

Revoe Learning Academy's

Teaching and Learning Policy

2023-2024



Our Vision: RLA...Nurturing excellence through happy, confident, self-aware learners.

‘We are what we repeatedly do. Excellence then, is not an act but a habit.’

“When you fail to prepare, you are preparing to fail.” Benjamin Franklin

The RLA Way

This research-informed policy captures how we, as a school, plan to achieve and sustain effective learning and teaching across all curricular areas and ensure we are striving to enable all our young people to become successful learners, confident individuals, effective contributors and responsible citizens. At RLA, we are committed to a purposeful and challenging curriculum, bespoke to an individual, which expects excellent outcomes and equips our learners with the skills and knowledge for learning, life and the next stage of their educational journey.

We focus on closing the gap between the most and least disadvantaged learners through our 3-tiered curriculum approach: **Formal** – our universal offer that all learners access; **Developmental** – specific and targeted provision to support access to the formal curriculum; **Additional** - specialist, bespoke curriculum modifications or resources to support inclusive access and equity.

Key expectations for Effective Teaching and Learning at RLA
(Development Appropriate)

- All RLA Staff must have the highest expectations and ambition for ALL children, regardless of circumstance.
- All RLA Staff must teach, model, challenge and expect highest standards for all across the curriculum offer - no ceilings for any child!
- All RLA Staff must provide a climate of high expectation, high challenge and high trust; allowing children to feel safe, supported and nurtured.
- All RLA Staff are expected to know each child; effective use of PPA and planning to sequence the building of appropriate information and increase knowledge – ‘Novice to Expert’ for all learners (No/Low English, SEND, GDS).
- All RLA Staff must consciously, deliberately and purposefully plan learning using agreed format (appendix 5), provision and resources which are prepared prior to lessons.
- All RLA Staff must have deep and fluent knowledge of the content before teaching.
- All children are placed on, and taught at ARE other than agreed pupils with specific additional needs for specified areas.
- Be Safe; Be Ready; Be Respectful is interwoven and consistently evident throughout all teaching and transitions.
- All RLA Staff must consistently apply and reinforce explicit and clear rules, routines and expectations.
- Purple pen must be used by the child when responding to peer or teacher feedforward
- Pink pen must be used by the ‘teacher’ to praise and acknowledge successful learning
- Green pen must be used by the ‘teacher’ to guide the child to build on their learning
- Diagnostic assessments are used to identify learning gaps, informing future planning, teaching and provision.
- All RLA Staff provide effective feedforward and corrections. Feedforward and Presentation Policy (Appendix 1&2) is known and used consistently by all.

Our Core Elements for Effective Teaching and Learning

We aspire to create high-quality, expert learning environments ensuring that every learner has a consistent, positive and rich experience. All teaching is conscious, purposeful and deliberate, leaving no room for accidental learning. We recognise that the reciprocal relationship between teaching and learning requires us to be our best at all times. Below are RLA's core elements of daily, expert, inclusive teaching.



Think back / Think now

Each lesson has a think back or think now, which is a time-efficient (maximum 10 min) activity that aligns with the lesson's intentions or strengthens connections and builds upon previous knowledge (retrieval). The effort involved in recalling recently-learned material embeds it into long-term memory. Automatic recall then frees working memory for problem solving and creativity.



Think Hard

All children are expected to think hard. Every lesson children have the opportunity for productive struggle. Planned, deliberate tasks support learners to embrace desirable difficulties leading to a deeper level of understanding. Scaffolds are temporary supports to assist learners and learning where required.



Time to Talk

Purposeful structured talk includes: Discussion, questioning, debate and collaboration. Focus is placed on quality of oracy. Agree, Build, Challenge & Kagan strategies (appendix 4) are used to facilitate rich talk: think, pair, share; Rally Coach. Talk Partner signals and routines are embedded.



I do, we do, you do

New material is always delivered and presented in small steps with careful consideration of cognitive load and IWB screen time. Visual models provide cognitive support. Guided practice is scaffolded to meet the needs of all learners. Modelling, worked examples and guided practice leads towards independent practice. The visualiser is a key tool to support. Learners need time to practise and apply learning independently. Learners that are ready, are swiftly moved on.



