

TEACHING AND LEARNING
Last Reviewed/Updated: 15.10.2016
Next Review/Update: 15.10.2017

All teachers must liaise with the Co-Principal/Vice Principal in all matters contained with this policy as a matter of course.

1. Aim

At Regent College our core business is to provide excellent teaching to ensure the best outcomes for our students. We are a non-selective, non-religious and non-political educational institution. Further, we ensure that partisan political views are not promoted and ensure, when required, students understand a balanced view of religious and political ideas and dogmas. The college has a unique position in the Harrow area in providing flexible and personalised approach to individual learners. All full time students are interviewed by the Co-Principal/Vice Principal prior to being offered a place at Regent College. At these interviews a comprehensive academic history is taken followed by impartial advice to the parents and students. Also, an agreed academic pathway is discussed. Also before admission, students must provide the college with evidence of prior learning, examination results/marks/certificates as well as references from previous educational institutions attended. In addition, any medical, AEN or exam concessions are recorded in the student's files. Peculiar to Regent College is our class sizes. Both teachers and students have the privilege of small class numbers with the maximum of 12 students in a class. The most popular subjects (in respect of student numbers) at Regent College are Mathematics, Biology, Chemistry and Physics. Comprehensive details of the subjects and courses run by Regent College can be found on the college website.

Typically our students fall into five main categories:

- A. A-level Intensive – these students have completed their A-levels but may have not achieved the offer grades required to gain a place at university. These students enrol for 1 year with the college with the ambition of improving their grades and reapplying for university. Most students will be re-sitting some AS units to improve their overall grade.
- B. AS students – these students did not successfully make the transition from GCSE to AS studies and achieved poor grades in their first attempt. These students often make a 'fresh start' at Regent College by starting AS courses again or realise that they had chosen the wrong subjects and begin a new or modified selection of A level subjects. These students would be with Regent College for to 2 years. The expectation of these students is to successfully complete their A levels and secure a place at University.

- C. GCSE Intensive – These students are post-16 and have left their home school at the end of Yr 11 without securing 5 GCSE's (including English and Maths) A* - C. These students, in the past, may have had attendance or health issues, been involved with low level disruption, a poor attitude to learning, not successfully completed controlled assessments or having been generally lacking in motivation to learn. Students may also be placed with Regent College by Local Education authorities for specific reasons
- D. Compulsory school age students – these students come to Regent College from a wider range of reasons. Many parents do not want their child to attend local state schools, some students come from abroad with EAL, students' are placed by Local Educational authorities for specific reasons.
- E. AS/A2 Students whose parents have elected to send their children to an Independent educational institution as a matter of personal choice.

2. *Prior to Teaching & Learning*

Curriculum design and development

It is a prerequisite that all teachers will be subject experts in their curriculum area. Teachers are expected to maintain an excellent knowledge of subject content as well as any changes or development to curriculum content.

In addition, teachers are expected to have expert knowledge on the specifications of a range of exam boards in their subject areas including the range of resources and advice (including examination reports) of each exam board. This includes all necessary administration to ensure the courses we offer are conducted in an efficient manner. Particular emphasis is placed on coursework, controlled assessments and relevant assessment processes that contribute to students final grades.

Teachers should also keep in mind/be aware of extra-curricular events or activities in their specialist areas to enrich and enhance the educational experience of students while at Regent College (trips, lectures, tours, visiting speakers etc)

It is expected that time is utilised during the summer examinations season and the time after the exams until the end of the academic year for the preparation of curriculum delivery in the next academic year. This will include:

A traditional 'one pager' subject curriculum and assessment synopsis which is available for both marketing and management purposes.

Teachers are expected to produce a detailed programme of study that outlines the delivery of subject specification in accordance with the published academic calendar. This will take into account the assessment and reporting dates as well as the inclusion of coursework and controlled assessments. In respect of student assessment, teachers must prepare in a timely manner all papers required for progress tests and mock examinations. These should be kept in a secure location and made available for

management, lesson observation, annual appraisals and inspection purposes. Teachers must also plan sufficiently for cover work in a timely manner over the academic year in case of staff absence (it is the responsibility of all teachers to provide this work as well as to make any lost curriculum time in arrangement with the Co-Principal). Teachers must also maintain a current recommended text book, recommended reading book, periodicals and publications that are relevant to the teaching and learning in their curriculum.

Teachers are expected to provide students with a copy of the programme of study/scheme of work at the beginning of the academic year and this should be included in their files

Collectively all teachers must increase the use of ICT in the teaching and learning process. This will form part of the teaching and learning improvement plan,

We make special reference to teachers regarding the significant changes to A-level subjects, curriculum, specification, content, assessment and resources to be taught from September 2015. It is expected that in conjunction with all teachers, together with the Head teacher and College principle that planning will continue throughout the academic year 2014-2015.

