

ASHGATE CROFT SCHOOL

R-TIME POLICY

Approved by Curriculum & Progress Committee meeting: 4th July 2017

Minute No.: 31.5/17 (C/P)

To be reviewed by: S Schofield, Summer Term 5 2019

Introduction

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of R-time.

Aims

- For all staff to understand what is meant by R-time at Ashgate Croft School.
- 'R-time' skills are embedded in all areas of the curriculum and the importance of these skills are recognised.
- To promote continuity and coherence across the school.
- To develop staff confidence to deliver the subject.
- To support students to develop skills in respect, self-esteem, consideration of other peers and their views, good behaviour, team work and social interaction.

Procedures and Practice

Teaching

What is R-time?

"R-time is an exciting, dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of random pair work. R-time has been shown to improve behaviour, reduce bullying, raise self-esteem and accelerate learning. The essence of R-time's approach is short bursts of planned activities for 10 – 15 minutes, ideally once a week." (See R-time website).

Ideally when teaching an R-time session the following steps should be followed:

- Step 1 – Set R-time rules and instructions for the session such as 'good manners'.
- Step 2 – Random pairing - Students should work each time with a different partner enabling them, over time, to work with all of the students in the class.
- Step 3 - Introduction (Greeting) - Once the students are in pairs they greet one another, using given names, with a positive statement e.g. "Hello my name is Simon."

I'm glad you're my partner today Lia ", or using alternative methods of communication to say hello.

- Step 4 - The Activity - The students take part in the activity planned by the teacher with their partner.
- Step 5 - Plenary or Feedback – The students feedback their experiences to the whole group and the teacher helps them reflect on their learning.
- Step 6 – Conclusion - At the end of the session the pupils thank their partner and say something positive to finish.

At Ashgate Croft School these steps are adapted to suit the needs of the learners. The approach has also been adapted for some of the Upper School MLD students, whose sessions deal with developing an understanding of more significant issues such as Children's Rights, and therefore they don't always work in pairs and the sessions tend to take longer than 10-15 minutes. For students following the sensory curriculum, R-time sessions are embedded within the curriculum and would not follow all these steps.

Planning

Teachers are responsible for completing Medium Term Planning on the school format each term and a Short Term Planning sheet each week. It is the teacher's responsibility to choose a skill the class will focus on for the term and plan activities which develop this skill, according to the needs and abilities of the students in their class. Examples of termly themes for planning:

- Sharing
- Turn taking
- Listening
- Communicating to a peer
- Working at a table with a peer

When is R-time taught?

EYFS, PRIMARY (Key Stages 1 & 2), MIDDLE (Key Stages3), AND UPPER DEPARTMENT (Key Stages 4 & 5):

When: One 30 minute lesson a week, usually after assembly.

CLASSES FOLLOWING THE SENSORY CURRICULUM

When: R-time skills are embedded within the PSHE and sensory exploration lessons within the timetable.

Agreed procedures

- Teachers are encouraged to have an R-time display. On the display, class staff will display the work or photos of the activity that the class has completed that week and identify the skills the class is focusing on. Teachers in specialist classes/PMLD classes use their knowledge of the pupils to decide if it appropriate to have a display up.

Assessment

- Across school teachers complete record sheets showing the students learning outcome, date, level of help needed to achieve the target and any other relevant comments.
- Students are made aware of the learning outcome for the lesson and informed of progress towards this target.
- Teachers complete an Annual Report for each pupil, identifying the skills they have been working on and progress made in relation to R-time.

Role of the Subject Leader

- To keep up to date with government initiatives related to R-time.
- To participate in relevant training to support a broad knowledge of R-time and relevant activities.
- To work with Assistant Heads to discuss support they may need and resources required in each department.
- To monitor teacher medium term and short term planning for R-time across the school.
- To support teachers in ensuring R-time is delivered effectively across the school, this may include peer observations of/shadowing good practise.

Parent/ Carer Involvement

- Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this is at times linked to R-time skills.
- Parents/ carers are informed of progress in R-time within their annual report.

Equality

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy.

Children's Rights

Within R-time the Children's Rights which are developed are:

Article 7 – Every child has the right to a birth registration, name, nationality and care.

Article 12 – Children have the right to say what they think.

Article 13 – Every child has the right to freedom of expression.

Article 14 – Every child has the right to freedom of thought, belief and religion.

Article 23 – Children with disabilities are provided support to participate.

Article 28 – The Right to education.

British Values

Work related to the British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance towards those with different faiths and beliefs) are embedded within many of the R-time activities we plan within Ashgate Croft School. Pupils have the opportunity to work with students they don't usually work with, to complete activities in pairs,

to develop skills in listening to and communicating with others, sharing, developing an understanding of other cultures/faiths/beliefs and developing their knowledge about children's rights. Students are also encouraged to follow simple 'rules' within the R time session, such as saying hello to their partner.

Monitoring of the policy

Monitored by subject leader.

Teachers MTP will be monitored by the subject leader each term.

References

<http://www.rtime.info/uk/index.php>

Appendices

(Kept outside the Head teachers office):

R-Time – Activities for Foundation & Key Stage 1.

R-Time – Activities to support S.E.A.L.

T-Time – To Support Transition from Primary to Secondary School.