Check for Understanding

Timely, rigorous formative assessment and diagnostic process is a fundamental part of every lesson at RLA. Through excellent targeted and cold call questioning and use of MWB's, RAG cups and adult monitoring, teachers know where every learner is on their learning journey. Questioning, with appropriate processing time, and responses allow the teacher to determine how well the material is learned. Responsive teaching, feedforward and 'in the moment' adaptations occur following the information gathered.

Maximising Opportunities to Learn

Every minute matters. Embedded routines support maximum productivity: 1, 2, 3 signal. Hand up for silence. Managing time and resources effectively in the classroom to maximise impact. Adult talk is considered and accessible. Worksheets are used when positively impacting and enhancing learning. Consider: Does it warrant the time/cost?

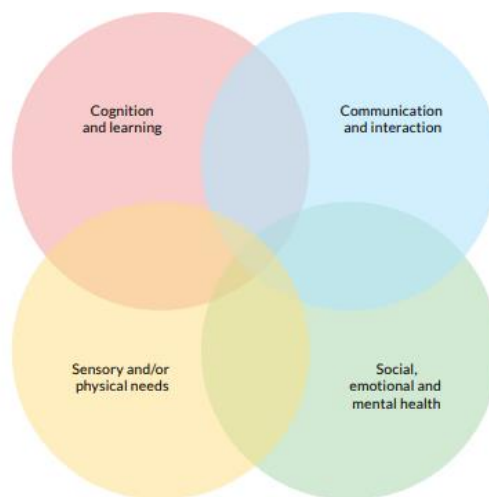
SEND at RLA

All teachers at RLA are teachers of SEND. The evidence which informed the EEF's 'Special Educational Needs in Mainstream school's guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers.

This approach is integral within RLA's T&L Core Elements and is implemented across the academy, where all teaching staff plan and use a range of strategies, daily and flexibly in response to individual needs, using them as the starting point for their classroom planning and teaching.

'When these approaches are integrated well, learners' needs are met in the most positive, most supportive and least stigmatising manner possible. When these approaches are integrated well, teachers can deliver one lesson to all learners, making small adaptations to ensure inclusion.' (Gary Aubin, EEF, 2022)

The SEND Code of Practice groups need into 4 broad areas.



Every child at RLA who is on the SEND Register will have **SEND Support Plan** (appendix 6).

The SEND Support Plan will follow a Plan, Do and Review cycle. It is the responsibility of the Class Teacher, with support from the SENDCO to complete the Plan, Do and Review Cycle each term, amending the plan accordingly. Pupil and Parent voice is required to ensure all stakeholders are informed, heard and communication is robust.

The SEND Support Plans are working documents; they help guide and support the planning of a purposeful and deliberate curriculum offer.

For Pupils who have an Educational Health Care Plan (EHCP), their targets will be set based upon the statutory outcomes of their Educational Health Care Plan and teachers must incorporate these into provision.

Retrieval and Metacognition

Retrieval practice forms an essential part of our curriculum design and practice. Opportunities for pupils to recall previous knowledge to support their acquisition of new knowledge secures their understanding of key concepts. Pedagogical approaches to metacognition also support pupils' progression to become independent, self-regulated and self-aware learners through our curriculum model.

Across our curriculum, from EYFS to Y6, Teachers regularly and explicitly plan for children to use and select 'Thinking Frames', which are a set of dual coding, graphic organisers that offer children a way to improve knowledge recall and explicitly see, develop and reflect on their own cognitive processes. It is crucial that children evaluate the purposefulness and effect of their chosen frame.

Visual Tools for Thinking: Thinking Frames

Thinking Process	Thinking Frame	Key Questions
Defining		How are you defining it? What is your context? What is your Reflective Lens question? Think BACK - what can you remember? What do you know already?
Describing		How would you describe this object/idea/person? Which adjectives would you use?
Comparing Contrasting		What are the similarities and differences?
Categorising		How might you group the main ideas, supporting ideas and details? How might you sort or classify the information?
Whole Part		What are the parts that make up the whole object? Can the parts be broken down into sub-parts?
Sequencing		What is the sequence of events? What are the sub-stages? What is the ORDER?
Cause Effect		What are the causes and effects? Think AHEAD – what do you have to do to achieve your goal and what might the outcomes be?
Connecting		What is the analogy being used? What CONNECTIONS are being made?

Feedforward at RLA

Feedback is likely to be more effective if it is approached systemically, and specifically, by adopting three fundamental principles: careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and also taking into account how learners receive and use that information. (Dylan Wiliam, EEF, 2021)

Feedforward at RLA is defined as: ***‘information given by an adult to a learner about their performance that aims to improve learning.’***

At RLA, it is the professional’s informed choice of how and when feedforward is delivered to the learner(s), ensuring that consideration has been given to time-efficiency and opportunity cost.

