



Ridgeway Primary School and Nursery

Teaching & Learning

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1. INTRODUCTION

At Ridgeway Primary School, we aim to inspire every pupil to be a highly motivated, independent learner, who actively participates in a balanced, relevant, stimulating and challenging curriculum. At Ridgeway, we recognise and celebrate the unique and holistic nature of each child's learning journey.

OUR CHILDREN

Our aims for all children are that:

- They should be safe, secure and happy in school
- They have equal access to the curriculum, regardless of ability, gender, race or religion
- They acquire the necessary skills of literacy and numeracy in order to raise levels of achievement within and beyond the National Curriculum
- They experience a broad and balanced curriculum where knowledge, skills and understanding can develop at a pace matched to individual needs
- They experience the security and satisfaction that comes from at least consistently good teaching, a stimulating learning environment and ongoing, active parental interest and support
- They develop life-long learning skills
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration for others
- Their spiritual, moral and cultural development is promoted, in order to prepare them to become valued members of an ever-changing, multi-cultural society

Our Aspirations for all Learners:

We are committed to ensuring all children develop the necessary skills and attributes to be highly successful life-long learners. We aim to ensure that all children are:

- Real thinkers and enquirers
- Effective communicators
- Risk-takers
- Self-motivated and reflective
- Resilient
- Caring and sensitive towards others
- Well balanced human beings

We aim to ensure that during their time at Ridgeway, children develop responsible and disciplined attitudes to learning and the skills and competencies necessary to move on to secondary school, and into life beyond, with confidence.

2. **ETHOS & VALUES**

Our **Ethos** is:

Nurturing every child for lifelong success

This means, at Ridgeway we...

Nurture every child

We get to know each child as a unique individual, encourage their existing interests, foster new passions and support their emotional and social development. Our approach values and embraces children's individual qualities and interests and our aim is to provide children with the skills, confidence and enthusiasm to seek and relish new opportunities and challenges.

Foster lifelong success

We embrace the fact that what constitutes success will be different for each child. We equip our children with the inspiration, knowledge, cultural capital and belief that they can all be successful in life.

Provide a rich and diverse learning experience

Our approach to teaching provides a range of opportunities for learning that motivates, inspires, challenges and develops all children.

Develop a passion for learning

Our children immerse themselves in their learning and develop the self-motivation and passion for learning that continues to grow once they leave our school.

Encourage children's spiritual, moral, social and cultural (SMSC) development

We actively promote the spiritual, moral, cultural, mental and physical development of our children. We do this through our school ethos and values, our broad and balanced curriculum, extra-curricular and leadership opportunities, as well as our daily interactions with children. The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded within our school culture.

VALUES

Our values reflect the skills we believe children will need for lifelong success, however the world changes and whatever challenges they may face. We nurture these skills in all our children, from their first day with us, right through to their last. Our core values are embedded in our practice, our planning for teaching and learning, our strategic thinking and our decision-making. When we talk to children about their learning and behaviour, we refer back to our core values.

At Ridgeway we are...

Creative

We explore, enquire, try new things, experiment, think differently. We take appropriate risks. We inspire and lead others. We find the joy and passion in learning. We are resourceful and find innovative ways to solve problems.

Collaborative

We develop healthy relationships, work well with others, develop social skills and become adept communicators. We understand and enjoy others and spending time together. We are fully inclusive of others, and are respectful and tolerant. We know the benefit of harnessing the skills of others, sharing ideas, distributing workload and supporting one another to succeed and achieve. We feel part of a community.

Responsible

We are responsible for our own learning and behaviour, make the right moral decisions, have opinions, know the impact of our actions and are accountable. We keep ourselves and others safe. We are responsible for our own health and well-being and that of others. We are responsible citizens – towards the world, the environment and others – showing respect, care and consideration. We are well-rounded, independent individuals.

Resilient

We work hard, don't give up, put in full effort and have patience and stamina. We are self-motivated, have a growth mindset, overcome difficulties, embrace/seek out challenge and solve problems. We have a sense of pride and build self-esteem and confidence.

