Reddish Vale High School

Positively changing lives through personal growth and academic excellence

Teaching and Learning Policy

Date Reviewed: September 2026

Date Approved by Governors: October 2026

Date of next review: September 2027

RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

Contents:

1.	Teaching and Learning at RVHS	3
2.	Classroom cultures and routines	3
3.	Expectations for planning/Lesson structure/Engaging the many through Assessment for Learning	5
4.	Quality Assurance of Teaching and Learning	8
5.	CPD at Reddish Vale	8

1. Teaching and Learning at RVHS

The aim of the Teaching and Learning Policy is to provide a comprehensive framework for fostering an inclusive and effective learning environment for all students.

The policy outlines our commitment to creating a supportive and engaging classroom environment that promotes consistency within and across departments at RVHS. It highlights key principles such as classroom cultures and routines for learning, expectations for planning and lesson structure, and engaging the many through formative assessment. It highlights the significance of formative assessment to monitor student progress and provide timely feedback, enabling students to take ownership of their learning journey.

Furthermore, it emphasizes the importance of continuous professional development for teachers to ensure they are equipped with the latest pedagogical strategies and best practices, as well as further supporting subject knowledge and leadership development across the school.

Our quality assurance processes monitor the quality of teaching in many different ways to check the intent, implementation and the impact of the curriculum.

2. Classroom cultures and routines

Every lesson begins with a formal start. Students are met at the door with a clear direction on entry.

Threshold Success criteria
One foot in the corridor, one in the classroom
Meeting and greeting pupils individually. Checking uniform on entry.
Students enter the class silently and go to their allocated seats
Pupils collect and/or get their equipment out on the desk so they are ready to learn

Classroom cultures

Classroom Culture is made up of three aspects which help the teacher to support and enhance students' learning no matter what the activity or task. Teachers can select the Classroom Culture they want to use to best enhance the learning of the activity/task they have planned. Staff will communicate which Classroom Culture the class is in with every task/activity that is set.



Classroom Culture 1 = Silent with focus 100% of students are expected to work in silence and concentrate fully on their task.



Classroom Culture 2 = Pairs and Groups 100% of students are expected to engage and contribute through questions, ideas and stating knowledge to any pair and group activity.



Classroom Culture 3 = One voice, everyone listens 100% of students must be silent, sitting up and focusing on the speaker with no shouting out or interruptions.

Classroom Culture 1- this allows students to learn without distraction, absorb content, process it and remember it. This is mainly used for the Do Now activity and Independent practice.

Classroom Culture 2- this allows students to share their ideas, ask questions of each other and problem solve together. This can promote greater and deeper participation in learning. At times students' peers can be a great source of idea generation supporting learning for others and the whole class.

Classroom Culture 3- this allows all students to listen to others without distraction, absorb content, process it and remember it.

Classroom Culture Transitions- A structured transition provides clear guidance of when one activity is ending and a new activity/phase is about to start. This minimises disruption to learning.

Transitions Success criteria
The countdown consists of 3 clear stages which are managed by the staff members and are followed by the students. All students must follow the 3 stages.
"Three. Stop now please". A time delay is managed by the teacher to allow for processing and response.
"Two. Equipment down and hands on the desk". A time delay is managed by the teacher to allow for processing and response.
"One. Sit up straight and focus on me, thank you". A time delay is managed by the teacher to allow for processing and response.
The simple, clear instructions and the use of please and thank you ensure students quickly become aware of the expectations.

Exit Routine- a routine that facilitates a calm and orderly end to every lesson.

