Teaching and Learning Policy

Le Rocquier School
Learn, Respect and Succeed

Date: July 2023
Reviewed: Sept 2026

Overarching Aim:
All students are able to make good progress over time.

Key Principles:

1. **Teachers will promote a love of learning.**
2. **Teachers demonstrate a variety of strategies to allow students to be able to retain, apply and transfer knowledge and skills.**
3. **Teachers give students the tools to take responsibility for their learning and future opportunities.**
4. **Outstanding teaching and learning will influence students to become pro-active, useful citizens in a dynamic, global society.**
5. **To ensure consistency across the school, teachers will use a common language and framework when developing their own teaching style.**
6. **Teaching and learning should always take into account students' needs, but not be limited by them.**

1. Teachers will promote a love of learning.

Teachers are responsible for:	Students are responsible for:
Providing students with a broad range of enriching experiences, engaging resources and extra-curricular opportunities to encourage a 'rounded' education.	Having a growth mindset of 'I'm not there YET'.
Keeping up with the most recent subject knowledge changes and pedagogical development.	Showing resilience when faced with a challenge.
Celebrating all student incremental achievements on their learning journey.	Demonstrating pride in their achievements.
Motivating students to achieve their maximum potential.	Showing confidence in risk taking.
Being positive, passionate subject teachers that promote the place of their subject in the wider world.	
Developing positive relationships that allow barriers to learning to be identified and removed or adapted for.	
Listening to and using student voice for curriculum improvements.	
Rewarding students for their achievements.	

1. Teachers demonstrate a variety of strategies to allow students to be able to retain, apply and transfer knowledge and skills.

Teachers are responsible for:	Students are responsible for:
Encouraging different strategies to develop recall of key facts and prior content.	Acting upon feedback from teachers in order to improve their own outcomes or close gaps in knowledge identified by their teacher.
Interleaving and spacing knowledge and skills.	Learning to make explicit and implicit cross-curricular links.
Explicitly teaching different ways of learning/completing tasks to pupils.	Revising effectively for mocks and in-class tests as well as final exams.
Developing the ethos in the classroom that there is no easy way out for pupils.	Demonstrating effective time management skills.
Using a range of questioning and tasks to challenge ALL pupils to develop deeper understanding and knowledge in every subject.	Building an independent way of working.
Making explicit the links between skills and knowledge in different subject areas.	
Giving students opportunities to engage with feedback through DIRT (Dedicated Improvement and Reflection Time) to improve their application of skills and knowledge.	
Using pedagogical thinking to plan lessons.	
Encourage independence in the classroom.	

3. Teachers give students the tools to take responsibility for their learning and future opportunities

Teachers are responsible for:	Students are responsible for:
Giving students the 'bigger picture' of their learning so that students can see where they can and will make progress over time.	Building upon their prior learning to show that progress is being made.
Provide students with the tools they need for self-reflection, self-assessment and an understanding of next steps for improvement.	Setting personal, achievable targets.
Setting realistic, pupil-friendly targets so that students understand what is expected of them.	Allowing themselves time to progress.
Providing students with scaffolding tools so that students know how to apply their knowledge and skills and gradually build their confidence.	Working to the best of their ability in lessons.
Providing models of exemplar work so that students know what quality work looks like in each subject area.	Making an effort to take part in all practical lessons, regardless of ability.
Providing students with lesson content that underpins the school's academic values: • Problem solving & Independence • Perseverance & Resilience • Leadership & Initiative	Aiming to embody the school's house values: • Loyalty • Inclusivity • Honesty • Fairness

• Self-Regulation & Self-Reflection • Decision Making • Collaboration & Enterprise • Skilfulness and Creativity.	• Kindness • Perseverance • Success.
Using every minute of the lesson time as an opportunity to learn, reflect and organise.	Completing homework on time and to a high standard; using Satchel to help organise themselves by prioritising work.
Empowering students and holding them to account when they fall short of their potential.	Learning how to take risks in a safe learning environment and learn from their mistakes.
Modelling time management and self-reflection skills.	

4. Outstanding teaching and learning will influence students to become pro-active, useful citizens in a dynamic, global society.

Teachers are responsible for:	Students are responsible for:
Providing students with opportunities to see how their learning relates to real life situations.	Students will make the most of opportunities given to them by specific subjects or the school.
Providing information about career paths, progression and future opportunities for students.	Following world news, supporting school events and supporting the school's community ethos.
Providing a wide curriculum with current affairs and global issues included.	Acting as ambassadors for the school.
Modelling a fair and safe environment in which to share opinions.	Creating a safe environment where we listen carefully to others.
Using carefully crafted questions, discussions or debate that allow deeper understanding and insightful reflection on society.	Being inclusive of all cultures and communities within the school and beyond.
Celebrating success beyond academic progress.	
Promoting local and global links to develop cultural capital.	
Teaching students to show empathy, respect and the understanding that they can have an impact in the world.	