Reflective

We learn from mistakes, evaluate what went wrong, analyse benefits and understand what has gone well. We consider purpose, asking why and how. We are able to apply skills to new situations. We are always striving for improvement.

3. RIDGEWAY CURRICULUM OVERVIEW

INTENT (CURRICULUM)

At Ridgeway, in the Early Years our curriculum is based on the [Statutory Framework for the Early Years Foundation Stage](#), and in Years 1 to 6 the curriculum is based on the [National Curriculum](#). Each of the learning and subject areas are tailored to our school's approach to enhance our curriculum offer.

Our curriculum intent is for children to:

- Develop strong subject knowledge and a broad set of subject-specific skills;
- Develop Lifelong Learning Skills that enable them to succeed at school and throughout their lives;
- Develop a lifelong passion and interest in learning, so they maintain a desire to learn;
- Develop a broad range of interests, that are stimulated by our ambitious, broad and balanced curriculum;
- Understand the connections within and between subjects, so they appreciate the interconnected nature of the world and can apply their knowledge and skills in a broad range of situations.

IMPLEMENTATION (PEDAGOGY)

We have a variety of methods through which we ensure effective delivery of our curriculum:

- Our pedagogic approach is varied, flexible, engaging and inclusive. Our staff plan well-thought-through opportunities for learning that build on children's knowledge and understanding and challenge them to consider learning deeply. Our **Pedagogic Principles** underpin, and guide teachers through, this approach.
- **Contexts for Learning** provide the vehicle through which the richness of individual subjects are taught, whilst supporting children to make links and connections across all areas of the curriculum.

- A **Pre-think approach to home learning** encourages children to explore learning in advance, which enables them to generate their own questions and lines of enquiry, which in turn gives them the opportunity to direct the learning that takes place in class.
- We make highly effective use of **Assessment for Learning** during teaching, to evaluate children's understanding. Purposeful, specific verbal feedback enables children to reflect on and make immediate improvements to their learning.

IMPACT (EVALUATION)

The impact of our curriculum and teaching is monitored and evaluated in a range of ways:

- Class teachers will monitor children's progress and outcomes in the short and long term, adjusting teaching and planning to meet needs for individual children and cohorts, as they arise.
- Subject Team Leaders will monitor the quality of provision and outcomes for their subject. They will analyse outcomes and provide feedback and support to teachers and year groups as necessary, as well as whole-school professional development.
- Our staffing structure provides for a Leading Practitioner in each phase group. Their role is to monitor, guide, mentor and coach staff within their phase to ensure high-quality provision for children. They support the Headship Team with monitoring the quality of teaching and learning.
- The SENCo will monitor how inclusive and accessible the Ridgeway Curriculum and teaching and learning is, and the impact on outcomes for children with SEN.
- The Senior Leadership Team monitors the quality of provision across the school and ensures our practice is effective and aligned with the school's ethos and values. They also contribute to making strategic decisions about curriculum, alongside the Headship Team.
- The Headship Team have overall responsibility for school outcomes and provide strategic direction about how to adjust school-wide systems and/or introduce initiatives to improve our provision. Alongside Leading Practitioners, they also monitor the quality of teaching and learning and analyse the quality of provision across all subjects and phase groups.
- National assessments are also one indicator of our impact on children's progress and learning, but only represent a sample of what children have learned, so these outcomes are used in conjunction with teacher assessment.

This policy should be read in conjunction with the school's Assessment & Monitoring Policy.

4. PEDAGOGIC PRINCIPLES

We have devised the Ridgeway Pedagogic Principles that guide our approach to teaching and learning. These enable staff to ensure teaching and learning consistently meets our aims for all children.

Learning should be creative, inspiring and aim to provide the best learning experience for every child.

- **Effective learning environment:** *The learning environment and resourcing should enable high quality discussion, thinking and challenge. It encourages fascination, exploration and fosters independence.*

In practice this means:

- Creating an environment that encourages fascination, exploration and independent enquiry.
- Creating an environment where children feel safe to explore, take risks and express themselves freely knowing that their ideas will be valued and respected.

