



# Teaching & Learning

## High expectations of learning

### 'No excuses'

- Routines consistently followed
- Behaviour policy used to protect learning
- Lessons have warmth with praise given and Golden Tickets issued

### Standards of presentation

- Student work is well presented with no graffiti
- Books and folders are neat and organised
- Regular marking and feedback

Principles		In the classroom:
1	<b>Lessons are planned and personalised to ensure understanding is secure</b>	<ul style="list-style-type: none"> <li>• Lesson activities are correctly pitched and accessible so that all students are challenged</li> <li>• New information and modelling is planned in small steps, with relevant examples to support understanding</li> <li>• We plan for students to rehearse and receive feedback before independent practice</li> </ul>
2	<b>Regular review of knowledge and explicit links to previous learning</b>	<ul style="list-style-type: none"> <li>• Every lesson starts with retrieval practice</li> <li>• We connect new knowledge to prior learning</li> <li>• We consolidate to ensure secure knowledge and understanding at the end of each learning objective and lesson</li> </ul>
3	<b>Independent practice ensures students are thinking deeply and working hard</b>	<ul style="list-style-type: none"> <li>• Lessons are structured to ensure all students must think deeply and actively participate</li> <li>• Oracy is used for rehearsal and idea generation</li> <li>• Every lesson protects time for independent practice that requires students to apply knowledge and demonstrate understanding</li> </ul>
4	<b>On-going review of progress – ensuring students have a strong understanding</b>	<p>Within each learning objective...</p> <ul style="list-style-type: none"> <li>• We plan to check students can recall knowledge correctly</li> <li>• We plan questions that require students to show and apply their understanding</li> <li>• Live marking is used during the lesson to monitor the quality of student work and provide feedback</li> </ul>
5	<b>Feedback is regular, specific, and leads to improvement</b>	<ul style="list-style-type: none"> <li>• 'Whole-class feedback' is used regularly following marked tasks</li> <li>• Re-teaching is planned to exemplify strengths and areas of development</li> <li>• Students have time to respond to feedback in green pen and demonstrate improvement</li> </ul>