



'Quality First' Teaching and Learning Framework

Redhill Framework for Excellence: A Commitment to Excellence

As a school, we have created a framework for excellence, which encompasses all of the important principles that we value at Redhill and provides us with a tangible tool that we can use when exploring Teaching and Learning.

This framework has been purposefully designed to prevent restrictive/narrow thinking process when reviewing Teaching and Learning and promotes positive discussions founded upon visible realities rather than subjective responses.

Therefore, it will allow us to think about our relationships with each other and give us the opportunity to think about the philosophy of education that we want to continue to grow.



Academic Achievement

- Can students analyse their own progress/awareness of their progress?
- Have teachers planned for all pupils to make maximum progress?
- How is achievement demonstrated in the lesson?
- How has monitoring and data been used to inform the teaching?
- Are there clear opportunities for pupils to be able to achieve their potential regardless of circumstance?
- Is there a clear objective for learning?



Trust

- Are pupils showing resilience and confidence?
- Is there a safe learning environment?
- Do teachers have a good subject knowledge?
- Is there evidence of pupils willing to contribute?
- Is there trust that leadership will direct and support effectively?



Continuous Improvement

- Is progress explicit and visible in lessons, and is there evidence of learning over time (for example: retrieval practice strategies being used)?
- Are we using data and diagnostic strategies to inform teaching, planning and interventions?
- What are the gaps in our teaching that we need to address?
- Is the CPDL/T&L initiatives going to help improve outcomes for pupils?
- Are DITs relevant, clear and allow for progress?
- Are AFL strategies being used strategically to improve learning and allow pupils to make progress?
- Are there opportunities for staff to work collaboratively and share best practice?



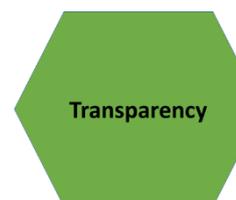
Leadership in Every Role

- Are there visible opportunities for pupils to lead their own learning?
- Is there a supporting environment for all?
- Do pupils take responsibility for their own learning inside and outside of the classroom?
- Is leadership 'modelled' and are pupils offered guidance about how to take ownership of their own learning?



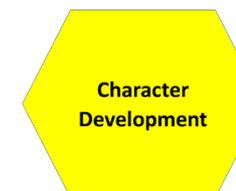
Transparency

- Is there evidence of pupils understanding how their learning fits into the bigger picture?
- How does the lesson/activity move pupils forward?
- Are all pupils engaged and clear on expectations?
- Is there a clear culture of being able to 'take risks' in learning?
- Is the purpose of the learning journey/activities being made clear/explicit?
- Are parents/guardians involved in the learning journey?



Character Development

- Is there intrinsic motivation?
- Is there challenge to build resilience?
- Where possible and relevant, do pupils know about the wider world and key issues therein?
- Are pupils encouraged to be well-rounded individuals by teaching interpersonal and metacognitive skills?
- Are pupils encouraged to be creative, to make choices and to problem-solve?