- Offering access to rich, open-ended, intelligent resources.
- Creating a space where children are encouraged to, and can, access resources.
- Children are given the time and space to use resources in unexpected ways.
- Creating an environment that is flexible to allow learning to happen in different ways; planning, lesson structures, routines and furniture are used and adapted to suit the learning.
- Adults carefully watching and noticing what children do and probing their thinking.
- Adults identifying ways to facilitate and challenge children's thinking and learning.
- Adults having confidence in their pedagogic skill and curriculum knowledge, as well as trusting the children, to relinquish control.
- Discerning use of pre-made resources from high-quality sources.

It does not mean:

- Structuring physical space, lessons or activities in a way that limits the learning (because it gives adults more 'control').
- Rigid/ static one size fits-all structures (e.g. desks in rows)
- Reliance on unsuitable, pre-made worksheets/resources from websites (e.g. Twinkl).
- Differentiation simply through different sheets.
- 'Challenging' children with the volume of questions.
- Providing templates for children to use (e.g. a mask template).
- Basic activities with limited challenge.

- **Previous knowledge and experience:** *Learning should build on previous knowledge and experience. Children are supported and encouraged to make links, develop understanding and challenge misconceptions.*

In practice this means:

- Planning opportunities to recall and link to previous learning and experiences.
- Planning opportunities to find out what children already know, remember and can achieve already.
- Supporting children to make links (within and across subjects and topics).
- Valuing children's previous life experiences.
- Building on prior knowledge and skills contained in the Ridgeway Curriculum.
- Acknowledging children's different starting points and planning accordingly.
- Sensitively supporting gaps in experience and understanding.
- Knowing each child as an individual.
- Having the freedom to explore alternative lines of enquiry while staying true to original learning objectives

It does not mean:

- Activities where children are just 'doing' something rather than building on knowledge and engaging in learning.
- Just telling children what you 'did' in previous lessons.
- Lots of tests or 'quizzes'.
- Only valuing prior knowledge and experience in academic subjects.

- **Child-directed learning:** *Child agency should be at the core of our pedagogy. Children should have the opportunity to: follow their own lines of enquiry; make decisions; shape and direct their learning; demonstrate and develop their understanding; understand their strengths and preferences.*

In practice this means:

- Teachers being flexible in how they view a lesson and outcomes.
- Teachers setting the learning objectives, but giving children more ownership of the outcomes.
- Encouraging children to make decisions about how they shape, approach and demonstrate their learning.
- Learning is personal for the children – we enable children to generate, share and explore their own enquiry questions throughout the learning experience.
- Using high quality key questions to challenge children's thinking and understanding.
- Increasing children's talk and reducing adult talk.
- Celebrating and fostering relevant deviation from planned activities (while remaining true to the learning objective).
- It drives children's progression through the curriculum (because it is the motivator)

It does not mean:

- There is no place for carefully used instructional teaching.
- Learning lacks curriculum coverage.
- Activities that are at the expense of learning objectives.
- Adding in a tokenistic 'child-directed' session (i.e. not just an hour/day/week added on to the timetable/plan).
- Learning time is ever an unstructured free-for-all without clear learning objectives.
- Offering children a limited choice (e.g. a choice about the order in which they do the challenges; a binary choice of resource etc)

- **High Quality Questioning:** *High quality key questions, that inspire enquiry and curiosity, should be at the heart of teaching and learning. Contexts for Learning are anchored by over-arching key questions. Learning is designed to encourage children to explore.*

In practice this means:

- Asking high-quality, open questions that encourage children to think creatively and evoke thoughtful reflection.
- Adults creating broader anchoring questions to inspire key questions from children.
- Using these as starting points that inspire and intrigue (for the broader context, each subject, as well as in each learning opportunity/topic).
- Thinking about and carefully planning them in advance, so they can be used throughout learning.
- Questions that are generated by both adults and children.
- Questions that encourage children to make links between different areas of the curriculum are deep, far-reaching and/or cross curricular (to encourage links).
- Using them to provoke high level discussion.
- Challenging children to think more deeply.
- Using them to put children into 'The Learning Pit'.