The children deserve and need constructive feedforward about their work and learning.

Feedforward at RLA comes in a variety of forms: it can be verbal, written or be delivered through technology. We aim to provide much of our feedforward ‘live’ and in the moment, where the child is present. It can also take place immediately after the lesson or sometime after the lesson. Crucially, all professionals at RLA consider how the learner(s) will receive the feedforward and how it will be used to move their own learning forward. At RLA, we expect a balance of written and verbal feedforward which positively impacts on the child.

When written feedforward is used, it is consistent with RLA’s Handwriting and Presentation policy.

All Feedforward provided by RLA Staff accurately provides specific information to the child on how to improve and staff carefully consider and plan for when the child receives the feedforward and can act upon it.

It is vital that teachers monitor and evaluate the work that children undertake in lessons, and use information obtained from this to make informed and purposeful decisions about future teaching and future verbal and written feedforward. All RLA staff closely monitor all children’s work across the curriculum.

‘We are the stewards of every child and ultimately responsible for the highest standards of work’

Stamps and Codes to Teach Feedforward

~~~~~ - Spelling

^ - Missing Word

[ ] - Zoom in

P - Punctuation missing

✓ - Correct

● - Incorrect

VF - Specific, Individual Verbal Feedforward

VS - Visualiser Stop

S - Supported

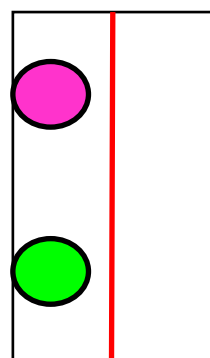
**PINK:** Specific positive reinforcement and celebration of learning worth sharing with others.

**GREEN:** To guide the child to reflect, self-edit and build on their learning.

**S** ● Full Stop  
**T** ⌚ Punctuation  
**A** Aa Capital Letter  
**M** ✍ Handwriting  
**P** Ⓜ Finger Space  
**S**

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NOVICE

EXPERT



Purple Pen is used by the child when reflecting, thinking and responding to 'teacher' feedforward.

### **Pre and Post Teach**

RLA Class teachers are responsible for the organisation of Pre-teaching of key curriculum concepts, vocabulary and etymology.

Word walls are implemented across the curriculum offer and target children are provided with additional pre teach sessions to support their understanding of concepts and/or vocabulary.

All children are 'supported' to ensure they do not fall behind; same day, 'follow up' interventions are used to support this after teacher's evaluations.

Errors and misconceptions are diagnosed and corrected (at times), with specific and accessible feedforward for the child to act upon.

### **RLA's Learning Environment**

The learning environment both supports and enriches the learning for all children. RLA classroom learning environments promote and celebrate learning. Communal displays create a sense of ownership, ambition and excellence by celebrating and showcasing children's learning across the curriculum.

An effective learning environment is an interactive resource, supporting teaching, learning and assessment.

RLA Classroom displays:

- Are consistently clutter-free, clear and communication-friendly, with the correct year group border used.
- Offer a clear picture of ongoing, current learning
- Scaffold learning
- Link learning and support the acquisition of key vocabulary through visual resources
- Provide an exemplary showcase for the standards of work expected of children in RLA

We use Working Walls to illustrate the start and end points of a unit and the journey in between. They promote and scaffold key vocabulary, key learning points, questions and examples from teachers and children of good examples of work or how misconceptions have been addressed.

Each RLA classroom will have a clear and explicit visual timetable of routines and structure.

Each RLA class teacher will also ensure that the SVT Classroom Environment checklist (appendix 3) is adhered to and regularly reviewed.

Each RLA classroom has a visualiser, which is used regularly as a key part of our teaching and learning practice.

Each RLA classroom has learning resources and prompts which are prepared, accessible and relevant to current learning. To further support learners' communication, knowledge and acquisition of vocabulary, we use symbols (WIDGET) across our curriculum offer.

Each RLA classroom has a 'Learning Pit' display which celebrates the journey and challenge of learning; teaching our children to be resilient, self-aware learners who increasingly think hard for themselves.



**Front Covers:** The front cover of a book gives an important first impression. (Replacement named stickers must be requested within the week of starting a new book)

**Continuation of Work:** Children to rule off their previous work prior to writing the date. Children to be encouraged to use the full page where appropriate, for example when setting out maths.

**Dates:** All work should be dated. Early Years and Year 1 staff can print/stamp dates where required.

- The date should be written from the left hand side in the following format  
E.g. Tuesday 12<sup>th</sup> September 2023.
- A numerical date, ie 12.09.23, is to be written in maths, science and DT. Dates must be underlined in pencil using a ruler.

**Learning Intentions:** Years 3-6 to write succinct Learning Intentions. They should be written from the left hand side and underlined in pencil using a ruler. An empty line should be left between the Date, Learning Intention and the first line of the work.

LI: to partition three digit numbers.

LI: to identify clauses in complex sentences.

**Drawn graphs, tables and charts.** They should have a title to indicate clearly what they show. Each axis should be clearly labelled. Lines should always be drawn neatly using a pencil and ruler.

**Numbering:** Where answers are to be numbered, these should be demarcated with a bracket. One square should be left between the number and the sum. Each digit to be recorded in a square.

|   |   |   |   |
|---|---|---|---|
| 1 |   | 5 | 7 |
|   | + | 4 | 6 |
|   | 1 | 0 | 3 |
|   | 1 | 1 |   |