5. To ensure consistency across the school, teachers will use a common language and framework when developing their own teaching style.

Teachers are responsible for:	Students are responsible for:
Following schemes of work and exam specifications.	Following the school rules.
Sharing assessment objectives with students and modelling transferable skills.	Being ready to learn every lesson.
Planning high quality lessons and resources.	Showing respect for others in their learning environment.

Providing tasks that are high demand, purposeful and relevant.	Being equipped to learn.
Using a range of regular formative and summative assessment as appropriate intervals.	Remaining focused and allowing themselves, and others, to learn.
Challenging incorrect literacy.	
Having high expectations of all pupils by consistently following the rewards and behaviour policies.	
Committing to reflect upon and improve their own practice.	
Sharing best practice with other subjects.	

6. Teaching and learning should always take into account students' needs but not be limited by them. (See page 5)

Teachers are responsible for:	Students are responsible for:
Planning high quality lessons that take into account individual student needs and enable all to progress.	Using strategies to regulate behaviour and communicate effectively with their teacher where this is not possible.
Adapting tasks to meet all students' needs; allowing all students to progress, regardless of their level of ability or need.	
Supporting all pupils to achieve their maximum potential, regardless of starting point.	Taking a sense of pride in their own ability and sharing this to enhance the learning environment.
Completing planning that takes into account the full range of needs and research groups.	Using technology where possible to enhance their own learning.
Providing opportunities for stretch and challenge, far enough out of a student's comfort zone enough to challenge their thinking but not too far to lead to demotivation.	
Accounting for all learning styles.	
Embedding students' skills and competencies into lesson planning and providing chances for students to lead learning.	
Using technology where possible to support and enhance learning.	
Nurturing a culture of high expectations and aspirations for all.	
Planning in response to student progress in assessments.	

Basic Expectations of Teachers:

Before the lesson:

- Colleagues will use Provision Map to understand the needs of each of the students in their classes.

- Colleagues will plan lessons which take into account all students' needs and enable all to make good progress.
- Satchel will be used to create seating plans for each class. Notes/tips from Provision Map should be noted on seating plans in order to help supply or cover staff.

During the lesson:

- Colleagues will meet and greet students at the door of their classroom to make them feel welcomed and valued.
- Uniform will be checked and dealt with at the door.
- Colleagues will follow the school behaviour and rewards policy to ensure consistency across the school.
- At the end of each lesson, student uniforms will be checked and rooms tidied before students are dismissed in an orderly fashion.

When adapting lessons, staff should consider what makes a high quality inclusive lesson:

Please see Appendix 2 for adaptive teaching strategies.

Differentiation	Adaptive teaching
Must, should, could learning objectives	**Focused support for young people**
Capped expectations for those who need the most support	**Tweaks to lessons**
Individualised learning plans	**Targeted catch up**
An array of pre-planned resources	**One lesson for all students**
Mini lessons for different groups of learners	**Judging in the moment whether students are coping**
There is a ceiling to progress and learning	**Emergent needs are catered for by tweaking the lessons**
	Identifying students in the moment who may need more scaffolding
	Starting points planned so all can be successful

Parents/guardians are responsible for:

- Supporting their child's learning by celebrating achievements and motivating their child to work hard.
- Recognising and celebrating their child's progress over time.
- Communicating any concerns to the school that will impact on their child's ability to learn.
- Attending parents evenings to ensure they have a full understanding of their child's skills, targets for improvement and potential.
- Ensuring their child comes to school ready to learn with the correct equipment.

- Downloading the Satchel App in order to support their child's home learning.
- Providing a calm, quiet space for their child to complete homework.
- Ensuring their child completes homework to a high standard and in a timely fashion.
- Ensuring their child does not fall behind due to attendance or illness.