	What does 'Quality First Teaching and Learning' look like? <i>Examples of IMPACT:</i>
 <p>Academic Achievement</p>	<p>There will be high levels of engagement and pupils will be participating in all activities; pupils will be motivated and in some instances pupils will be able to lead their own learning.</p> <p>Pupil books will show improvement over time. Learning within the lesson will embed previous knowledge and there will be opportunities for pupils to activate prior knowledge. Focused/targeted questioning within the lesson will show learning and will promote a deeper thinking culture.</p> <p>Pupils will be able to articulate their own progress and it will be clear that they understand specifically what they have to do in order to improve; lesson activities and feedback will also indicate that data has been used to aid this with pupils.</p> <p>Learning will be visible during the lesson and it will be evident that sustained progress has been made over time.</p>
 <p>Trust</p>	<p>High expectations are demonstrated throughout the lesson, inspiring the pupils to learn.</p> <p>Positive relationships are evident and the environment created is conducive to learning.</p> <p>Pupils are safe. They understand how to stay safe in the classroom and prior to any hazardous activities, all hazards, risks and controls are discussed.</p> <p>Good subject knowledge is exhibited throughout the lesson and credibility and mutual respect is shown.</p> <p>Pupils are willing to make contributions and (at times) develop their own lines of enquiry by asking the questions; they will also be willing to ask for support and embrace challenge.</p>
 <p>Continuous Improvement</p>	<p>Work will show a record of marking, feedback and DIT activities, which is strategic and allows pupils to move forward in their learning. DIT activities will be relevant, purposeful and will be designed to ensure that pupils are able to make progress.</p> <p>There are explicit opportunities for pupils to activate prior knowledge, to recall prior information and to ensure that any misconceptions/gaps in knowledge are swiftly rectified.</p> <p>Where appropriate, pupils will be taught knowledge as well as skill; metacognitive strategies may also be used to ensure pupils are able to understand their own learning and thought processes. There will be timely intervention strategies taking place if and where necessary, which match the needs of pupils and will allow the pupils to move forward in their learning.</p> <p>Questioning is used effectively to gauge understanding (AFL), to provoke thought and discussion, to deepen thinking etc.; in some instance pupils will lead their own discussions and will be the ones posing questions and building/developing discussion.</p> <p>The T&L strategies used will be in-line with the SIP/DIP priorities and will show an awareness of key groups and key initiatives that are a focus to improve overall outcomes.</p> <p>Pace of the lessons are swift; they are challenging, yet supportive and no learning time is wasted.</p>
 <p>Leadership in Every Role</p>	<p>There will be a mixture of teacher-led activities, as well as pupil-led activities.</p> <p>The use of Oracy will be evident – pupils will be given opportunities to learn through talk (and the skills to learn to talk in some instances) in order to move their learning forward.</p> <p>Leadership skills will be made explicit where possible; modelling of leadership skills will be visible.</p> <p>Precise knowledge of pupils will be used, in order to give pupils 'roles' that will challenge and/or support them in their learning.</p> <p>Extended Learning activities will be relevant and challenging, and will ensure that they activate, embed and/or consolidate learning.</p> <p>Leaders of Learning will demonstrate a passion for the subject, engaging pupils and deepen thinking.</p>
 <p>Transparency</p>	<p>Pupils will be able to articulate 'what they are doing' and most importantly 'why they are doing it.' They will also be able to explain where they are currently at in the learning journey and what they need to do in order to improve.</p> <p>High expectations are demonstrated throughout the lesson, creating an atmosphere of inspiration and respect.</p> <p>Leaders of Learning will carefully listen to responses, checking understanding and intervening if and when necessary, doing so with significant impact. Pupils will be encouraged to listen carefully and respond thoughtfully and respectfully to each other.</p> <p>Planning and delivery is thorough, taking in to consideration all of the pupils within the classroom and considering the impact of each activity on their learning. Prior learning is considered and assessed during lessons.</p> <p>There will be regular opportunities for Parents/Guardians to discuss pupil progress – monitoring reports, parental consultation evenings, email/phone contact with home, assessments being sent home etc.</p> <p>Pupils will understand that failure is part of the learning process. They will show the determination to succeed and will use DIT time to effectively focus on areas of improvement.</p>
 <p>Character Development</p>	<p>The Leaders of Learning will ensure that pupils gain knowledge of the wider world and key issues that go beyond the classroom and the subject.</p> <p>Metacognitive skills will be taught alongside cognition to ensure that pupils are able to make sense of their thought processes, and are able to understand the most effective ways for them to move their learning forward.</p> <p>Pupils will show resilience, confidence and independence within their learning, but also in the wider-school community.</p> <p>Pupils will be given creative opportunities; they will be given the ability to be able to make choices and to problem-solve.</p>