



Richmond School & Sixth Form College Learning & Teaching Policy

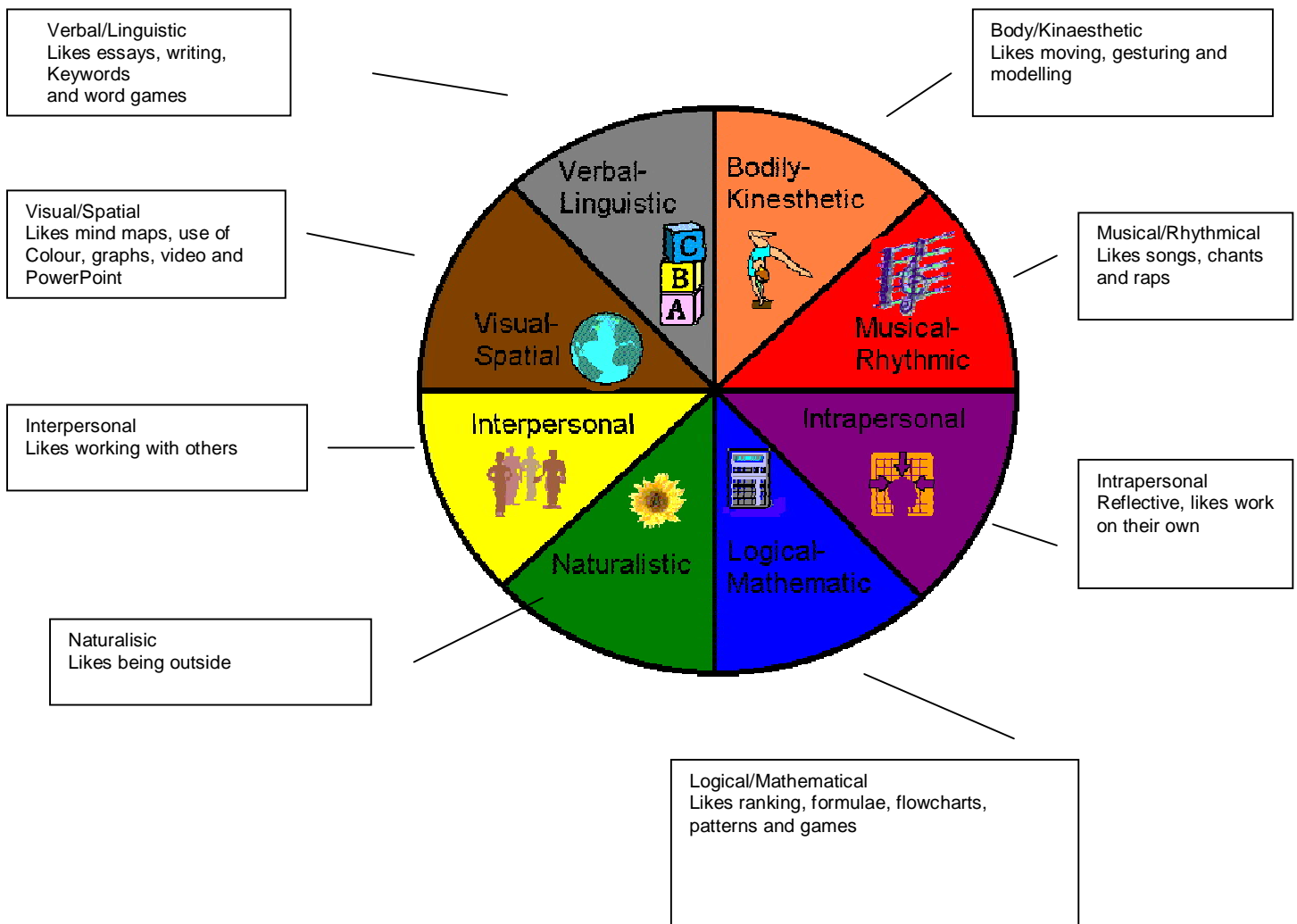
Teachers' Guide

Our Core Aim

To help young people to reach their full potential by providing them with high quality learning experiences through high quality teaching.