3. The Educational Environment

It is well documented that students are more receptive, concentrate more and show a higher interest and hence achievements in a stimulating educational environment. Therefore each teacher will take responsibility for ensuring their classrooms and other teaching areas reflect the subject area (in the case where teachers share a room it will become a shared responsibility). Displays are open to the creativity of teachers (and students) and may include subject specific posters, careers, learning etc. The use of student's own work, exemplar materials, marked work (essays, coursework, art, diagrams, and concept maps) etc. Each subject area also has designated display boards outside in the corridors and stair cases, this is of the collective responsibility of teachers who teach same, similar or faculty based subjects. Teachers are expected to ensure that classrooms and other teaching areas are kept clean and tidy.

4. Student's Prior learning

An important question that an inspectorate will ask teachers is 'how well do you know your students?' For teachers at Regent College this is a question that should be well-answered. Given the small class sizes, teachers at Regent College have a unique opportunity to provide personalised learning to our students'.

Prior to enrolling at Regent College, student and parents have a lengthy and comprehensive meeting and discussion to establish: educational background, barriers to learning (including academic, social and medical issues), prior attainment as well as aspirations and expectations for a future academic pathway. Evidence for prior attainment must be provided. Therefore teachers, in conjunction with the Head teacher, should produce a 'back story' for each student they will be teaching to understand their

strengths, needs and weaknesses including any additional education factors that might limit or hinder their progress (including EAL, dyslexia, etc) as well as exam concessions.

5. Assessment and Reporting

Regent College annually publishes its assessment and reporting cycle within the academic calendar. In relation curriculum planning, teachers must include this cycle within their programme of study. The college also publishes dates of when reports will be sent to parents. In order for reports to be quality controlled, teachers must make every effort to upload reports to SIMS profiles or the network as relevant by the deadline published. All teachers are expected to attend four parents' evenings a year.

Teachers are expected to maintain accurate, timely and comprehensive assessment data for all their students which as a minimum must be entered on SIMS. It is acknowledged that many teachers maintain meticulous data in their teacher organisers and planners. It is also acknowledged that many teachers conduct regular tests on their students outside the assessment cycle.

However, it is important that all teachers meet with the Head teacher in a timely manner after each formal progress test to give an update on progress made and these marks are uploaded into SIMS.

6. Behaviour for learning

Regent College has very high expectations of student behaviour; details are contained within the Behaviour Policy, the student handbook as well as being discussed by the Head teacher at student induction assemblies. Students are required to sign a Home-College Agreement in respect of attendance, punctuality and behaviour. Students are also required to sign an ICT User Agreement. All teachers are expected to maintain high standards of behaviour in lessons and in the corridors and stairwells. Any infringement of the behaviour policy should be referred immediately to the Head teacher.

7. Homework

Homework and independent learning is an important component of academic achievement. All teachers are expected to give students sufficient homework to support learning, enforce specification requirements and secure knowledge and understanding. Homework should be given on a regular basis with appropriate guidance for successful completion. All independent learning tasks given to students must be given a deadline for submission, marked in a timely manner and feedback given to students (oral or written). Students are required to file all tasks in an orderly manner and be available for management and inspection scrutiny. Teachers are required to keep detailed records of homework marks on SIMS which should be used for reports, parent evenings and academic conversations with the Head teacher.

8. Examination Entries, Moderation and UCAS

Teachers are expected to work on collaboration with the Examination Officer and individual students to ensure the efficient administration of student entries for

examination purposes including written papers, coursework and controlled assessments. Exam entries must be accurately made prior to the deadline which will be published by the college. It is the teacher's responsibility that all students (internal or external) that they teach are entered for the correct exam together with the appropriate unit code. Teachers must ensure that all coursework and controlled assessments are marked accurately according to the examination board's mark scheme, appropriately annotated and moderated with assistance from other teachers or Head teacher. Mark adjustments by the exam board could potentially lead to a competence procedure. Teachers must ensure that coursework and controlled assessment samples are passed to the examinations or administration staff with all the required forms and marked in a clear and efficient manner.

At the beginning of the academic year, A2 students will be allocated a UCAS tutor to assist students through the University applications process. UCAS tutors working together with the Co-Principal/Vice Principal and Senior Academic Administrator are expected to meet their groups on a weekly basis to guide students on personal statements, university and courses, collate subject references and write a full reference. UCAS tutors are expected to utilise the online tracker system to ensure the smooth and efficient administration of student applications. UCAS tutors must ensure that students' personal statements, subject references and overall reference meet the deadlines set by the college and UCAS.

