



# Ebbfleet Academy

## Learning and Teaching Policy

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# 1. Introduction

At Ebbsfleet Academy it is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children’s achievements. We expect every teacher to follow the teacher standards ( Appendix 1) and be highly effective in line with the LAT Teaching and Learning Competencies Framework ( Appendix 2).

At Ebbsfleet Academy every lesson should demonstrate high expectations of all, be pacy, encourage independence and provide sufficient challenge for all. The table below identifies ways in which these can be achieved.

<b>E</b> <b>Expectations</b>	<b>P</b> <b>Pace</b>	<b>I</b> <b>Independence</b>	<b>C</b> <b>Challenge</b>
<ul style="list-style-type: none"> <li>• Clear learning objectives and outcomes linked to student levels/grades/skills</li> <li>• Adults demonstrate a passion for the subject which leads to enjoyment and engagement</li> <li>• Mutual respect with targeted praise</li> <li>• Adults decide where students learn best with clear data driven planning</li> <li>• Positive learning environment which challenges and meets the needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging pace that engages students</li> <li>• Consolidation of prior learning</li> <li>• Engaging challenging starters, quick changes of activity making full use of the learning time</li> <li>• Active learning evidenced through talking partners, self-assessment, peer assessment, team work, collaboration</li> <li>• Mini plenaries throughout the lesson to address misconceptions and reshape learning</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for students to lead their own learning</li> <li>• Independent learning activities including opportunities to respond to teacher feedback both verbal and written</li> <li>• Expected learning is modelled to students</li> <li>• A range of self-reflection tasks nurture resilience and build self esteem</li> <li>• Home Learning offers independent learning opportunities</li> <li>• Students encouraged to take risks in their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Clear feedback promotes rapid progress</li> <li>• Effective differentiation for groups of learners</li> <li>• Students’ self-confidence is developed</li> <li>• Questions targeted to engage a wide range of students</li> <li>• Planned activities ensure that learners need to ‘grapple’ with concepts</li> <li>• Consistent use of higher order questioning and thinking skills</li> <li>• Purposeful opportunities for extended writing</li> </ul>

We aim to:

- Ensure that EPIC teaching is consistently visible in all classrooms with staff delivering lessons, The Ebbsfleet Way, which leads to strong outcomes.
- Ensure Quality First Teaching is fully embedded and consistently delivered across all departments, so that all students flourish as a consequence of their learning.
- Provide all staff with a bespoke CPD offer that is both responsive and inline with the Academy’s drive towards ensuring consistency with excellence across all aspects of teaching and learning which leads to strong outcomes.
- Raise standards through the implementation of robust assessments (including low stakes testing of vocabulary) and careful monitoring of progress at KS3, KS4 and KS5, to ensure the best outcomes for all learners

## Year 7 and 8 MYP IB

The MYP is an enquiry based curriculum that our KS3 students will be studying. Teachers ensure curriculum carefully planned to ensure that the learner profile skills are developed. These encourage opportunities for students to be knowledgeable, inquirers etc.

The curriculum ensures different approaches to learning are explicitly planned into the curriculum to develop students' metacognition, teaching students how to learn. These are:

- Communication
- Social
- Self-management (Organisation/Reflection)
- Research
- Thinking (Critically/Creatively/Transferably)

A further way the MYP programme ensures students are equipped to be learners in the 21st Century is by explicitly framing the knowledge learned within a global context. It enables student to:

- Make connections between studies and the real world
- Have broader skills and traits to prepare them for success in further life
- Become active learners and internationally minded
- Develop confidence in their own learning
- Act as responsible citizens of the world

## 2. The Ebbsfleet Way

To ensure that students work hard every lesson and their learning is disruption free, every teacher is committed to following the Ebbsfleet Way.

### The Ebbsfleet Way

All lessons must include:

#### **1. Do Now**

- Retrieval from the previous lesson and linked to the recall of knowledge & literacy development
- 5 minutes
- Green pen marked
- In silence

#### **2. The purpose of the lesson learning made clear from the outset**

- Why this, Why now
- Links made to previous learning and where appropriate future learning

#### **3. An aspect of UDL**

- To be apparent in a part of the lesson OR home learning
- Scaffolded to allow success

#### **4. Targeted Questioning**

- No hands up
- No opt out
- Adapted to allow success
- Delivered supportively

#### **5. Planned use of IT to enhance learning**

- Chrome books (at teacher direction)
- Visualisers (for all classrooms)
- AFL
- Extended research tasks

#### **6. Planning to meet the needs of all learners**

- Seating plans to show SEND / PP / EAL / (HPA students)
- Tasks adapted to allow success for all learners

#### **7. Pace**

- That engages learners
- That does not allow for passivity

#### **8. AFL**

- Through targeted questioning
- Through verbal feedback
- Through live marking (Red pen)
- That develops the understanding of learners in the classroom (student improvements in Green pen)
- That is intentional and has an impact
- Record of Progress Folders must be populated with marked assessments and evidence of a student feedback and improvement task (FIT)
- Students understand what progress they are making and what they need to do to improve

