



**RATTON POLICY**

# Teaching and Learning Policy

**Approved: April 2026**

---

**Approved by: Headteacher**

---

**Review due: April 2027**

---

**Lead author: Deputy Headteacher**

## **OUR VISION**

A community of primary and secondary academies that are the first choice for students and families in Sussex, with an outstanding reputation for high aspiration and high achievement.

*Achieving success together*

---

---

# Contents

1. Introduction .....	2
2. Ratton School Classroom Practice .....	3
3. Ratton School Classroom High Expectations .....	4
4. Teaching / Implementation.....	8
5. Homework.....	10
6. Performance Development .....	11
7. StepLab .....	12
8. WalkThrus.....	12
9. Selected Bibliography .....	14

# 1. Introduction



“Excellence in the classroom is the foundation of everything we do at Ratton. It’s where curiosity is sparked, confidence is built, and futures are shaped. We believe that outstanding teaching and learning are not just goals, they are our daily commitment. Through our six Ratton School virtues—Compassion, Respect, Creativity, Teamwork, Effort, and Responsibility—we create an environment where every student is inspired to achieve their very best and grow into thoughtful, capable individuals.”

Gavin Peevers -Headteacher

Barak Rosenshine, a prominent educational researcher, developed a set of evidence-based principles of instruction that have greatly influenced modern teaching practices. Grounded in cognitive science and extensive classroom research, Rosenshine’s Ten Principles of Instruction provide a structured, practical framework for effective teaching. These principles emphasize key aspects such as explicit instruction, scaffolded learning, and frequent checks for understanding—all designed to support students in gradually mastering new content.

In the context of these principles, Shaun Allison and Andy Tharby’s "Making Every Lesson Count" offers complementary insights into how teachers can create high-impact lessons. This book distils key elements of effective teaching into six core principles: challenge, explanation, modelling, practice, feedback, and questioning. These principles align closely with Rosenshine’s research, emphasizing that high-quality instruction involves breaking learning into manageable steps, guiding students through modeling and explanation, and using practice and feedback to ensure mastery.

Together, Rosenshine’s principles and Allison’s practical advice from "Making Every Lesson Count" highlight the importance of deliberate practice and formative assessment. They underscore the value of revisiting prior learning to build stronger cognitive connections and of continually checking student understanding to prevent gaps in knowledge.

The combined impact of Rosenshine’s and Allison’s frameworks on teaching and learning is profound. Teachers who apply these principles are better equipped to create lessons that are engaging, rigorous, and supportive of student success. By focusing on clarity of instruction, careful scaffolding, and ongoing assessment, educators can help students build deep, transferable knowledge. These insights serve as essential tools for teachers who aim to make every lesson count, ensuring that students not only learn effectively in the moment but also retain and apply knowledge over the long term.

At Ratton School we used these key principles to develop our Ratton School Classroom Practice incorporating additional elements to help all students achievement. These include Oracy, Adaptive Teaching and Technology.



# 2. Ratton School Classroom Practice

Ratton School provides a school curriculum planned to be as comprehensive as the National Curriculum, but also a curriculum that is ambitious, relevant and exciting to all our students. Our curriculum has been thoughtfully sequenced to enable all students, including the most disadvantaged, to make significant academic progress. Our curriculum is designed to support students to develop knowledge that will empower them to access the next stage of their education and successfully move into the world of work and to teach them the virtues that they will need to make good choices as citizens in a democratic society.

Lessons at Ratton school are planned and sequenced underpinned by an expertise in learning. We aim to work with students, parents/ carers to develop a shared understanding of how young people learn and this is reflected in sequences of lessons with a focus on lesson delivery.

We ensure that all teaching and support staff have access to the highest quality training programmes to provide the most innovative and cutting-edge learning opportunities for every student.

Our teaching approach is based around our four strands of teaching. It forms the basis for all our CPD and has been developed from Rosenshine’s Principles of Instruction and Allison’s Six Pedagogical Principles.

