within the curriculum area is personalised to both student and staff needs.

Leadership Team's Responsibility:

- Work to establish a clear approach to improving the quality of learning and teaching to maximise the achievement of all students.

- To involve all staff in the school's vision for learning.

- To support students by ensuring that their learning is at the heart of all developments.

- Demonstrate a clear commitment to staff development for all.

- Monitor students' achievements and standards and the quality of learning and teaching.

- Report to the Governors and Local Authority on the implementation of policies and monitoring of achievements, standards and quality of learning and teaching.