It does not mean:

- Questions are a replacement for instructional learning.
- A long list of procedural or closed questions.
- Questions that have a simple answer or those which require little thought/exploration/research.
- Questions that are only shared with SOME children.

- **Lifelong Learning Skills:** *Learning should develop and challenge lifelong learning skills, which are woven through all learning, identified and nurtured.*

In practice this means:

- Ensuring children understand what lifelong learning means and why it is important.
- Understanding that they are skills that develop over time.
- Understanding that they are embodied in our school values: Creative, Collaborative, Responsible, Resilient, Reflective.
- Weaving them into our everyday planning, language, interactions, feedback, praise etc.
- Planning for their development in each learning opportunity.
- Making each lifelong learning skill clear and obvious for the children.
- Making children aware of when they are using and developing these skills.
- Giving children time to reflect on the development of their lifelong learning skills.
- Adults modelling lifelong learning skills.

It does not mean:

- Something that overshadows the subject specific, curriculum learning.
- An add-on (i.e. separate lessons focussed solely on Lifelong Learning Skills, because it is woven through everything else).
- Referenced in a tokenistic or shallow way (i.e. "good collaboration" without specific feedback about what was good about it).
- A display that is never referenced.

5. EFFECTIVE TEACHING & LEARNING

To ensure effective delivery of the pedagogic principles, teachers will use the following practices:

Planning

- Medium term plans:
 - Ensure comprehensive coverage of the curriculum in each subject area (both for planning in advance and tracking coverage).
 - Capture and harness children's ideas and interests to support the learning (e.g. mind mapping children's existing knowledge and experience within a context and using this to shape the sequencing and delivery of learning objectives)
 - Sequence learning in a coherent and relevant way for the children
 - Are a 'working document' that can be readily adapted and changed based on ongoing assessments of children's learning
- Weekly plans:
 - Ensure learning objectives are clear and understood by support staff and/or those covering class
 - Give a brief description of the learning activity, including some key questions
 - Are flexible and should be adapted in response to daily assessments
 - Include resources that are carefully selected or prepared to ensure challenge.

Differentiation

- Learning is scaffolded, so that all children are supported to secure the learning objective
- Resources and/or equipment that supports children in understanding the learning is identified and used effectively
- Groupings can be used to support learning (e.g. mixed or ability groupings), but these should be used judiciously and purposefully
- Groupings are flexible and should change depending on the nature of the learning and activity.

- Children with SEND are carefully considered, so that they can access and achieve the learning objective, or are provided with a suitable alternative from the curriculum in which they are working.

Learning Structures

There are no set ways to structure lessons. However, there are some suggested best practices that will support the Ridgeway Curriculum and Pedagogic Principles, including:

- **Challenges**
 - These are activities that children either approach in an order they choose, or are called to try by an adult
 - At least one will be led or supported by an adult
 - Children approach the other activities independently
 - There is no set number of activities, and teachers are free to design the number according to what suits the planned learning and their class, however it is usually between 3 and 5 activities.
 - Learning from independent challenges is reviewed throughout the day and feedback is given
- **Rotations**
 - These are activities that are part of a rotation of activities with children changing activity after each 'session'
 - At least one will be led or supported by an adult
 - Children approach the other activities independently
 - There is no set number of activities, and teachers are free to design the number according to what suits the planned learning and their class, however it is usually between 2 and 4 activities.
- **Whole class teaching**
 - Teachers might choose to use a whole class model of teaching
 - These sessions do not need to be a specified length; teachers are free to decide the length of time needed according to what suits the planned learning and their class
 - This should not be the default structure for learning/lessons

Effective Learning Features

As with all learning, irrespective of the learning structure chosen, teachers must:

