

# Conisborough College Teaching and Learning Charter



**Conisborough**  
College

**Vision** - At Conisborough College we pride ourselves on making learning meaningful and memorable. The College is a learning community where everyone is encouraged to develop their learning potential. Our school is dedicated to developing outstanding teaching and learning. Every staff member and provider works towards the same goal: ensuring that all students benefit from teaching and learning that is consistently good to enable all students to make exceptional progress. We have high expectations of all students' attainment and progress and strive to inspire a love of learning across the college. We aim to ensure that students leave Conisborough as independent and resilient learners; critical thinkers and proficient and confident readers, writers and speakers. Every teacher works to constantly review and develop their classroom practice through accessing and utilising all professional development opportunities, sharing good practice and reflecting and acting on feedback given.

<b>Students will:</b>	<b>Parents/Families will</b>	<b>Teachers will</b>
<ul style="list-style-type: none"> <li>You will be led into learning in a single line in silence, with your equipment ready. You will wait at the door, until you are brought in.</li> <li>You will sit in the seat allocated to you by your teacher or another adult in the room</li> <li>When a teacher starts to countdown and says: "Ready for learning in 5, 4, 3, 2, 1" you will be silent</li> <li>You will take pride and responsibility in your work and your learning.</li> <li>When you fail to comply with the instructions given to you by your teacher regarding learning disruptions, you will be given two warnings, teacher sanctions and if you persist a final warning before calling for learning patrol.</li> </ul>	<ul style="list-style-type: none"> <li>Provide their child with the necessary equipment for learning (pen/pencil case/ruler/pencils/reading book / contact book)</li> <li>Ensure their child arrives to school on time (8:40pm at the latest) in full school uniform. This helps us to support and reinforce the school's Code of Conduct</li> <li>Participate at Parents' Evenings and Family information events that are scheduled throughout the year.</li> <li>Staff and teachers may request your attendance at a meeting to discuss learning strategies for your child. Your presence at these meetings is essential to ensure your child makes good progress.</li> </ul>	<ul style="list-style-type: none"> <li>Meet students at the door or collect from line up and lead in silence.</li> <li>Have a strategic seating plan in place that supports learning</li> <li>Use a countdown "Ready for learning in 5, 4, 3, 2, 1" to gain whole class attention</li> <li>Use positive reinforcement where possible e.g. praise and describe the behaviour you want.</li> <li>Where students fail to comply, use the warning system and a final warning before calling for learning patrol.</li> </ul>
<ul style="list-style-type: none"> <li>Your exercise book must have a target sheet and a presentation guide glued inside the front cover</li> <li>Once your work has been checked and marked, you will be given the opportunity in a lesson to redraft, edit, correct and revisit any mistakes you have made. This work should be completed in green pen.</li> <li>For assessments/extended responses/exam questions you need to use the assessment criteria given to you by your teacher to identify next steps and targets for the next piece of work you do</li> <li>You should ensure that you are checking your work for literacy errors. Spelling, punctuation and grammar errors must be identified using the school code which is in the front of your exercise book</li> </ul>	<ul style="list-style-type: none"> <li>Know what your child is studying. Sit with them and go through their books. Ask them questions about what they are finding difficult.</li> <li>Develop their critical thinking skills. Ask them about current affairs and ask them to link what they see to their current learning.</li> <li>Read with your child for at least 20 minutes each day, discussing key ideas and language in the text.</li> <li>Make regular contact with your child's subject teachers- ask them what you can do to best support your child</li> <li>Sit down together with your child and work out the best times for independent study/revision. Make a learning timetable on a big piece of paper and pin it up somewhere prominent.</li> </ul>	<ul style="list-style-type: none"> <li>Students' work must be checked and marked using red pen. For practical or vocational subjects, electronic software comments may be used. Core subjects mark fortnightly. Foundation subjects mark at least every three weeks.</li> <li>Marking tells students what went well and gives a target which clearly articulates what the student must do now to progress further. (✓ and a T)</li> <li>Independent extended writing and deliberate practice must be annotated by the teacher to show where assessment criteria is met or needs addressing.</li> <li>All teachers are responsible for developing student literacy. Spelling, punctuation and grammar errors must be identified using the school code.</li> <li>Following feedback, students are given an opportunity in a lesson to redraft, edit, correct and revisit misconceptions. This work should be completed in green pen.</li> </ul>
<ul style="list-style-type: none"> <li>You will know the learning objectives for the lesson and the context of the learning within the scheme of work.</li> <li>Your lessons will begin with retrieval practice or a high challenge activity to focus your working memory</li> <li>You will practise using subject specific vocabulary throughout the lesson, to strengthen your answers in class and in your books.</li> <li>You will ensure that all homework has been completed therefore; you need to check 'show my homework daily'.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure your child completes and submits his/her homework on time. The show my homework website is a useful tool for tracking this.</li> <li>Practise reading and spelling subject specific vocabulary with your child.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the learning objectives and context within the scheme of work. Start the lesson with retrieval practice or a high-challenge stimulating activity.</li> <li>Explain key concepts / topics / ideas, model success, have appropriately timed tasks that develop knowledge and skill.</li> <li>Model higher order, subject specific vocabulary throughout the lesson.</li> <li>Target questions, resources and support to specific individuals based on class data.</li> <li>Set homework according to the timetable. Publish on 'show my homework'.</li> </ul>
<ul style="list-style-type: none"> <li>You must ensure that all classrooms are neat, tidy and organised ready for learning at the start and end of all lessons</li> <li>You must ensure that you have plastic covers on your exercise books</li> <li>All tables and chairs will be in rows in all classrooms, so that you know where to sit.</li> <li>No litter or rubbish must be left in the classroom or communal areas</li> </ul>	<ul style="list-style-type: none"> <li>If possible, set aside a calm room or space for revision.</li> <li>Encourage your child to keep books and resources clutter free, organised and easily accessible - "tidy desk= tidy mind"</li> <li>Check that your child is taking regular breaks from electronic devices</li> <li>Encourage your child to eat plenty of healthy snacks and drink plenty of water.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure classrooms are tidy and organised. Equipment should be accessible.</li> <li>Tables and chairs in rows.</li> <li>Books should have plastic covers and expectation sheets stuck inside the front cover.</li> <li>Neat displays showcase success criteria at grades 4 – 9; subject specific vocabulary; exemplar work and recommended reads.</li> <li>Student success and effort is celebrated and displayed.</li> </ul>

**Good teachers and TAs at Conisborough College will...**

- Have consistently high expectations of all learners
- Create a safe, welcoming and respectful learning environment
- Model emotional intelligence
- Know the needs of each student
- Help students learn how to learn - metacognition
- Connect new learning to existing learning
- Present new material in small steps with student practice after each step
- Showcase a deep body of subject knowledge
- Ask a large number of targeted questions to check for understanding
- Get students to ask questions
- Provide models of success
- Provide scaffolds for difficult tasks / guide student practice
- Monitor independent practice, giving clear guidance on how to improve
- Let students learn without interruption
- Share and celebrate learner success
- Use research based practice