Delivery	Questioning	Reviewing	Practice
<b>Establish classroom routines</b>	<b>Effective questioning</b>	<b>Identify &amp; respond to student error</b>	<b>Manage student behaviour</b>
Lesson Management PP First Seating Plans	Core Questioning Techniques Deeper Questioning Techniques	Assessment	Planning For Good Behaviour Positive Correction Relationships and Mindsets
<b>Deliver carefully planned lessons</b>	<b>Class discussion</b>	<b>Feedback</b>	<b>Ensure students practise independently</b>
Seed Design Concepts Detailed Planning Choice and Creativity Making it Real Student-Directed Activities Technology	Class discussion Group work	Assessment Issues Feedback TickTime Purple Marking	Guided to Independent Practice Reading & Fluency Homework
<b>Adaptive Teaching</b>	<b>Oracy</b>	<b>Retrieval</b>	<b>Explanation, Modelling &amp; Challenge</b>
Support & Challenge Student Support Plan (SSP)	Oracy	Retrieval Practice	Challenge, Inclusion & Diversity Giving Explanations and Modelling Reading & Writing Standards, Expectations & Scaffolding Types of Explanations



### 3. Ratton School Classroom High Expectations

To support with quality assurance we have developed our High Expectations which work alongside our Ratton School Classroom Practice document helping staff identify areas for development and what it will look like embedded. This includes our expectations around behaviours and attitudes, adaptive teaching, literacy (oracy) and feedback.

To support implementation Ratton WalkThru's are available ensuring consistency across all lessons.

Start of Lesson Walk Through			
Word & Spelling	History	Mathematics	Science
<p>Small team/individual who take on this role in the class, asking them to give their feedback on the day.</p> <p>Get well to settle in, respond to questions in lessons and be on hand.</p>	<p>Review the previous lesson's learning objectives and ensure they are clear and understood.</p> <p>Check the progress of the lesson and respond to any questions.</p>	<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>	<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>

End of Lesson Walk Through				
Equipment	Classroom	Behaviour	Learning	Feedback
<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>	<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>	<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>	<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>	<p>Check the progress of the lesson and respond to any questions.</p> <p>Check the progress of the lesson and respond to any questions.</p>

#### Behaviour and Attitudes

Area to Develop	Embedded	TAG
<p>The Start and end routines walk throughs are not followed</p> <p>Slow to start and engage in tasks</p> <p>A few students are not ready for learning (bags on table/uniform/planner/equipment not on desk)</p> <p>Not all students are focused.</p> <p>3 Rs (Reminder, Reprimand, Relocation) not used consistently</p>	<p>Students start tasks quickly.</p> <p>Students concentrate and participate in their learning</p> <p>Do now/engagement activity is undertaken quickly and creates an opportunity for reflection/potential learning.</p> <p>Students ask questions and are creative.</p> <p>Positive relationships are used to engage students in their learning.</p> <p>Students follow instructions, and any inappropriate behaviour is challenged swiftly and appropriately by the teacher.</p> <p>The school behaviour policy and relevant strategies are consistently and appropriately applied to create a positive atmosphere for learning</p>	<p>Do now/engagement activities promptly provide opportunities to consider previous learning and potential learning within current lesson in an engaging format.</p> <p>Students concentrate well and persevere with their learning.</p> <p>They are eager to contribute, are not afraid of being wrong and are prepared to take risks in their learning.</p> <p>Students' attitudes towards their learning are incredibly positive and no student behaviour is allowed to disrupt the learning of others.</p> <p>Positive relationships are utilised effectively to create an environment where students develop</p> <p>The school's behaviour policy and relevant strategies are consistently and appropriately applied to create a positive atmosphere for learning</p>