- Understand their rationale for how to structure learning and base this on what would be most effective in terms of benefitting children's learning; teachers should make a deliberate and purposeful choice
- Ensure any and all activities provide a curriculum learning objective
- Ensure the learning objectives of all activities are clearly explained to, understood by and are accessible to all children
- Ensure children are active in the learning process and limit the time they spend passively listening to adult instruction
- Carefully consider how to introduce new learning and apply the pedagogic principles to ensure effective and engaging models of learning are used
- Maximise the opportunities for purposeful, learning-focused dialogue between children, as well as between children and adults

Displays

Displays are an important way in which children's learning is valued. Celebrating children's learning through display is an important part of our approach. We aim to provide a lively, stimulating, exciting environment in which our children work and learn. Teachers at Ridgeway will ensure displays:

- reflect the broad and balanced curriculum at Ridgeway
- celebrate children's learning journeys and the process of learning
- clearly share what the learning objectives and the context of the learning are

- are child centered and reflect the achievements of all children
- are refreshed every term to ensure they are current and reflect children's latest achievements
- are testimony to the high standard of children's learning and the creativity of children and adults
- include some reference materials for the children which can be used as a teaching aid by staff
- are high quality and that children learn how to mount and display their own work appropriately
- have input from the children (either in choosing what is displayed, or in actually putting learning up no display)
- are taken down in the final week of the school year and re-backed, so that each new cohort of children has a fresh canvass on which to display their learning

6. CONTEXTS FOR LEARNING

From Year 1 to Year 6 we bring the curriculum to life through our Contexts for Learning. Contexts for Learning provide the vehicle through which the richness of individual subjects are taught, whilst supporting children to make links and connections across all areas of the curriculum.

Each National Curriculum subject area has been rigorously planned into the Contexts to ensure the progression and entitlement to learning is provided for all pupils throughout the school. Our Subject Curriculum Plans carefully allocate National Curriculum objectives for each subject into termly contexts for each year group. Each Context for Learning has a broad title and overarching key enquiry question, which act as the starting point for children's thinking. Whilst high value is placed on each individual subject, the Contexts provide the opportunity for explicit links to be made across the subject areas ensuring an in-depth understanding of the learning. The organisation of the Contexts provides opportunities for children of all levels of experience to access the learning creatively, at an appropriate level and to be successful as learners.

Our contexts for learning can be viewed here: [Contexts for Learning - Ridgeway Primary School & Nursery](#)

7. ASSESSMENT FOR LEARNING

Assessment for learning involves using assessment and verbal feedback in the classroom to raise pupils' achievement by giving them the opportunity to make immediate improvements to their learning and skills. Assessment is closely linked to teachers' curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what "next steps" should be planned. Children's progress can then be assessed against the learning intentions in the curriculum planning. Teachers adjust the planned learning based on their reflections of children's learning each day; planning and assessment form an ongoing cycle.

To maximise assessment opportunities, teachers should:

- Plan a clear learning objective from the curriculum.
- Share with and ensure children understand what the learning objective is, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).
- Establish a classroom culture and learning environment where there are high levels of dialogue ('talk for learning') and children are expected and supported to explain their thought processes.
- Provide purposeful, specific verbal feedback to individual children, that helps them identify their next steps and how to improve.
- Ensure feedback is a continual two way process between adults and children
- Ensure children have time to reflect and act on the feedback to make immediate improvements to their learning.

- Engender behaviours in the children that lead them to take action on the feedback, and develop a learning environment and routines that enable this approach.
- Evaluate and evolve planned learning, during and after lessons, based on assessment of and feedback from children.
- Differentiate the learning given to support and challenge all ability groups.
- Involve children in self-assessment: develop children's self-assessment techniques so they can discover areas they need to improve.
- Set high expectations for all children and believe that every pupil can improve.

How adults assess children's learning

Children's learning is assessed in a variety of ways:

- by observing the children;
- listening to their discussions;
- talking with them about their learning;
- designing assessment tasks/activities at the end of an area of learning in order to find out what children have learnt.

Evidence of feedback

Evidence of feedback will be most apparent through the progress in children's learning; both in their cognitive ability, verbal explanations and learning outcomes.