Heads of Subject and Heads of Faculty are responsible for:

- Taking action to ensure that the learning and teaching policy is fully embedded.
- Monitoring and evaluating consistency of policy implementation in their subject area through regular lesson visits, work scrutinies and sharing good practice..
- Providing support for teachers to address areas of inconsistency.
- Providing support for teachers to track progress and address areas of concern by adapting medium and long-term planning.
- Providing students with activities outside the classroom to broaden their understanding of future career paths, experiences or opportunities; including inviting visiting speakers to motivate or encourage aspiration in their subject area.
- Ensuring that SOW for all year groups include a range of teaching strategies and differentiated tasks.
- Supporting members of department with resource production, classroom management and pedagogical techniques.
- Ensuring there are suitable resources for all year groups.
- Leading pupil voice.
- Acknowledging excellent student attainment, success and improvement.
- Nurturing and developing a culture of aspiration, sharing of pedagogy and sharing of resources.

Heads of Year are responsible for:

- Taking action to break down any barriers to student learning.
- Liaising closely with Faculty Leaders to ensure students are supported in all aspects of their learning.
- Providing an enriching range of activities to encourage, motivate and support students academically through structured pastoral time.
- Inviting in visiting speakers to motivate and inspire students to raise their aspirations.
- Linking assemblies to a student's place in the world.
- Supporting all members of staff to ensure high standards are met across the school.
- Leading pupil voice.
- Celebrating personal and academic success publicly and providing time for faculties to present attainment awards in assembly.

The Senior Team is responsible for:

- Ensuring that all members of the school understand their role in the education of students.
- Providing appropriate support, training, resources and necessary action to ensure teaching and learning are effective and impactful.
- Providing support to ensure that teaching and learning show progress.
- Monitoring progression through data collection

- Supporting staff and students with the resources necessary to deliver a broad, enriching and balanced curriculum.
- Sharing with staff, pupils and parents the whole school vision including explicit cross curricular links with other subjects.
- Organising CPD that fosters skills in teaching and learning strategies.
- Ensuring school policies are written, implemented and reviewed regularly.
- Developing an aspirational culture for both staff and students.

The Governing Body are responsible for:

- Holding the school to account to ensure effective teaching and learning which will, in turn, secure high standards of achievement and progress.

The impact of this policy will be judged by:

- student voice conducted by faculties and senior staff.
- lesson visits by colleagues, Subject and Faculty Leaders, the SENDCo, Senior Leadership Team and external parties (for example the Jersey Schools Review Framework).
- the School Improvement Plan data.
- examination results and exam review meetings.

In addition to the above content, staff should be signposted to other policies that link to the Teaching and Learning Policy. Please note the following:

General:

- The States of Jersey Code of Conduct
- The Department for Education Teacher Standards
- The Le Rocquier School Handbook

Teaching and Learning Links:

- Assessment, Recording and Reporting Policy
- Homework Policy
- Feedback Policy
- Literacy Policy
- Behaviour & Sanctions Policy
- Whole School Monitoring Policy
- SEND Policy

Appendix 1: Teaching and Learning Infographic.

"All students are able to make good progress over time"

Teachers will promote a love of learning

Teachers demonstrate a variety of strategies to allow students to retain, apply and transfer knowledge and skills.

Outstanding teaching and learning will influence students to become pro-active, useful citizens in a dynamic, global society.

Teaching and learning should always take into account students' needs but not be limited by them.

Teachers give students the tools to take responsibility for their learning and future opportunities.

To ensure consistency across the school, teachers will use a common language and framework when developing their own teaching style.

Learn, Respect and Succeed.

Appendix 2: Adaptive Teaching Strategies.

Adaptive Teaching

ADHD

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Learn, Respect and Succeed



PLANNING

- Seat the student towards the front, between two calm, quieter students (i.e. away from distractions).
- Make tasks short with frequent brain breaks.
- Allow for movement time (which can be a brain break also).
- Instructions you will give verbally, also have on the PowerPoint / whiteboard, as a reminder.
- Provide consolidation time.
- Recap previous learning.
- Plan lessons with a set routine (e.g. worksheet on entry or task on the board etc).

DELIVERING

- Your voice, words and movements matter.
- Remain calm with a lower tone voice when talking.
- Use positive language (even if a student is distracted / misbehaving).
- Give simple and clear instructions, and repeat them at least twice. Have instructions visually available to refer back to.
- Set clear time limits for a task. Use a visual timer to show how long they have left.
- If a student is off-task or misbehaving:
  - Refer to the behaviour you want to see (rather than what they are displaying at the time).
  - Label the behaviour not the student.
  - Remind them of the expectations of the lesson/task.
  - He clear with the consequence of coninuing the unwanted behaviour.

OTHER THINGS TO CONSIDER

- Kept workspaces clear and uncluttered.
- Boards/displays should be clear and uncluttered.
- Structure group work, to give students with ADHD clear expectations, rules and guidance on the task.
- Routines are important - if there is a change to a routine, pre-warn the student.
- Relationships are key. Take time to build them and get to know the student.



