



Developing Academic Excellence

Our school values promote students who are:

- Ambitious academic learners
 - Proud to be Ribston
 - Confident and creative thinkers
-

Culture of High Challenge

At Ribston Hall, our subject specialists deliver a broad curriculum and use assessment to facilitate progress for all learners.

Our classrooms contain:

- Activities that activate prior knowledge
- Explanations and multiple representations/analogies/examples of ideas
- High ceiling tasks
- Challenging questioning techniques
- Construction / deconstruction of high-quality responses
- Scaffolds to support learning
- Structured pair / group work / independent work
- Guided practice / independent practice
- Regular checking for understanding
- Feedback that moves learning forward

Our curriculum contains:

- Declarative knowledge and procedural knowledge required in order to achieve a Grade 9 at GCSE and an A* at A Level.
- Half termly topics (Schemes of Learning) clearly stated in Curriculum Maps.
- Subject-related threshold and core concepts clearly identified within each Scheme of Learning.
- Opportunities to go beyond the curriculum for each topic
- Explicit guidance on how and when students will be assessed.



RHHS Learning Framework

High Expectations		
We want students to: <ul style="list-style-type: none"> • Be ambitious learners – aim high and work hard • Take pride in their work, behaviour, and school community • Think confidently and creatively when solving problems 		
Teachers must:		
Set ambitious learning objectives	Create safe, inclusive and orderly classrooms with seating plans	Apply the Behaviour Policy consistently to maximise learning time
Use student data (e.g. SEND, PP, EAL etc) to plan effective support	Reinforce positive behaviour and attitudes through praise and feedback	Adhere to RHHS classroom routines
Leaders must:		
Set and maintain clear subject non-negotiables for behaviour and routines.	Ensure teachers use accurate pupil information (SEND/PP/EAL) to guide seating and support.	Maintain high standards of presentation, organisation and conduct across the subject.
Pedagogy		
We want students to: <ul style="list-style-type: none"> • Link current learning with prior learning • Deepen and broaden knowledge • Engage actively in lessons and collaborate with others • Practise and apply what they learn 		
Teachers must:		
Design learning that builds on prior knowledge	Use a variety of teaching methods adapted to students' needs	Plan activities that are appropriately challenging and facilitate progress for all learners
Scaffold learning to support access and success for all	Encourage metacognitive thinking and independence	Use explanations, examples, and models that bring content to life
Leaders must:		
Ensure teaching reflects subject-appropriate modelling, explanation and questioning.	Monitor the consistency and effectiveness of RHHS teaching routines	Provide targeted coaching to strengthen practice where needed.

RHHS Learning Framework and Classroom Routines



Curriculum

We want students to:

- Build secure knowledge across subjects over time
- Understand key concepts, vocabulary, and ideas deeply
- Be challenged and supported in every subject

Teachers must:

Plan curriculum that meets and exceeds national expectations	Sequence content clearly from topic to topic and year to year	Identify and teach core knowledge and skills for success
Use curriculum maps and assessments to guide teaching	Create and signpost opportunities for wider learning and enrichment	Adapt curriculum delivery to meet the needs of all learners

Leaders must:

Ensure the curriculum is coherent, cumulative and ambitious.	Make core knowledge, vocabulary and key concepts explicit for staff and pupils.	Review and refine the curriculum using assessment, work scrutiny and pupil outcomes.
--	---	--

Assessment and Feedback

We want students to:

- Know where they are, where they should be and how to improve
- Actively process feedback in order to improve their learning
- Take responsibility for planning, monitoring and evaluating their work

Teachers must:

Use assessment to identify gaps and adapt teaching accordingly and provide intervention	Plan frequent retrieval tasks to strengthen long-term memory	Give precise feedback focused on improvement using WWW / HTI
Share model answers to help students understand success	Teach students how to assess their own and others' work	Build time into lessons for DIRT (Directed Improvement and Reflection Time)

Leaders Must:

Ensure assessments are valid, reliable and aligned to curriculum endpoints	Monitor the consistency and impact of feedback across the subject.	Lead analysis of outcomes to identify gaps and direct timely intervention.
--	--	--



RHHS Classroom Routines

These routines embody our approach to ensuring every pupil - including high attainers and those who may face barriers - can access, excel in and enjoy a high challenge curriculum.

Teachers:

Safe, Orderly and Inclusive Classrooms

- **Follow the Behaviour Policy consistently** - create a learning environment that models high standards, with expectations for organisation, presentation and participation consistently upheld.
- **Use and maintain an up-to-date seating plan** - use a clear, intentional seating plan on Arbor that supports productive learning, peer modelling and teacher oversight, and reflects known pupil information where relevant.
- **Start and end each lesson with a clear routine** - establish consistent, predictable routines that enable all pupils - including those who thrive on structure - to settle quickly and focus.
- **Monitor pupil equipment at the start of the lesson** - ensure lesson resources are ready and accessible so every pupil can begin learning without delay, supporting pace and stretch.

Pedagogy

- **Begin lessons with a Do Now task** - begin with an accessible but intellectually purposeful Do Now, enabling all pupils to recall prior knowledge and prepare for challenge.
- **Front-load instructions before tasks begin**
- **Deliver deep, structured explanations** - give well-structured explanations that reduce ambiguity and support all pupils in reaching high levels of academic thinking.
- **Set high-ceiling tasks with appropriate challenge**
- **Where appropriate, model explicitly before independent practice**
- **Scaffold appropriately and remove when ready**
- **Ask probing, inclusive questions throughout the lesson**
- **Cold call consistently (name last)** - cold call to ensure every pupil participates and to avoid overreliance on the most confident.
- **Use structured talk routines regularly** - use structured talk deliberately, ensuring all pupils, not just articulate or confident learners, have opportunities to rehearse and refine complex ideas.



RHHS Learning Framework and Classroom Routines

- **Use Pastore's Perch to monitor engagement** - scan the room systematically to identify misconceptions early and address them before they widen.

Assessment and Feedback

- **Use spaced retrieval in lesson and over time** - use retrieval practice that all pupils can attempt, increasing complexity to stretch high prior attainers while supporting secure foundations for others.
- **Actively monitor pupil work during tasks** - circulate purposefully during tasks, ensuring the level of challenge remains high while supporting pupils who need clarification to stay in the learning.
- **Use mini whiteboards for checking understanding** - check understanding frequently and inclusively, using mini whiteboards, targeted questions and rapid work checks to hear from everyone.
- **Share strong examples of learning in the moment** - share strong examples and success criteria explicitly, enabling all pupils to understand and aim for excellence.

Pupils:

- **Arrive ready to learn** - Students arrive on time with the correct equipment and begin the lesson promptly through a clear entry routine that maximises learning time for all.
- **Follow behaviour expectations** - Students consistently meet the school's behaviour standards so classrooms remain calm, safe, and focused on learning.
- **Sit in an assigned seat** - Students sit in their planned seat so teachers can use seating strategically to support learning, inclusion, and effective classroom management.
- **Engage actively in learning** - Students think hard, participate, and attempt challenging work so that all learners are supported to achieve highly.
- **Use structured talk respectfully** - Students use agreed discussion routines and listen respectfully so that everyone can contribute and develop their thinking.
- **Respond to feedback and show learning** - Students act on feedback and improvement tasks to demonstrate progress and deepen their understanding.
- **End lessons calmly and respectfully** - Students follow the end-of-lesson routine so classes finish positively and transitions around the school remain orderly.