While much of the feedback will be immediate and given verbally, some written marking can be used where it is appropriate, relevant for the child, given in conjunction with a conversation, and where it will enhance learning and progress. Written feedback can include:

- Correction of errors or editing for improvement (e.g. editing writing; marking Maths questions).
- Notes or reminders from teachers (e.g. in the margin or underneath the learning).

Note: written marking from adults should not be done remotely and should always be explained verbally in some way (i.e. while marking is being carried out or explained to the child afterwards).

Child-led Assessment:

- **Self-editing or self-assessment:** Pupils will engage in a variety of self-assessment practices, identifying where they have been successful and where there are errors or misconceptions that need addressing. They may assess against success criteria and/or an answer sheet (for example, when checking their answers in Maths).
- **Peer-editing:** Peer editing forms a valuable part of the assessment for learning cycle. Peers may edit using verbal feedback, but they may also use written feedback – particularly during the writing process. A simple, effective editing code is used by children and adults in school. Children self-edit in pencil, peers use a coloured pencil and adults use a different coloured pen.

Further information and research can be found in [Appendix 3](#).

8. HOME LEARNING

The Ridgeway Home Learning package is designed to provide children with learning opportunities at home, so families can support and be engaged in their child's development. The activities are carefully selected to ensure the time learning at home is maximized and dovetails with the learning at school.

Home Learning will be issued as follows:

- **Early Years:** Daily **reading, exploring the world**
- **KS1:** Daily **reading**, weekly **Maths** focus, weekly **spellings** with **handwriting** practice, '**pre-think**' activity (fortnightly in year 1; weekly in year 2)
- **KS2:** Daily **reading**, weekly **Maths** focus, weekly **spellings** with **handwriting** practice, '**pre-think**' activity weekly

Pre-think Home Learning

'Pre-think' or 'pre-learn' involves children exploring a topic or content at home, in advance of exploring it in school (for example exploring European countries ahead of an in-depth study in school). To build on the children's acquisition of knowledge at home, teachers will:

- assess the children's knowledge and understanding through discussions in class
- ask questions and give feedback to children which can be acted upon immediately
- design learning opportunities that build on and extend this prior knowledge
- shape future learning opportunities to tap into the children's interest and new-found expertise

9. EMOTIONAL LITERACY

An enabling Emotional Environment

At Ridgeway we understand the significance of children's emotions in ensuring their success at school. Research tells us that children who feel emotionally secure are able to understand their own feelings, overcome challenges, manage their feelings and make choices that involve feelings and emotions as well as intellect and reason.

Our aim for all children is that they develop the emotional literacy skills to be:

- Socially competent
- Personally effective
- Self-assertive
- Self-reliant and confident
- Better able to put ideas into words
- Able to use and respond to reason
- Able to focus on a task
- A self-motivated learner
- Persistent in the face of frustration
- Able to control impulse and regulate moods
- Able to manage their feelings well and read and deal effectively with the feelings of others

In order for children to develop emotional well-being and a secure sense of self we ensure:

- All children feel valued and are listened to
- Children feel safe, secure and have clear boundaries
- There is time to explore and try things out
- Children explore intentions and feelings, learn to read body language and recognise feelings in themselves and in others
- Children are encouraged to be self-reflective, to develop empathy and an understanding of their own emotional states and those of others

Well-being Overview

Whilst all children are supported to develop their Relationships, Sex and Health Education (RSHE) through our Wellbeing curriculum, well-being at Ridgeway runs through everything we do. We understand that for children to learn effectively they need to feel happy, safe and secure; they need to have a positive sense of

self, successful relationships and good mental health. This is true of our staff too. We ensure that all decisions are made in the best interests of children, and that our staff spend time doing the things that really make a difference to children's learning and development. Our Wellbeing Team continually review our practices to ensure that they support these aims.

Our approach to behaviour is supportive and restorative, helping children to understand their rights and responsibilities and how to put things right when they go wrong. We never shame children and praise is always specific, without a need for extrinsic systems (stickers, charts etc.) which can be demoralising for children.