Success criteria
Pupils pack away equipment sensibly
Pupils stand behind seats in silence waiting for dismissal, uniform is checked
Teacher stands on Threshold. Pupils dismissed one row at a time (Teacher “Thank You Year ~” Pupils respond with “Thank You Sir/Miss/Mx”)
Pupils exit the classroom sensibly

3. Lesson planning and structure

Lesson planning

- All lessons must follow the relevant scheme of work.
- Schemes of work are available ahead of each term, are regularly reviewed in response to formative and summative assessment, to ensure the level of challenge is appropriate
- Lessons have a clear Do Now in place to retrieve prior knowledge and gaps in knowledge
- Clear objectives/criteria are shared which pupils understand
- Planning is collaborative, adapted according to formative/summative assessment and classes
- Planning is monitored and audited by the Head of Department in learning walks/book looks
- Misconceptions are anticipated and incorporated into planning
- Disciplinary literacy, explicit teaching of vocabulary and reading comprehension are incorporated into planning
- Planning is scaffolded to support and stretch and challenge all pupils.
- Planning includes questions to check for understanding, encourage independent thought and promote higher order thinking skills
- Planning includes Assessment for Learning activities to check progress, intervene in class accordingly and further stretch and challenge.

Lesson structure/Engaging the many through AFL

All lessons start with a Do Now, a short activity that students can complete without instruction to start every lesson.

WAS Wellbeing Award for Schools 2022-2025
School Games Silver 2023/24
Member of Greater Manchester Chamber of Commerce
ssat member
BIG AWARD
Achieve Learn Trust. Better, together.

Do Now Success criteria
Do Now is planned to retrieve prior knowledge and it is accessible to all students
Do Now is completed in silence by pupils in Classroom Culture 1
Do Now is obviously a routine – pupils know where to find this/how to access this (it is in the same place every time)
Teacher takes the register during the Do Now *(insisting on student response of Good morning/afternoon Sir/Miss)* and then purposefully circulates the room to ensure all students are completing the Do Now
Do Now is self-assessed and success measured – any misconceptions addressed in a timely manner

Modelling of new information

New information should be presented to students in small steps. This usually takes the form of a step-by step approach using worked examples and live modelling. Scaffolds are provided for difficult tasks to support students.

Assessment for learning and checking for understanding

AFL should permeate the lesson and should be used to check students understanding at various points in the lesson. This also provides teachers with the opportunity to clear up misconceptions and re-teach when necessary. There are a variety of techniques used to engage all students successfully when checking for understanding.

Cold calling

A questioning technique used to call on students to check for understanding. No hands up.

Success criteria
A question is posed to the whole class and thinking time is allocated
No hands up is evident
All pupils are involved in answering questions posed
Questions are asked to check for understanding of the new learning
Further questions are asked to probe for depth in responses given

Whole class responses

Checking for understanding of the whole class can take many forms such as using mini-whiteboards, True/False, ABCD cards. These can allow teachers to gain feedback from the whole class and check the success rate of material that has been taught.

Success criteria
A question is posed to the whole class and thinking time is allocated
Show me in 3, 2, 1
Success rate is checked
Follow-up questions are asked to check for understanding of responses and address misconceptions
Further questions are asked to probe for depth in responses given

Purposeful circulation

Teachers should use purposeful circulation as an integral part of effective classroom practice. Movement around the classroom should have a clear purpose linked to learning, rather than being routine or aimless.

Purposeful circulation enables teachers to monitor learning, check understanding, identify misconceptions, provide timely feedback and support pupils to remain focused and engaged. Teachers should position themselves strategically so that they can see all pupils, listen to discussions, scrutinise work and respond appropriately to emerging needs.

Success criteria
Seating plans highlight key pupils PP, SEND, EAL
Circulation in the Do Now to check on students' engagement, motivation and progress
Circulation to assess students' progress and understanding, praising students and picking up on misconceptions
Supporting students when circulating provides any necessary scaffolds for them to continue independently
Additional challenge through questioning or extension tasks is provided

Independent practice

Pupils use success criteria and information learned from worked examples and live modelling to complete independent practice. Helping students become more confident in their ability to effectively engage in independent practice is vitally important for students to be able to successfully apply their knowledge. Teachers should plan in opportunities for students in each lesson to practice and apply what they have learned.

4. Quality Assurance

Learning walks and book looks

Learning walks and book looks are developmental and aim specifically to collect evidence of the impact of the curriculum, highlight and share best practice in relation to teaching and learning, gather evidence of student progress and any school focus areas. These are constructive and are a whole school activity.

The learning walks and book looks will outline the areas/year groups of focus. These will be completed with HOD's and senior links, it may be the case that, should matters arise, that specific groups/classes require further quality assurance.