Adaptive Teaching

Autistic Spectrum Disorder (ASD)

PLANNING

- Seat the student towards the front, between two calm, quieter students (i.e. away from distractions).
- Plan lessons with a set routine (e.g. worksheet on entry or task on the board etc).
- Make tasks short with frequent brain breaks.
- Consider the structure of tasks that require social skills and/or empathy. Additional structure will be needed for students to understand the task.
- Instructions you will give verbally, also have on the PowerPoint / whiteboard, as a reminder.
- For group work, some ASD students may wish to work alone. Plan for this potential situation so they can do so.

OTHER THINGS TO CONSIDER

- Kept workspaces clear and uncluttered.
- Boards/displays should be clear and uncluttered.
- Routines are important - if there is a change to a routine, pre-warn the student.
- Relationships are key. Take time to build them and get to know the student.
- Avoid using metaphorical language or sarcasm.
- For extended tasks or coursework, provide a check list for students to use to guide their work.

DELIVERING

- Your voice, words and movements matter.
- Give simple and clear instructions, and repeat them at least twice. Have instructions visually available to refer back to.
- Set clear time limits for a task. Use a visual timer to show how long they have left.
- If a student is off-task or misbehaving:
  - Refer to the behaviour you want to see (rather than what they are displaying at the time).
  - Remind them of the expectations of the lesson/task.
  - He clear with the consequence of continuing the unwanted behaviour.
  - Give take up time
  - Allow a short time-out
  - Remember that students with ASD may not recognise social cues (such as a 'look' or other non-verbal communication).
- If a student wants to ask a lot of questions (which can become disruptive) use a visual tool to limit their number of questions in a lesson (e.g. coloured cards, counters etc)
- Be clear on the quantity and quality of work expected.
- Praise and reward good effort.

Adaptive Teaching

Dyslexia, Dyspraxia & Handwriting Needs

PLANNING

- Print off PowerPoint slides to avoid extended writing from the board.
- For extended writing, provide guides/scaffolds.
- Instructions you will give verbally, also have on the PowerPoint / whiteboard, as a reminder.
- Have a vocabulary / key word list.
- Print worksheets in coloured paper for those who need it.
- Provide a laptop for extended writing pieces for those who need it.
- Provide consolidation time.
- Recap previous learning.
- For practical activities, be aware that students may need additional time and support.
- Plan tasks that are key word focused rather than whole sentence focused.

DELIVERING

- Give clear, concise instructions. Repeat them.
- Give take up time for tasks.
- Set clear time limits for a task. Use a visual timer where possible.
- Allow additional time for extended writing.
- Move around the room, guiding/helping students.
- Verbally repeat instructions mid-way though the task.
- Make your expectations for the quantity and quality of work clear.
- Avoid asking a dyslexic student to read aloud on the spot. Give them time to read a text first, then read aloud.

ORGANISATION

- Support a student to organise their work and themselves.
- Provide clear expectations for the way their work should be laid out. Repeat these expectations each lesson.
- Provide reminders for homework due dates.
- For coursework, provide checklists of the work to be completed.

CHALLENGE & ASSESSMENT

- Pre-warn students about an assessment.
- Having a learning need does not mean a student is lower ability. Provide challenging work, using scaffolding to meet their needs.
- Mark for content/knowledge, not neatness/handwriting/key word spelling.

Adaptive Teaching

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General Learning Difficulties (including SLD, MLD)



PLANNING

- Inform the TA of the lesson/topic before hand, so they can look through the work.
- If the student has learning support, provide 'pre-lesson' materials, so they can have some input before the lesson/topic.
- Have scaffolding available for tasks
- Chunk work into small parts (15 minutes maximum).
- Plan time for consolidation of previous learning.
- Print off PowerPoint slides for those with writing needs.
- For extended writing, provide guides/scaffolds to those with writing/reading needs.
- Instructions you will give verbally, also have on the PowerPoint / whiteboard, as a reminder.
- Have a vocabulary / key word list.
- Print worksheets in coloured paper for those who need it.



DELIVERING

- Give clear, concise instructions. Repeat them.
- Check for understanding of the task by cold calling / individual checks.
- Give take up time for tasks.
- Set clear time limits for a task. Use a visual timer where possible.
- Give a 'brain break' for those who need it, particularly for a longer task.
- Move around the room, guiding/helping students.
- Verbally repeat instructions mid-way though the task.
- Make your expectations for the quantity and quality of work clear.