Zones of Regulation

At Ridgeway Primary School we have incorporated the 'Zones of Regulation' approach across the whole school to support children to manage their own changing and challenging emotions. The Zones of Regulation is a well-researched and established self-regulation technique, which key members of staff have received training in from our link Educational Psychologist. There are four Zones, and each has a different colour to represent them:

- The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.
- The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Children should have access to a colourful, interactive poster (in their classroom and around school) showing the four Zones, a range of emotions and lots of 'Tools' to choose from. These tools help them to regulate their responses and get back in to Green Zone, ready to learn. Some children may also complete a personalised 'Tool Box' to keep in their tray/bag with just three key strategies which they would use to return to Green Zone independently. This can also be used at home. Staff at Ridgeway will use the Zones of Regulation approach to help children (and adults) to regulate and understand their emotions on their own.

Meta-cognition and self-evaluation

At Ridgeway, staff strive to develop children's meta-cognition and self-evaluation skills. Staff help children develop specific strategies to set goals, and monitor and evaluate their own academic development, by:

- Teaching how to plan: asking children to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique).
- Teaching how to monitor: asking children to consider where the task might go wrong and to identify the key steps for keeping the task on track.
- Teaching how to evaluate: asking children to consider how they would improve their approach to the task if they completed it again.

10. ROLES, RESPONSIBILITIES & RELATIONSHIPS

At Ridgeway, relationships between all stakeholders in our community are vitally important. Positive relationships founded on mutual respect underpin our approach. Every interaction is based on caring

professional relationships and respectful acknowledgement of the feelings of others, including children and their families.

Children's learning is the responsibility of everyone in the school community and it is vital that everyone plays their part in supporting the children's development.

All stakeholders should:

- Support the school's ethos and values
- Adhere to school policies
- Fulfill their roles in supporting the development of the children in our school

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Sequence learning in a way that allows pupils to make good progress from their starting points
- Actively engage parents/carers in their child's learning through workshops, newsletters (Newline), open days/mornings, including clearly communicating home learning
- Update parents/carers on pupils' progress by:
 - Writing a weekly learning overview in Newline
 - Holding Parent Consultations (in Autumn and Spring)
 - Producing an annual written report on their child's achievements and progress (in Summer)
 - Having informal conversations (as appropriate and necessary)
- Meet the expectations set out in the school's policies

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed teaching and learning strategies
- Use effective feedback as required
- Engage in supporting inspiring lessons and learning opportunities
- Feedback observations of children to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Attend training to extend their skills and knowledge of how best to support children's learning and development.
- Meet the expectations set out in the school's policies

Subject Team Leaders

Subject Team Leaders at our school will:

- Create and share clear intentions for their subject with staff, governors and parents (as appropriate)
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Carefully consider and provide resources for staff that enhance provision of their subject
- Drive improvement in their subject, working with teachers to identify any challenges
- Sequence their subject curriculum to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic

- Know more, do more and remember more
- Make links between new knowledge and existing knowledge
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing teacher assessments
- Improve on weaknesses identified in their monitoring activities
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the school's policies

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and children to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Provide input to, and monitor the impact of, continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote collaboration at all levels
- Address underachievement and intervene promptly
- Meet the expectations set out in the school's policies

Children

Children at our school will:

- Take responsibility for their own learning, and support the learning of others
- Demonstrate a positive attitude to learning and support the same in others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Take responsibility for their targets and strive to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the school's policies

Parents and Carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the school's leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Relationships

Children

We aim to develop strong, positive relationships between pupils, within and across classes and year groups fostering a community of like-minded learners who respect and care for one another. We recognise that supportive, trusting relationships with knowledgeable adults have significant impact on children's well-being and ability to learn effectively. All adults model behaviours expected of the children, including demonstrating sensitivity, providing stimulating interactions and having respect for children's autonomy. (See the Behaviour Policy)

Parents

At Ridgeway, we understand that partnership between school and parents is paramount to children's positive development. Parents' knowledge of their child, combined with our professional expertise, leads to the most positive impact on children's learning and development. (See Home School Partnership Policy)