Effective Teaching at RHHS

Our policy for Teaching and Learning

At Ribston Hall, we provide an education that gives students opportunities to develop:

Cognitive Fluency

Students become effective, autonomous learners who have developed skills that enable them to learn with cognitive fluency. They will have high aspirations and will work hard to achieve their goals;

Personal Character

Students develop their personal character. They will have high expectations of themselves and their behaviour. They will show good judgement, confidence and self-belief;

Compassion & Tolerance

Students develop compassion, tolerance and a strong social conscience. In both the local and global community, they will take opportunities to improve the world through their careers and relationships.

Aim: to unlock academic potential and ignite intellectual curiosity

This will be realised through:

- **Studying a powerfully diverse and inclusive knowledge centred curriculum**

    Our Curriculum has been designed in order to provide a deep and broad academic experience within each Key Stage. High quality teaching and learning strategies have been deliberately sequenced to enhance the acquisition, retention and transfer of subject knowledge / skills.

- **Cultivating cognitive fluency through developing effective learning behaviours**

    Academic excellence is cultivated through the explicit teaching and regular assessment of cognitive qualities. Students and teachers share a common language that empowers students to articulate how and why they are learning.

- **Supporting Recovery through regular diagnostic assessment that identifies and then acts upon misconceptions and knowledge / skills gaps**

    Our flexible and adaptable curriculum provides regular formative assessment opportunities that consolidate, strengthen and deepen subject knowledge / skills. After receiving specific feedback on how to improve, students complete a Directed Improvement and Reflection Task that moves learning forward.

Positive Learning Climate

- The teacher has high expectations of all students and their capabilities
- The physical classroom environment is organised and presented in a way which supports learning and development of knowledge, skills and understanding
- Specific SEND, PP, HPA, LPA and EAL data informs teaching strategies in order to secure an inclusive environment where all students can achieve their potential
- Teacher uses behaviour policy to facilitate learning of all students
- Students invest in the learning intentions and are effectively managing themselves
- Students demonstrate perseverance and resilience when faced with challenge
- Culture of mutual respect, consistency of treatment and fairness established
- Effective and targeted use of praise

Acquisition of knowledge / skills

- Current knowledge is linked to prior knowledge in order to build extensive schemata
- Prior assessment or baseline data informs teaching strategies
- Success criteria of task(s) is explicitly shared with the students
- Lesson is placed within wider context of the curriculum map in order to strengthen connections
- A variety of challenging tasks are placed within the zone of desirable difficulty and are sensitive to cognitive load implications
- Challenging tasks facilitate cognitive fluency within the discipline and provide opportunities to develop cognitive qualities
- Students are given opportunities for structured pair / group work / independent work that strengthens, broadens and deepens schemata
- Opportunities are utilised for strengthening literacy, numeracy and cultural capital
- Teachers use a variety of questioning techniques within the lesson to check the understanding of all learners
- Probing questions are used to promote elaboration and connected, flexible thinking among learners
- Teachers demonstrate a deep and fluent knowledge and flexible understanding of the content they are teaching
- Teachers generate varied explanations and multiple representations/analogies/examples for the ideas they are teaching
- Hinterland knowledge is employed to strengthen core knowledge to cultivate epistemic curiosity
- Teachers demonstrate knowledge of common student strategies, misconceptions and sticking points in relation to the content they are teaching
- A range of model responses and a range of modelling strategies are used to facilitate learning
- Scaffolds / worked examples are employed to support all students in the production of high-quality responses
- Scaffolds / worked examples are removed at the appropriate time in order to prevent expertise reversal effect
- Teacher metacognitive talk explicitly states the most effective cognitive strategies required for the tasks

Maintenance of knowledge / skills

- Using a variety of activities, prior knowledge is activated in order to build extensive schemata
- Teacher tests students using cognitive science principles in order to improve the retention of subject knowledge
- Teacher ensures the active retrieval of the most effective cognitive strategies prior to completion of tasks
- Teacher explicitly provides strategies that facilitate independence within learning (specifically in relation to the organisation, management and adaptability of learning)

Transfer of knowledge / skills

- Teacher cultivates self-efficacy through regular activities that enhance the planning, monitoring and evaluation of work
- Guided practice / independent practice within class is being employed according to the needs of the learner
- Teacher facilitates a culture of feedback that moves learning forward and activates learners as owners of their own learning
- Through specific guidance, students are confident when delivering academic judgments in peer and self-assessment
- Detailed feedback is given in order for specific student action(s) to be completed in a Directed Improvement and Reflection Time (DIRT) task
- Self-reflection tasks facilitate pupils' ability to set their own targets
- Within feedback, variety of model responses used as gateways to improvement
- Link between attainment and Ribston Cognitive Qualities explicitly stated

Shared Language

Everyday, across all subjects and in all classrooms, learners hear the same language being used within their lessons. These terms strengthen our community of practice and facilitate reflective metacognitive learning.

Acquisition of knowledge (Attend / Access / Acquire)	
Scaffold	Temporary support in order to assist you in the completion of a task or the acquisition of a skill
Long term memory	Where the subject knowledge and skills are stored in your mind
Working memory	Where the subject knowledge and skills needed for a particular task are stored in your mind
Cognitive Load	How much information the working memory can hold
Models	The use of completed responses / partial responses to demonstrate what the success criteria looks like in practice
Schema	Connected web of knowledge
Knowledge Organiser	Condensed key facts and information about a topic
Mnemonics / acronyms	A device such as a pattern of letters, ideas, or associations that assists in remembering something eg. PETAL in English
Success criteria	The standards by which to judge whether an outcome has been achieved/successful
Guided practice	Practise of the skills or concepts learnt from a lesson with teacher support
Maintenance of knowledge (Retrieve / Revisit / Retain)	
Self-testing	Comprehension questions and answers used to self-test in order to improve understanding of a topic
Mapping	The creation of a map / flow chart / venn diagram that sets out how knowledge is connected
Dual coding	Using both words and images to aid memory
Interleaving	When studying a subject, dividing up the time into chunks and focusing on different topics within each chunk
Spaced practice	Spacing out learning over a number of days and revisiting material in order to embed knowledge and understanding
Transfer of knowledge (Explore / Evaluate / Extend)	
Independent practice	Practise of the skills or concepts learnt from a lesson without teacher support
Self-regulation	Controlling your emotion, thoughts and behaviour to help you learn independently
Self-reflection	Ability to review work, reflect on learning and measure progress
Self-efficacy	Believing you can improve and change an existing outcome
Editing	Making changes to a piece of work that improves the finished product