**Mistakes/Errors:** Errors should be neatly crossed through with a horizontal line using a ruler. Staff are to allow the use of erasers sparingly for diagrams and art work.

**Handwriting:** All adults to model the correct handwriting in line with policy at all times. Pupils are taught and expected to write in our agreed Cursive handwriting (C1) style across all subjects. Formation of numerals must be legible and in accordance with C1.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0123456789

**Use of Pen:** The use of pen is to be an incentive; children should 'earn' the right to use a pen. It must be encouraged depending on pupil readiness/ appropriateness of the task. Certificates for gaining a license are issued in the classroom. Children in Lower Key Stage 2 begin each academic year in pencil and have to 'renew' their license. The aim is for Year 5 and 6 children to be using a pen.

**Response to Feedforward.** Expectations for the standard of pupil handwriting in purple pen must be consistent with all other handwriting.

**'Sticking in' Books** - all work to be trimmed to fit neatly in to the book. Children to be taught on how to do this appropriately.

## The Sea View Trust

### Minimum Expectations of Learning Environments Classroom Audit Tool



| Physical Resources - Essential                                                            | YES | NO |
|-------------------------------------------------------------------------------------------|-----|----|
| • Timetable -Visual, age/development appropriate                                          |     |    |
| • Interactive Whiteboard                                                                  |     |    |
| • Computer with internet access                                                           |     |    |
| • World Map or Globe                                                                      |     |    |
| • Classroom Rules – agreed and displayed                                                  |     |    |
| • A range of mathematical manipulatives e.g., Numicon                                     |     |    |
| • Subject related vocabulary displayed                                                    |     |    |
| • Number Line displayed                                                                   |     |    |
| • Analogue & digital clock                                                                |     |    |
| • Class library/reading area                                                              |     |    |
| • Working Wall Displays – appropriate to age/development, reflect current learning        |     |    |
| • Appropriate essential resources e.g., scissors, glue sticks, colouring material, rulers |     |    |
| • Dictionaries (class set or shared)/Word & Symbol Banks                                  |     |    |
| • First Aid Kit (or quick access to)                                                      |     |    |
| • Sink (or close access to)                                                               |     |    |
| Physical Resources - Desirable                                                            |     |    |
| • Visualiser/iPad with cast facility                                                      |     |    |
| • Flip Chart                                                                              |     |    |
| • GPC Mats                                                                                |     |    |
| • Visual Reward System                                                                    |     |    |
| Environmental Considerations                                                              |     |    |
| • Clear Windows (display free) to maximise natural light                                  |     |    |
| • Clear space around IWB (to reduce sensory overload)                                     |     |    |
| • Good ventilation                                                                        |     |    |
| • Clutter free                                                                            |     |    |
| • Classroom layout allows for maximum accessibility                                       |     |    |
| Inclusive Practice                                                                        |     |    |
| • Smartboard background – pale blue, green or yellow.                                     |     |    |
| • Teacher produced resources reflect dyslexic friendly fonts                              |     |    |
| • Use of common font for all displays and on IWB                                          |     |    |
| • Visual timetables – learners clear about the structure of the day                       |     |    |
| • Balanced wall colours                                                                   |     |    |
| • Specialised resources available for individual needs e.g. wobble cushions               |     |    |
| • Consideration of seating plan – accessibility/need                                      |     |    |
| • Sound levels do not impact on learning – cognitive load friendly                        |     |    |
| • Resources and cupboards labelled                                                        |     |    |

## Stand up, hand up, pair up



- Example question: *Can you think of any adverbs?*
- Teacher poses a question
- Teacher says Stand up and Hand up
- Teacher then says Pair up. Chn move around the room and greet a partner with a high 5
- Share an idea
- Praise partner
- Repeat

## Round Robin



- Children work in teams
- Teacher poses a question, with opportunity for multiple responses e.g. *What improvements are needed for our school?*



- Think time
- Teams take it in turns to verbally give responses.


## Rally Coach



- Example question: *Pick a sequence and teach your partner the rule.*
- 13, 16, 19,
- 130, 120, 110,
- Students sit in pairs. First problem - Partner A solves and Partner B coaches and praises.
- Next problem - Partner B solves and Partner A coaches and praises.
- Continue to solve problems

## Timed Pair Share



- Example question: *What features are you going to include in persuasive writing?*
- Thinking time 