## Adaptive Teaching

Area to Develop	Embedded	TAG
<p>Seating plans not evident on Edulink or if there is one it does not cater for the needs of the pupils.</p> <p>Individual plans have not been read or strategies implemented.</p> <p>Presentations are not clear and concise and have too much information on the slide.</p> <p>Still using different objectives for different abilities.</p> <p>Not using retrieval practices to see where individual needs are.</p> <p>Success criteria/scaffolding/prompts and modelling not utilized effectively to support learning.</p> <p>Lack of focus of key individuals as there is either a lack of support to help them reach the challenging objective or there is not enough challenge.</p> <p>Not using PP FIRST.</p> <p>TAs are not effectively utilised.</p>	<p>Staff are aware of the needs of the students and implement the suggested strategies they have been given.</p> <p>Student accessibility is considered (e.g. seating plan considerations, proximity to speaker, visibility of whiteboard, resources to support specific needs etc).</p> <p>One Challenging Learning objective for all.</p> <p>Presentations considered with supportive Fonts and slides that are clear and concise and not overloaded with information.</p> <p>Sufficient time is provided for students to demonstrate their understanding through retrieval practise. (E.g. AFL/Meta-cognition strategies such as use of mini whiteboards, low stake testing, exit tickets etc).</p> <p>Scaffolding/modelling/prompts/success criteria are provided to support understanding on content covered and enable students to access task effectively and develop independence.</p> <p>Students are all focused and completing the tasks to the best of their ability.</p> <p>Evidence of PP first being used</p> <p>Effective use of the TA</p>	<p>Students thrive within the learning environment, working independently and accessing their learning extremely well due to the effective T&amp;L strategies used. They are provided with relevant and considered challenge and/or support that enables students to further development.</p> <p>Teacher facilitates independent practice including working in pairs/groups to secure a high rate of success, helping to develop fluency and confidence.</p> <p>Students arrive at their own success criteria and take ownership of their own success.</p> <p>Retrieval practise engages students well developing their metacognition and enabling them to clearly show their depth of understanding.</p> <p>TAs are fully prepared by the teacher to support learning (They supplement not replace teacher support).</p>

## Literacy (Oracy 2025-6)

Area to Develop	Embedded	TAG
<p>There are limited opportunities for students to develop their oracy skills.</p> <p>Hands up is relied on too heavily going to the same students.</p>	<p>Students are provided with the opportunity to develop their oracy skills e.g. use of group debates; Think-Pair-Share; talking stems; open ended questioning/probing/wait-time/re-phrasing.</p>	<p>Students show a willingness and confidence to engage independently and/or with their peers to further their learning.</p> <p>They are eager to contribute.</p>

<p>Students not engaging with questioning-Allowing the Don't know answer.</p> <p>Limited use of pair/group work to facilitate discussion and independence.</p> <p>Closed questions used which do not probe student understanding.</p> <p>Limited opportunities to develop student reading through the use of modelling, Before, During and After reading strategy, peer to peer reading etc.</p> <p>When written opportunities are evident, there is limited support for students who need it such as writing frames, sentence starters.</p> <p>Marking codes not used on key pieces of written work.</p>	<p>Students work in pairs or groups to develop oracy skills where appropriate.</p> <p>Expecting all to answer by using strategies to tackle the "I don't know answer".</p> <p>The effective use of cold calling when questioning.</p> <p>Using open ended questions/ Socratic questions to develop students' answers. Students use full sentences and key subject Vocabulary when answering.</p> <p>Reading opportunities provided within the lesson (e.g. modelling fluent reading aloud, peer-to-peer reading, robust vocabulary instruction and questioning prior, throughout and after reading, chunked and formatted texts, providing symbols).</p> <p>Developing writing opportunities as appropriate within the lesson (e.g. use of writing frames, model essays, sentence starters, time for extended writing, T self and peer-assessment).</p> <p>Marking codes are used when given written feedback</p>	<p>They are not afraid of being wrong and are prepared to take risks in their learning.</p> <p>Students respond positively to cold calling and provide confident responses.</p> <p>Students ask rich questions to further develop understanding.</p> <p>Teacher and students use questioning to develop the depth of understanding of topics taught making effective links with prior learning.</p> <p>Socratic questioning is used effectively enabling students to demonstrate their understanding</p>
---	---	--