ASSESSMENT

- Pre-warn students about an assessment.
- When setting homework/revision, give direct, specific tasks (rather than saying "revise this topic".
- Use the TA / another space, if students require it.
- If a student would benefit from exam arrangements, inform the SENDCo, so these can be put in place.



QUESTIONING & CHALLENGE

- Ask a question and give students time to think of their answer.
- Target different ability students with different levels of difficulty questions.
- Expand the questions or rephrase if a student is unable to answer. Don't just move on.
- Just because a student has a learning need, doesn't mean they are low ability. Provide challenging work and questions.



Adaptive Teaching

Physical Disability including Motor Skills

PLANNING

- Learning about the disability before planning. What are the needs and how will they affect your subject?
- Ensure your seating plan meets the needs of the student. Desk height, chair/stool type, standing for longer periods of time etc need to be considered and planned for. Allow for plenty of space around them.
- Plan tasks which minimise the need for extended writing (gap fills, key word tasks etc).
- Ensure technology (laptop, adapted equipment) is available before the lesson.
- Ensure diagrams & worksheets are enlarged to maximise writing space.
- Provide print outs of PowerPoints, to minimise writing and focus on learning.
- If a task requires fine motor skills (e.g. using scissors), have a set pre-cut.

DELIVERING

- Check their physical space with the TA and/or student, particularly if moving around.
- Allow extra time for tasks requiring movement and/or fine motor skills.

OTHER IDEAS TO CONSIDE

- Have 'uncluttered' worksheets.
- Use a larger print (size 14+)
- Put important information in bold or in colour
- Use a portable writing slope
- Try using a clipboard to attach paper to or non-slip mats
- Use a small tray for equipment
- Use triangular and thick-barrelled pencils/pens/paintbrushes
- Use two handled, loop handled, or spring-loaded scissors.
- Use a large lined book or paper
- If the student needs to work through a series of questions, help them keep their place by using a paper clip or blob of blue-tac to indicate which question they are on.
- Avoid criticism if the student looks untidy. Remind them of how their uniform should look.

Adaptive Teaching

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Social, Emotional and Mental Health (SEMH)

PLANNING

- Seating plans are key. Its a student with SEMH needs next to a calmer, quieter student.
- Plan shorter chunks of learning, with consolidation activities.
- Allocate time for questions and checking of understanding (both before and after a task).
- Plan tasks to build confidence (e.g. easier tasks building to more difficult ones).

DELIVERING

- Give clear, concise instructions. Repeat them.
- Give take up time for tasks.
- Set clear time limits for a task. Use a visual timer where possible.
- Verbally repeat instructions mid-way though the task.
- Make your expectations for the quantity and quality of work clear.
- If a student appears anxious/upset, allow them a time-limited time out (e.g. 5 minutes).
- Use positive language, and praise good effort.
- Circle the room to check students understand the task, and can ask questions more discretely.

OTHER THINGS TO CONSIDER

- Relationships are key. Take time to build them.
- Greet students, use their name to say hello. Ask them how their day is going. Make polite conversation to reduce anxiety.
- Group work can feel overwhelming. Structure it so all students in the group have a role to play.
- Find ways to build confidence. Praise good work, let home know about a successful lesson or similar.

Adaptive Teaching

Visual Impairment



PLANNING

- Print off PowerPoint slides to avoid extended writing from the board.
- Use a coloured background to the PowerPoint (ideally to match any colours of paper required).
- Print worksheets/materials on coloured paper for those who need it.
- Avoid lots of text on a screen. Use a font like comic sans, in a large size.
- Ensure you have practised using any technology a student requires before teaching them.
- Ensure your seating plan has VI students towards the front / in areas of good light.



DELIVERING

- Ensure the technology is working at the start of the lesson.
- When asking a VI student a question, use their name so they know it is them you are speaking to.
- If you are writing on the board, say the words out loud as you write. Repeat the sentence after you've written it.
- Allow additional time, due to visual fatigue, especially for reading tasks.

Hearing Impairment



PLANNING

- Ensure you have practised using an technology a student requires before teaching them.
- Ensure your seating plan has HI students close to speakers and/or close to the front to allow for lip reading.
- Use videos with subtitles, where available.
- Have instructions written on your PowerPoint / worksheets, and print them out to give to the HI student.



DELIVERING

- Ensure the technology is working at the start of the lesson.
- Face the student when talking to them / the class.
- Repeat instructions and check understanding directly with a HI student.
- Be aware that independent writing will reflect the students spoken language and may not necessarily be grammatically correct