

Ribblesdale School Teaching and Learning Policy

The best possible teaching and learning practices not only maximise every pupil's progress but make learning engaging and exciting. Our teachers recognise the hallmarks of quality-first teaching in the S.T.E.P. reflection tool, which sets out the non-negotiable practices that should be present, consistently, in every lesson across the school. The aim is to equip the pupils with the experiences, skills and knowledge necessary for life and their future success.

S.T.E.P.

Every lesson must:

- Create the right climate to ensure that classroom environments are positive and conducive to learning. Teachers are encouraged to share their own passion and enthusiasm for their subject, which should engender pupils' thirst for learning and promote their curiosity and engagement in lessons.
- Exhibit high expectations of all pupils, challenging and supporting by 'teaching to the top' and providing appropriate scaffolding.
- Be planned effectively so that the 'expert' (teacher) can model thought processes and knowledge application, as well as demonstrating what a good learner looks like.
- Check pupils' understanding regularly through formative and summative assessment, using a variety of techniques and responding accordingly via adaptive teaching strategies.
- Teach the power of reading, modelling reading fluency and creating opportunities for pupils to read aloud and explore the meanings of words. The teacher should encourage reading to deepen subject knowledge and to broaden the horizons of pupils.
- Promote success and build positive relationships by using specific praise to raise aspirations and self-esteem. Staff should model positive behaviours to the pupils. All rewards should be linked to the Ribblesdale Way and recorded on Synergy as an evidence base (House Points, phone calls home, postcards etc.).
- Provide opportunities to connect learning to other curriculum areas, build schema and ensure that learning (skills, knowledge and content) is visible to the pupils.

More information can be found in the S.T.E.P. Reflection Tool document and the Classroom Consistency Checklist.

Classroom Consistency

To facilitate the smooth running and good order of the school it is important that every lesson reinforces consistent expectations of conduct in lessons:

Start of lesson

- Teacher to greet pupils at the door/on the corridor/external door, as per our 'Greeting Pupils' guidance.
- Pupils should be asked to sit down and be ready to learn, with the correct mindset and equipment (In Enrichment, where appropriate, and PE practical lessons, pupils should always have the correct kit).
- A prompt start to the lesson is initiated by the teacher. The 5-a-day should be displayed on the board at the start of the lesson, so that pupils can make a start on their learning whilst the register is taken (as a priority). In outdoor lessons, pupils should experience the 5-a-day through the introduction using effective questioning techniques.

End of lesson

- Pupils to stand quietly behind desks awaiting dismissal and facilitating the checking of uniform.
- Orderly dismissal by teacher.
- Ensure that the room is left in a neat and tidy state.

Standards of conduct must be insisted upon and the school behaviour policy followed at all times. The conduct of pupils in class is primarily the responsibility of the class teacher and as such they are expected to take all reasonable steps to deal with incidents before referring them on.

Ribblesdale's Feedback Policy

All teaching and learning should incorporate highly effective assessment for learning strategies (see the assessment overview document for further details). Feedback should impact positively on the progress that pupils make and include clear direction to pupils as to how to progress and improve their work. It is important that curriculum planning not considers not only the most appropriate forms of feedback for the work completed by the pupils at different stages of their learning, but also

Feedback should:

- Be positive and encouraging, with specific praise based on the work produced and relevant success criteria.
- Identify specific strengths and state clearly what the pupil has done well.
- Include a specific achievable target to support the pupil in making progress at the next opportunity.
- Provide an opportunity for pupils to reflect on their work (e.g. a "do now" activity). Pupils are encouraged to bring a green (or different coloured) pen to lessons to complete reflection tasks.
- Assist the teacher in the planning of future learning and understanding of the impact of teaching.
- Include marking for literacy, using professional judgement and expertise to determine the extent.

The following codes could be used:

| Code | Staff | Pupil |
|------|--|--|
| Sp | Circle or underline incorrect spelling and write "sp". No more than 3 or 4 per piece of work | Write out the correct spelling 3 times |
| C | Circle or underline any capitalisation errors and write C in the margin. No more than 2 or 3 per piece of work | Correct the error |
| P | Circle or underline any inaccuracy in punctuation and write P in the margin. No more than 2 or 3 per piece of work. | Correct the error |
| Exp | Circle or underline poor or unclear expression and write "Exp" in the margin | Re-write the selection section |
| // | Indicate where a new paragraph should start in the first instance | Pupils insert // where they believe a new paragraph should start for subsequent omissions. |

Managing workload

A variety of feedback techniques can be used to manage workload, such as the use of Edtech, verbal feedback, live marking, whole class feedback, peer and self-assessments.

Formative and Summative Assessment

Assessment is integral to effective teaching and learning and fundamental in raising achievement. At Ribblesdale, assessment is used to check pupils' understanding systematically, to identify misunderstandings so that teaching can be dynamic and adapted to meet the needs of learners in line with the curriculum intent. At subject level, formative assessment is regular, repetitive and responsive, and facilitates staff in establishing what pupils know and have remembered as well as what they are able to do. Summative assessments are used to supplement formative assessment

findings regarding areas of the curriculum taught. Summative assessments take place, on at least a termly basis with formal examinations calendared across all year groups at the beginning of the summer term. Assessment is used to inform data regarding pupil progress and attitude towards learning. This is collected, analysed and shared regularly with pupils and parents.

Independent Learning Opportunities and Requirements

Our schemes of learning incorporate Independent Learning Opportunities (ILOs) which aim to foster pupils' curiosity for learning and develop the self-regulatory and independent learning skills to support, develop and embed in class learning. Our ILOs are designed to challenge our pupils' thinking, foster independence and provide pupils with a deeper appreciation of the topics being studied. Pupils are encouraged to engage fully with ILOs throughout units of work by a system of rewards which celebrates and recognises their success. Independent Learning Requirements are also completed (mainly at KS4) and are compulsory.

The Ribblesdale Way

This clearly outlines our agreed expectations of teachers and pupils in and out of lessons and should be referred to frequently.

Ribblesdale School Improving Practice Plan Procedures

An IPP is a supportive process and is not part of formal capability procedures. The IPP will be prepared by the line manager and a member of SLT. It aims to identify and put in place appropriate support mechanisms.

The IPP will run for a duration of time agreed at the start. At the end of the period, a meeting will be convened to discuss progress made against the targets and to evaluate the evidence for this. If it is felt the teacher has failed to make adequate progress against the targets set on the IPP, they will be informed that they will be referred to the Head of School or Headteacher for further action. If significant improvements have been secured over the IPP period and no further structured programme is required, then the teacher will be informally monitored.

Reviewed: Summer 2025

Next Review: Summer 2026