9. Parental Communication

Regent College has a duty to ensure regular and effective communication with parents, carers and other organisations who pay fees for the educational services that we provide. Teachers are expected to write full and meaningful reports in accordance with the published reporting cycle and attend parents evening twice a year. In addition, teachers are expected to make themselves available in a timely manner to update the Head teacher or meet with parents on an ad-hoc basis to discuss relevant academic or personal issues.

10. Lessons

Lessons at Regent College are 45min in duration. According to the time-table construction they may double in length. The culture of teaching and learning at Regent College is that it should be a dynamic process with teachers leading all their students who are actively involved with learning – not 'passive and spoon-fed.' Lessons will be suitably paced. Teachers are expected to demonstrate a wide portfolio of teaching styles with sufficient challenging tasks to maintain student's interest and motivation. Teaching at Regent College also places a significant emphasis on examination skills and techniques using past papers, appropriate text books and other resources.

Lessons will be observed at least twice a year in accordance with the academic and staff appraisal cycles. Lesson observations will normally take place in between the end of September and October half-term for the former and sometime before the end of June. Also, under the direction of the Co-Principal/Vice Principal, teachers will be required to observe each other's lessons. In addition, on occasion the Co-Principal/Vice Principal

will undertake 'learning walks' and spend some time in all lessons that are occurring at a specific time.

The college respects the qualifications, experience and skills of all its teachers and whilst it encourages teachers to have the freedom of teaching styles and pedagogy, the expectation of each lesson (observed or not) is that:

- a. The learning outcome or lesson objectives are clearly understood by the students (and should be included in the student's notes and files).
- b. The students should be provided with sufficient notes, handouts and other resources that help to meet the learning outcomes of the lesson. Other than for cover lessons, the use of appropriate assessment, exercises or as a specific teaching resource the use of textbooks does not constitute active teaching or learning.
- c. All students should be seen to be actively involved in the lesson and make progress in the lesson. Students should feel confident to ask questions without feeling intimidated or belittled by either the teacher or other students.
- d. Teachers should use a range of challenging questions that; demonstrate prior learning, current learning, uncover misunderstandings & misconceptions, stimulate students' interests in the topic and subject under discussion.
- e. ICT should be utilised wherever possible.
- f. Teachers are expected to be vigilant in ensuring that students notes and files are well organised and inspected in a timely manner
- g. Individual students' learning needs are incorporated into the lesson and assist in lesson planning.
- h. The learning environment should be organised and stimulating as described as above
- i. The teacher demonstrates strong classroom presence and management.
- j. Board work must be clear, legible and appropriate.
- k. Students should enjoy their learning.
- l. Students should know their current grades or levels in each subject, topic, unit, and coursework's or controlled assessments where applicable.

The College Day and Teaching Groups

The college day for all students starts with registration when they arrive in college. The Senior School Students attend registration time with a dedicated form tutor at **8.45am**. House tutors are available at this time for students attached to each house. Lessons begin at **9.00am** and finish for the Senior School at **3.30pm**

In the Senior School we have very small numbers of students. In 2015-16 we had 5 students in Yr. 10 and 2 students in Yr.11. They are taught as a mixed ability group. The small class sizes contribute to increasing a students' achievement. There are seven lessons, all of 45min, during the normal school day the timings of which are;

09:00-09:45	Period 1
09:45-10:30	Period 2
10:30-11:00	Morning Break
11:00-11:45	Period 3
11:45-12:30	Period 4
12:30-13:15	Lunch Break
13:15-14:00	Period 5
14:00-14:45	Period 6
14:45-15:30	Period &

Curriculum 2016-17

It has been decided that in order to ensure that all students of compulsory school age have a broad curriculum that encompasses linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative areas of learning that the following curriculum will be offered:

Subject	Periods
Art	3
Biology	3

English	5
Chemistry	3
Computing	4
Maths	4
PHSE (including Form time, CIAG, Citizenship, WRL, assemblies, SRE, Activity days and Trips)	2
Physics	3
Physical Education	3
History	3

With the exception of PHSE and Physical Education all subjects led to GCSE examinations

The sixth form

Years 12 and 13: The College offers an expanding post-16 provision providing a broad range of up to eighteen A-level subjects. Every effort will be made to offer subjects in which students demonstrate demand.

All Sixth form students are expected to attend the college weekly assembly and one house periods a week and College activity days as part of our PHSE programme.

In addition, from September until January all A2 students who wish to apply to University are allocated a UCAS tutor and must attend the weekly UCAS meetings held each Wednesday at morning break.

All sixth form students are encouraged to participate in the EPQ programme during their A-Level studies