



IN OUR RIGHTS-RESPECTING CLASSROOMS:

- We all negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- We have regular opportunities for our teachers to give us feedback on what helps us to learn and what we enjoy most about our lessons
- We are involved in the assessment of our own learning and the evaluation of our own work; there is supportive evaluation of my talk partner's work
- We have the responsibility for aspects of classroom organisation
- We have opportunities to make choices in our learning
- There is a strong emphasis on mutual support and collaboration
- Our teachers make use of a wide variety of teaching strategies and routes to learning, recognising that we may differ in their preferences for how they learn
- Our teaching assistants are valued and respected by all
- Our behaviour is very good as everyone recognises and respects the rights of all to their education
- Our teachers and teaching assistants model rights-respecting behaviour by listening positively to our views and showing respect for our opinions. Our teachers show respect for teaching assistants and all other adults
- Our classroom displays are used to reinforce awareness of rights in relation to each other and others locally and globally
- We respect and value each other's similarities and differences and support each other
- High status and adequate time is given to listening and acting on our views, for example the School Council, Rights Respecting Ambassadors
- We **all** make progress to the best of their abilities

January 2018-RRS Classrooms at St Catherine's