## Feedback

Area to Develop	Embedded	TAG
<p>Feedback is limited within the lesson where potentially this strategy could have supported student understanding.</p> <p>Purple marking/purple feedback form not used after key assessments or piece of work.</p> <p>There is limited evidence of Tick time-green pen within students work either self or peer assessment/feedback.</p> <p>A lack of Success criteria used to support feedback.</p> <p>Students provide limited responses while acting upon</p>	<p>Feedback during the lesson is varied (e.g. teacher to student, student to teacher, student to student)</p> <p>Feedback provides opportunities for all students to achieve and provides class teacher with clarity regarding student understanding.</p> <p>Written feedback is in line with school and department policy.</p> <p>Staff complete marking in purple and student improvements in green pen.</p> <p>Purple feedback forms/stickers are used for key pieces of work.</p>	<p>Feedback is utilised effectively within the lesson and promotes opportunities for independence and a greater depth of understanding.</p> <p>Whole class feedback considers the strengths and areas to develop within the class effectively, providing a strong structure that facilitates student engagement and their learning.</p> <p>Student responses to teacher feedback during Tick time opportunities, provides evidence of a considered approach by students with an intention to improve/develop their response/learning.</p>

<p>teacher written feedback during DIT opportunities.</p> <p>Students are not aware of how to improve.</p>	<p>Success Criteria/rubrics are used to support feedback</p> <p>Verbal feedback from the Teacher to the whole class is utilised effectively.</p> <p>There is evidence that students act upon feedback via Tick Time opportunities and/or verbal responses.</p> <p>Students are aware of how to improve and can articulate this.</p>	<p>Students are always independently trying to improve based on feedback</p>
--	---	--

## 4. Teaching / Implementation



Effective teaching leads to students acquiring, retaining and applying curriculum knowledge in the classroom and beyond.

Learning happens when students connect new knowledge to what they already know. To achieve this, teaching must involve:

Ratton School Classroom Practice – Planning for Teaching & Learning.

### Delivery

- Establish classroom routines
- Deliver carefully planned lessons
- Adaptive teaching

### Questioning

- Effective questioning
- Class Discussion
- Oracy

### Reviewing

- Identify respond to student error
- Feedback
- Retrieval

### Practice

- Manage student behaviours
- Ensure students practise independently
- Explanation, modelling & challenge

### How do we achieve this?

#### Delivery

**Establish classroom routines** through lesson management, PP First and seating plans.

**Deliver carefully planned lessons** through lesson broad design concepts, detailed planning, choice and creativity, making it real, student-directed activities and technology

**Adaptive Teaching** through support and challenge and student support plan's (SSP's)

#### Questioning

**Effective questioning** through core questioning techniques and deeper questioning techniques.

**Class discussion** through class discussion and group work.

**Oracy** through use of questioning to generate thought, paired talk and ensure participation.

## Reviewing

**Identify & respond to student error** through assessment.

**Feedback** through assessment issues, feedback, TICKtime and purple marking(including live marking)

**Retrieval** through retrieval practice.

## Practice

**Manage student behaviour** through planning for good behaviour, positive correction and relationships and mindsets.

**Ensure students practise independently** through guided to independent practice, reading & fluency and homework.

**Explanation, Modelling & Challenge** through challenge, inclusion & diversity, giving explanations and modelling, reading & writing, standards, expectations & scaffolding and types of explanations.

The school use's Steplab and WalkThru's as a vehicle to train and support staff along with trained instructional coaches. Detailed training and support for our four strands is available to all.

## Monitoring & Evaluation

- Internal and external reviews that involve a combination of lesson observations, drop ins, student voice, data analysis and work sampling.
- Appraisal targets (Performance Development) and actions that are aligned to effective teaching practice.
- CPD that is consistent and have an unrelenting focus on subject knowledge and pedagogy development.
- Regular Curriculum Leader and departmental Quality of Education meetings
- Lesson drop ins by all teaching staff.
- Regular data capture and whole school analysis.

## 5.Homework



The Education Endowment Foundation (EEF) emphasizes the importance of homework, particularly at the secondary school level, where it can lead to significant learning gains. On average, homework has the potential to increase progress by five months when used effectively. The impact is stronger in secondary schools, with tasks like focused revision or collaborative projects yielding the best results.