Our Process

- Meetings of the T&L Group Autumn Term 2008
- Whole school INSET 28/11/08
- Researching the views of the student Y7-13 Autumn Term 2008



Aim for these over a period of time

Our Research

This is what students said 150 students questioned Y7-13 We learn best when we	Students also said We do not learn well when we	This is what the teachers will do Staff feedback from whole school training day 28/11/08
have practical lessons/use ICT	copy from books	practical work as often as we can
sit with friends/do group work	are in a seating plan	collaborative/cooperative work
have fun lessons (posters/videos)	we write a lot	provide some choice of tasks/individualised learning
have a variety of teaching methods	class discussion goes on too long	include variation/creativity and make lessons accessible to all through multiple intelligences
can approach the teacher get on with the teacher	teacher avoids/ignores questions	have well planned activities and clear aims
have a balance between individual and group work	classrooms are loud	have quiet times/louder times and time to reflect on learning (the 5 R's)
have happy teachers	have grumpy teachers or teacher shouts	be positive so that the students feel comfortable yet challenged (safety netting)
get feedback (and stickers –Y12!)		provide positive feedback (AFL)
	sit with someone who distracts	have a calm confidence
	sit in silence	encourage an identifiable buzz
listen to music		encourage student contribution to ideas and their own learning both at home and at school
		provide time to do, talk and think

References – some suggestions (not complete as too many to list fully!)

Books

50 fantastic Starters

Various authors

The Teachers' Toolkit

Various authors

Closing the Learning Gap

Mike Hughes

Internet

Teacher Effective Enhancement Programme (TEEP)

Accelerated Learning

Multiple Intelligences

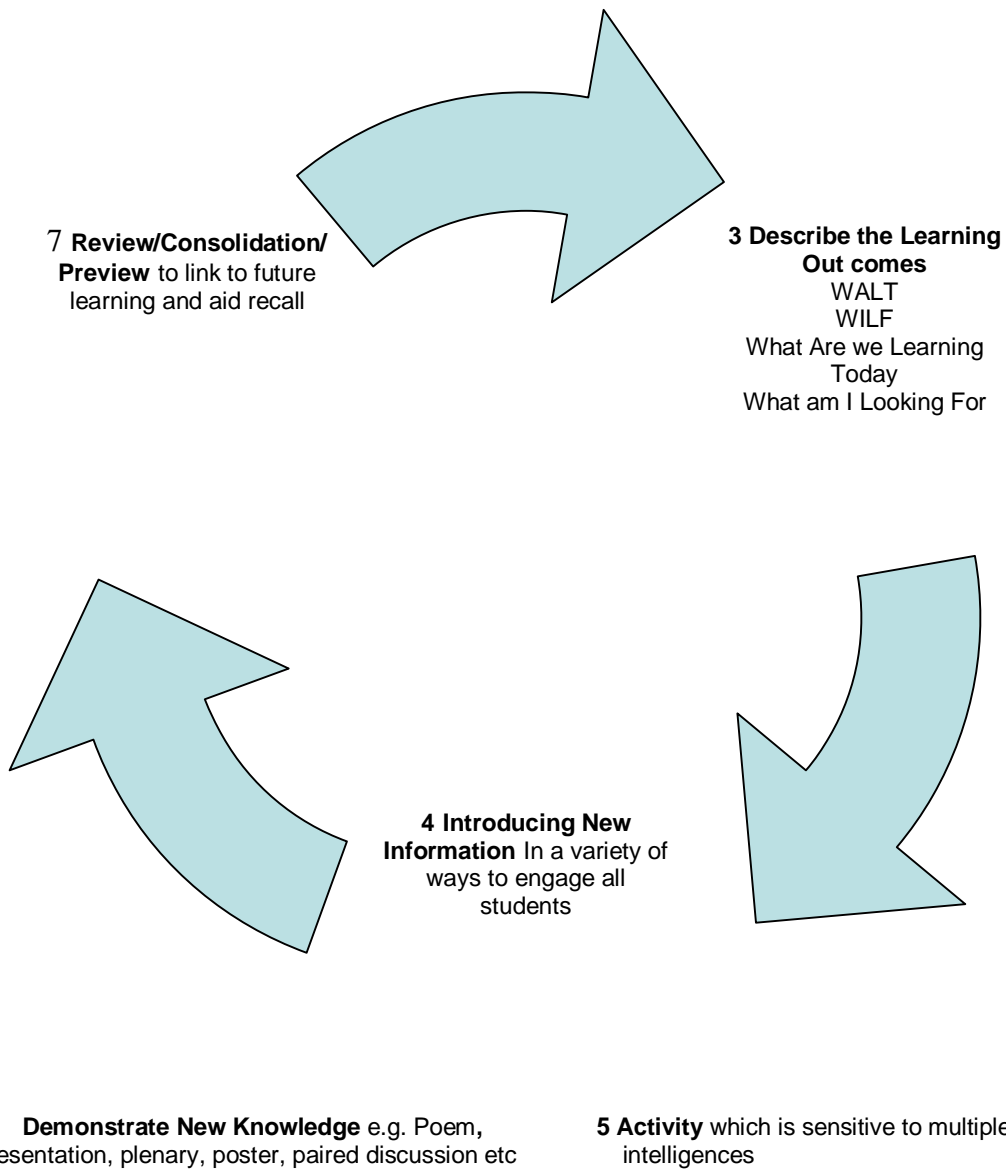
Other

Outstanding lessons (INSET 28/11/08)

