



THE REGENT SECONDARY SCHOOL

Learning and Teaching Policy

Reviewed by the Assistant Principal (Academics): October 2024
Previous Review: August 2022
Next Review: October 2025
Approved by the Board: October 2024

Aim:

At The Regent Secondary School, we are committed to providing an environment within which all our pupils feel valued and able to achieve personal excellence in all aspects of life.

We aim to do this by:

- delivering a curriculum, which meets the needs of all in a manner that stimulates, challenges, excites and encourages each student to question and enjoy the opportunities available to them.
- promoting physical fitness and creativity together with a positive attitude to maintain a healthy lifestyle.
- helping them to develop self-confidence, self-esteem and personal responsibility, recognising the importance of human relationships based on understanding, tolerance and respect.
- encouraging young people to regard education as part of their lifelong journey.
- providing opportunities for personal reflection and encouraging a deeper spiritual awareness.

Policy Statement:

The Learning and Teaching policy reflects the unique values and ethos that underpins the school's vision.

We believe that high-quality teaching and learning are essential in providing our children with engaging, daily learning experiences that support their academic, emotional, and social development while equipping them with lifelong learning skills. We are also convinced that happiness, health, and a growth mindset are crucial components of becoming a successful lifelong learner.

Through our inclusive curriculum, we offer learning opportunities that empower every student to achieve their individual goals across all secondary subjects. Our innovative teaching methods and collaborative learning strategies help create a positive and supportive learning environment. This shared ethos ensures that high-quality educational experiences are accessible to all students, regardless of their needs.

Guidance:**A. ETHOS**

The ethos and atmosphere aspire to underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a stimulating, effective and controlled working environment always, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Code of Conduct and Discipline Policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by participating in appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.

B. EQUAL OPPORTUNITIES

Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

C. CURRICULUM COVERAGE

Curriculum time is planned as a combination of continuous study throughout the term, or as blocks of study.

Teachers will follow Schemes of Work based on the UK National Curriculum and the Cambridge IGCSE curriculum.

The school reviews the allocation of time to each subject area annually to promote the broad and balanced curriculum we aspire to offer.

D. TEACHING STRATEGIES

To ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Flipped learning
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Intervening, as appropriate, in the learning process to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal

Activities should aspire to show a balance in terms of individual, group and whole class work. Teaching should allow for the different learning styles of its pupils.

E. CLASSROOM MANAGEMENT AND ORGANISATION

The learning environment will be managed in such a way as to facilitate and encourage different styles of learning, as well as the development of both collaborative skills and independence. This may require flexibility in the organisation of furniture to suit:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest, skills etc)
- One-to-one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for to ensure opportunities for both academic and practical activities, so pupils can develop appropriate skills, concepts and knowledge.

Pupils will be involved in the maintenance and care of all equipment and resources.

F. BEHAVIOUR MANAGEMENT

The responsibility for maintaining excellent standards and attitude to learning within the classroom belongs primarily to the teacher. Support is available as outlined in the school's behavioural policy

The behavioural expectations should be displayed prominently about the school.

G. PLANNING

Planning will take place, with reference to the UK National Curriculum, and the Cambridge IGCSE curriculum. Schemes of work will be designed and reviewed annually. Long-term and weekly planning will take place.

Pupils and parents will have access to curriculum plans and lesson material.

F. DIFFERENTIATION

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/adult support
- Consideration and use of different learning styles

G. RECORD-KEEPING AND ASSESSMENT

Regular assessments are made of pupils' work to monitor progress and to inform future planning. Assessment records for all pupils will be kept within the faculty as well as on the school's information management system.

H. MONITORING AND EVALUATION

Pupils' work will be monitored through work scrutiny by line managers and the Vice Principals or the Principal.

Line managers will observe each teacher in their specific curriculum area at least once a term.

Pupil outcomes will be monitored after every round of summative assessments used to generate formal reports - see assessment policy.

I. RESOURCES

Each faculty and classroom is well equipped with appropriate infrastructural and educational resources for learning. Pupils will be taught how to use all resources correctly and safely, with care and respect; being mindful of Health and Safety and waste.

Technology is significantly leveraged, with pupils having access to their own devices during lessons in addition to our well-equipped ICT suites.

J. LEARNING SUPPORT

In line with our Vision Statement, we support our students in any area of need helping them to reach personal excellence.

In addition to daily differentiated learning provided by the teacher, we also have intervention classes for pupils of academic concern. Data from internal and external assessments play a vital role in identifying pupils who need targeted support.

Special Educational Needs (SEN) pupils also have individualised Educational Plans (IEPs) that inform the best approach to maximise their curriculum access. In infrequent cases where a pupil requires additional supervision, the services of dedicated teaching support assistants have been engaged.

Boarding pupils also receive academic support during their evening prep/study sessions from teaching staff on a rotational basis.

K. ROLES AND RESPONSIBILITIES

Parents

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems at school that their child is experiencing.
- Supporting their child by attending Open Evenings and other meetings.

- Ensuring that all contact addresses and telephone numbers are up-to-date and correct.
- Ensuring their child arrives at school wearing the correct uniform and bringing their P.E. kit.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting the school's homework policy.
- Contributing relevant information to baseline assessment.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence or lateness.
- Inform the school of any significant matters at home that may affect their child's progress, development, happiness or behaviour.
- Support extra-curricular activities, such as visitors to the school, concerts, visits and fairs.

School

Concerning each of the above areas, the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting and protecting all information given in confidence.
- Providing clear information on the aims and objectives of the curriculum and school procedures.
- Giving reasonable/appropriate access to teaching staff.
- Work in partnership with parents and guardians to ensure their child's success by encouraging parental involvement in working out the way forward for their child's educational future.