- Partner A – shares an idea and explains e.g. 30 seconds
- Partner B – Praises and uses ABC feedback
- Repeat

## Rally Robin



- Children work in pairs.
- Teacher poses a question e.g. *What adjectives could you use to describe the weather today?*
- Children alternate with their responses – in a rally style.

## ABC

### ABC Questioning



## Agree

Do you agree with the idea?



## Build

Can you build on the idea?



## Challenge

Can you challenge the idea?



## Agree

I agree with ... because...

I would argue the same thing because...

The reason I agree with... is...

That is an interesting point because...

I think that... is correct because...



## Build

I would like to build on ....'s point because...

I agree with ... but I need to add...

In addition to ....'s point...

Building on what ... said...

That is a good argument however it needs...



## Challenge

I don't think ... is right because...

I would like to challenge this because...

I disagree with...because...

My own view is different because...

I believe the answer is incorrect because...

'Conscious, Deliberate, Purposeful Planning'

Wk Beg:

Class:

Unit Focus / Outcome:

| Learning Intention(s) and Success Criteria -<br><i>how will chn be successful, what does success look like to the child? What HoM will they need?</i> |                   | Planned Think Back/<br>Think Now | Direct Teaching notes for adults ( <i>I Do, We do, You do; role of the TA etc</i> ) | Deliberate Practice / Scaffolded, rich<br>'Think Hard' activities to promote deep thinking and purposeful application | Planned tasks to support accurate evaluation and next steps (exit passes, self/peer assessment, Qs) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1                                                                                                                                                     | LI:               |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
|                                                                                                                                                       | Success Criteria: |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
| 2                                                                                                                                                     | LI:               |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
|                                                                                                                                                       | Success Criteria: |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
| 3                                                                                                                                                     | LI:               |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
|                                                                                                                                                       | Success Criteria: |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
| 4                                                                                                                                                     | LI:               |                                  |                                                                                     |                                                                                                                       |                                                                                                     |
|                                                                                                                                                       | Success Criteria  |                                  |                                                                                     |                                                                                                                       |                                                                                                     |

|                                                     |  |                                            |                                |                              |                        |
|-----------------------------------------------------|--|--------------------------------------------|--------------------------------|------------------------------|------------------------|
| <b>Name:</b>                                        |  | <b>Class:</b>                              |                                | <b>Teacher:</b>              |                        |
| <b>Primary area of need:</b>                        |  |                                            | <b>Secondary area of need:</b> |                              |                        |
| <b>Specialist services involved:</b>                |  |                                            |                                |                              |                        |
| <b>Start of plan :</b>                              |  |                                            | <b>Review date:</b>            |                              |                        |
| <b>Plan</b>                                         |  | <b>Do</b>                                  |                                | <b>Review</b>                |                        |
| <b>What do we want to happen?<br/>SMART targets</b> |  | <b>How are we going to make it happen?</b> |                                | <b>What has worked well?</b> | <b>Even better if?</b> |
|                                                     |  |                                            |                                |                              |                        |
| <b>Pupil Voice:</b>                                 |  |                                            |                                | <b>Parent Voice:</b>         |                        |
|                                                     |  |                                            |                                |                              |                        |