Our Learning Experience

This should form the basis of the majority of lessons and is based on the Accelerated Learning Cycle by Alistair Smith

1 Create the supportive learning environment (smile at least!) **2 Connect the Learning** The Big Picture (starter activity)



In addition

<p>Assertive discipline</p> <ul style="list-style-type: none"> • Be assertive not passive or aggressive • Focus on the behaviour you want, not on what you don't want • Praise on a minimum ratio of 4 to 1 • Remember that the greatest influence on the pupil behaviour is teacher behaviour 	<p>Use learning objectives explicitly</p> <ul style="list-style-type: none"> • WALT • What Are We Learning Today • WILF • What I'm Looking For • Give (cartoon) characters for younger students
<p>Names</p> <ul style="list-style-type: none"> • Speak to every student by name to maximise their engagement throughout the lesson 	<p>Tone of voice</p> <ul style="list-style-type: none"> • Remember that how you say it is as powerful as what you say • Let each student begin the lesson afresh – do not carry over grudges or bad feeling: 'this lesson is a new beginning' is an effective mantra for those learners who have stepped out of line
<p>Underachievement</p> <ul style="list-style-type: none"> • Address underachievement by effective target-setting with individuals as you move around the room 	<ul style="list-style-type: none"> • Model behaviour, the approach and the spoken style you expect to see • Remember that respect is everything
<p>Homework</p> <ul style="list-style-type: none"> • Give homework either at the start of the lesson or in the middle of it - this reinforces the fact that homework is a fundamental part of learning 	<p>AFL</p> <ul style="list-style-type: none"> • Ensure lessons are rich in feedback from teacher, peer or self

A Good Teacher

<ul style="list-style-type: none"> • is kind • Listens to you • Encourages you • Likes teaching their subject • Helps you when you are stuck • Doesn't give up on you • Cares for your opinions • Treats people equally • Make allowances • Allows you to have your say • Tells you how you are doing • Makes you feel clever

A Good Student

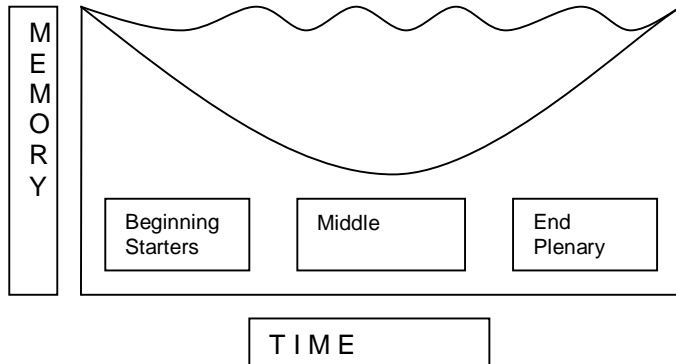
<ul style="list-style-type: none"> • Is well behaved and respectful • Is focused • Is motivated • Is interested • Is able to find ways of doing things (is resourceful-see 5R's) • Is open minded • Enjoys a challenge • Treats people equally • Makes allowances • Is inquisitive • Accepts constructive feedback • Has confidence and self esteem

Adapted from Hay McBer's report Research into Teacher Effectiveness (DfES 2000)

....but most of all do your best to enjoy learning

Our Lesson Structure.

Lots Of Beginnings



As a rule of thumb students remember more from the beginning and end of an experience than they do from the middle.

A lesson based around one activity has one beginning, one end and lots of 'middle'.

However, when lessons are chunked into a series of short, sharp, focused activities.

- Lots of beginnings are created
- Activities do not exceed concentration span
- Learning is likely to be more effective

Our aims for the 'ideal' student through the 5 R's

A reflective learner – a student who thinks something over

A reasoning learner – a student who draws conclusions and can explain

A responsible learner – a student who looks after their own learning

A resourceful learner – a student who is clever at finding ways of doing things (knows what to do when you don't know what to do!)

A resilient learner – a student who recovers from difficulties and can learn from mistakes

Our 7 Top Tips for Accelerated Learning

- Optimize time on listening tasks to chronological age +1 (minutes)
- Plan review activities into schemes of work
- Pre-process the question. In a moment I'm going to ask you.....
- Differentiate – must, should, could
- Access all Multiple Intelligences – provide a balanced diet
- Encourage choice of tasks
- Encourage feedback from students