This will filter into departmental and link meetings, helping to sculpt the agenda, with opportunities to discuss key developmental areas, as well as sharing good practice.

Pupil voice

Pupil voice activities will be carried out by the HOD to triangulate the implementation and the impact of their curriculum. Pupils will be asked a series of questions based on their lessons and their learning both in and out of the classroom. HOD's will use this information to make judgements based on their curriculum strengths, areas for development and plan subsequent actions.

Lesson observations

Scheduled lesson observations will take place throughout the year to quality assure the intent, the implementation and the impact of the curriculum. All staff will be observed twice a year. Lesson observations are carried out by the HOD and senior link. All staff will receive verbal and written feedback that outlines areas of strength and areas for development.

5. Continual Professional Development (CPD)

CPD at Reddish Vale aims to be research driven, linked specifically to whole school priorities and reflect the context of our school. The different strands of CPD will encourage and create a collaborative, engaged and reflective community of staff.

All whole school CPD will be linked directly to the School Development Plan. CPD will be regular and new strategies to improve the quality of teaching will be embedded into our lessons. Department meetings will follow the whole school CPD and good practice shared amongst teams, this time will also be used to also improve our subject knowledge.

Strands of CPD

1. **Whole school**
2. **Subject specific**
3. **Early career teachers**
4. **Leadership development**
5. **Further Professional Learning**

1. Whole school CPD

Delivered through INSET and calendared whole school CPD sessions, all teaching and non-teaching staff are required to attend. Support staff will be notified when sessions are relevant to their role.

The CPD calendar will be shared in advance; sessions will have a clear balance in focus on both classroom culture and teaching and learning that complement each other, while following the natural progression of the academic year. This calendar will be adapted throughout the year in line findings from quality assurance and school priorities.

2. Subject specific

This is to be led by HODs, lead practitioners, external advisors (such as ARK etc) and members of the department through calendared departmental meetings.

Develop subject knowledge	Sharing and developing exam smart practice. Ensuring that the curriculum delivered allows opportunity for both distributed and interleaving practice, whilst mirroring the balance reflected in the GCSE exam in both topics covered and skills. Ensuring pupils are exposed to GCSE language and content from KS3. Regular reflection of examination reports and detail of mark scheme that informs teaching and modelling. Collaborative book scrutiny that celebrates and shares effective practice. Sharing exemplary departmental practice.
Examination board training/ Subject specific CPD for pedagogy	Internal or external CPD for exam board courses. Time will be given to ensure that any non-specialists are supported to improve their subject knowledge and pedagogy through internal and external programmes.

3. Early Career Teachers

Early career teachers at Reddish Vale will receive fortnightly training sessions in school to support their development and acknowledge their career stage. This is in addition to their Appropriate Body training from Bright Futures/Teach First. These sessions are provided by the induction tutor and utilises the expertise of other staff. Each ECT is allocated a subject mentor to support with their development.

4. Leadership development

Staff can request to take part in external leadership development courses throughout the year, launching improvement projects through external providers such as NPQ's, SSAT Middle Leadership Programme and Leadership Legacy Project.

Subject mentoring training will take place at the beginning of each term to ensure that expectations of the mentor are clear and trainees are supported throughout the year. The model of Plan, Practice, Repeat cycle and giving and implementing feedback will provide subject mentors with the necessary tools to support the trainees planning and teaching.

5. Further Professional Learning

Weekly FPL sessions take place on a Wednesday morning from 8:20-8:30am focusing on key areas of Teaching and Learning and Behaviour and Safety. They are planned in response to findings from quality assurance and also to national updates and changes to Safeguarding.

6. Monitoring the impact of CPD

Staff voice will be carried out following each CPD session. This will inform future planning in a model of 'You said, we did'. It is crucial that the professional development provided supports staff and students effectively. The impact of CPD will be monitored through various ways.

- Lesson observations
- Learning walks/book looks
- HOD/SLT link meetings
- Pupil outcomes
- Staff voice
- Pupil voice

The planning and delivery of CPD will be adapted throughout the year to ensure that it supports both staff and students and effectively meets their needs throughout the year.