To maximize the benefits of homework, it should be closely linked to classroom learning and come with clear objectives, such as reinforcing specific knowledge or skills. Studies show that quality is more important than quantity, and homework that integrates high-quality feedback tends to be more effective. Additionally, homework clubs and strategies that address challenges—such as lack of access to quiet spaces or technology—are essential to ensure that disadvantaged students can benefit fully.

Homework at Ratton School refers to tasks given to students by their teachers to be completed outside of their usual lessons.

Homework activities vary significantly, particularly between younger and older students so to support parents and carers all homework is available on Microsoft Teams for students to see and Edulink for parents to access.

To support our students with homework we run homework clubs at break-times and after-school in our IT rooms and our Learning Resource Centre (library) which includes a dedicated room for our SEND students run by the Learning Supporting.

We expect all students to complete their homework. Students who miss deadlines will be allocated Directed Study Time (DST). DST is run by Maths, English and Science teachers to ensure all students complete their homework. If the DST is missed students will move across to our Behaviour Management Policy and be given a 1 hour school detention.

Students who regularly miss homework deadlines will be provided with compulsory homework club (4 o'clock club).

## 6. Performance Development



In the book *Putting Staff First* by Jonny Uttley and John Tomsett, performance development is a key aspect of supporting school staff effectively. The authors argue that schools should prioritise staff well-being and professional growth because this ultimately leads to better student outcomes.

The performance development approach in the book emphasizes creating a supportive environment where continuous professional improvement is expected and facilitated. We have adapted this to involve the following key strategies:

1. **Deliberate Practice/Instructional Coaching:** Teachers and staff engage in a structured deliberate practice where they identify specific areas of their practice they wish to improve working with colleagues using instructional coaching and focus on the learning gained from the process itself rather than solely on results.
2. **Time and Space for Growth:** The authors stress the importance of allocating regular, dedicated time for professional development. This is integrated into the school's structure to ensure that teacher learning happens within working hours, rather than being an afterthought.
3. **Evidence-Informed Learning:** Performance development is rooted in research, with a focus on evidence-based practices that have been shown to improve teaching and learning. Teachers are encouraged to analyse their current practices and seek out methods that have a high likelihood of success based on data.
4. **Leadership Support:** School leaders play a crucial role in fostering a culture of development. They must prioritise staff learning and lead by example, committing to their own growth as educators. The book argues that this focus on leadership expertise in teaching and learning strengthens staff development.

By putting these systems in place, the authors suggest that schools can create a motivated, expert teaching team, leading to improved student success

## 7.StepLab

(<https://steplab.co>)



StepLab is designed to provide great professional development and coaching for teachers. StepLab's 'little, often and ongoing' model puts minimal demands on busy teachers' time, so they can develop and thrive in their role - and schools can see tangible, sustainable improvement. It is used for drop ins, coaching and to boast our professional development culture.

## 8.WalkThrus

(<https://walkthrus.co.uk>)



At the heart of WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.

We use these in conjunction with StepLab to deliver our CPD programme.

### **BUILD KNOWLEDGE**

Supporting teachers to build knowledge of teaching practices, step by step.

### **MOTIVATE STAFF**

Our techniques come from credible sources and our coaching processes support setting goals based around key action steps.

### **DEVELOP TEACHING TECHNIQUES**

Each WalkThru can be modelled, practised, rehearsed and feedback can focus on the specifics of the steps.

### **EMBED PRACTICE**

The steps prompt teachers to sustain their practice over time, developing more effective habits that lock in the learning gains for students.



## 9. Selected Bibliography

Putting Staff First, John Tomsett and Jonny Uttley

Why students don't like School? Daniel T. Willingham

Understanding How We Learn – A Visual Guide, Yana Weinstein and Megan Sumeracki

Rosenshine's Principles in Action, Tom Sherrington

Making Every Lesson Count: Six principles to support great teaching and learning, Shaun Alison and Andy Tharby

Teach Like a Champion: Doug Lemov

Why Students Don't Like School: Daniel T Willingham