#### **9. An element of extended writing / independent learning**

- That is scaffolded to allow progress for all learners
- That uses key vocabulary
- That allows learners to be independent in their working & appropriately challenged
- Students must actively engage in challenging tasks to apply their knowledge and understanding in every lesson

#### **10. Teachers who model excellence through:**

- Use of academic language
- Accuracy with literacy
- Enthusiasm
- Demonstration of subject knowledge
- Housekeeping of exercise books and folders - front covers completed accurately and remain updated with information
- Well established routines including a plenary at the end of each lesson to review and recap learning

#### **11. DFL both in the classroom and the corridors**

- All staff on doors at all changeovers

- Students welcomed into the classroom
- Students dismissed in a calm, orderly fashion
- Disruption free learning is enforced through Remind / Reinforce / Remove

## **12. Home learning is used to develop student knowledge and understanding**

- Is set and explained on Google Classroom
- Is explained clearly in the lesson
- Is something students routinely do
- Is sanctioned by the classroom teacher for a lack of effort or submission
- Is rewarded by the classroom teacher when it is done well and with effort

## **3. Marking and Feedback- Get 'FIT'**

1. Formal summative assessments for all year groups will be carried out in line with the LAT data calendar.
2. Feedback and Improvement Tasks take place routinely in every module ('FIT'). During a 'FIT' task, teachers will make students aware of misconceptions and students will make corrections in green pen. Students will then be expected to improve their work and/or redraft similar challenging work in green pen as a result of feedback, to evidence improvements made.
3. Teachers are expected to make annotations of students' work that is being marked in red pen or in red font, if this is being carried out digitally. The key pieces of work being reviewed and the comments made will be determined at subject level.
4. During lessons students will self and peer assess in green pen. In EA6 lessons, students will add to their independent notes in green pen.
5. By the end of each module, teachers will have ensured students have completed their front of book and folder data. ( this can be an online version where appropriate and will be on folders for EA6), with their current grade, strengths and areas to improve.
6. Students will receive ongoing verbal and written feedback during lessons. Teachers will give feedback to address misconceptions and challenge learners to master skills and make accelerated progress. When giving 1:1 feedback either verbally or written teachers may make brief annotations of students' work in red pen to show students how to improve their answers and students will make improvements in green pen.
7. Teachers should engage all students from KS3-5 with clear success criteria and mark schemes when teaching students how to answer exam questions and when providing feedback following any assessments.
8. Teachers are expected to actively engage all students in a range of assessment for learning strategies throughout the lesson to identify and challenge misconceptions, including the use of non-verbal cues such as ' thumbs up' or chrome canvas, and discussion activities such as ' think, pair, share'.

## Literacy marking

- Teachers will mark for SPaG (spelling, punctuation and grammar) During marking for acknowledgement, each teacher will make literacy a focus using the following codes:
  - Sp Spelling error
  - G Grammatical mistake
  - ^ Word or letter is missing
  - C Capital letter is missing
  - P Punctuation error
  - ? Something doesn't make sense
  - // New paragraph
- Where a spelling mistake is identified, teachers should place the correct spelling in red, in the margin. Students must then write out the correct spelling 3 times in green pen. ***Staff should be mindful of students with weak literacy and focus on common misspelt words or topic specific vocabulary rather than correct every spelling mistake. Limit to three words per piece of extended writing.***
- Teachers should help students with the legibility of handwriting through shaping of letters
- Use structures (eg. PEEL, WHW) for extended writing tasks

## 4. SEND/ Quality First Teaching / Adaptive Teaching

Every learner is entitled to an enriching, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Quality First Teaching and Learning practice is the foundation of this. Teaching and support staff are committed to maximising the potential of every child; teaching them the skills they need to be successful and fostering a desire to become lifelong learners.

Within the classroom environment this will look like:

- Teachers and Learning Support Assistants will have a good knowledge of learners' needs. Pupil Passports will be in all classroom folders along with carefully planned seating plans which identifies the needs of all learners.
- Support / adaptive teaching strategies will be used when appropriate
- Teachers and Learning Support Assistants will engage in learning dialogues to ensure that learners are supported
- Lessons and curriculums are designed to provide scaffolding and allow learners to demonstrate their knowledge effectively

Quality First Teaching strategies include, but are not limited to:

- Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful
- Limit concurrent processing demands and offer short, personalised instructions in the correct task sequence

- Encourage the pupil to make a checklist / task board
- Increase general visual support to aid recall. This can be in the form of word webs, picture cues; visual task timelines, story maps and graphic organisers
- Use of subject specific vocabulary / knowledge organisers to embed and deepen understanding
- Provide visuals to support vocabulary
- Offer pre-teaching sessions to make the unfamiliar feel familiar
- Reduce language levels – focus on key words and points needed for delivery
- Personalise instructions (Name first to focus attention then instruction)

## 5. Literacy

To improve literacy outcomes for all students, in line with EEF Recommendations, teachers at Ebbsfleet **will**:

- Ensure that they are familiar with the specific literacy demands of their subject and plan to cover these skills in their lessons
- Explore key words using the FRAYER model either as a starter, or at an appropriate moment in the T&L cycle.
- Use the school/department agreed strategies to teach writing, speaking, listening and reading skills
- Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills
- Ensure they are familiar with Ebbsfleet Academy Whole School Literacy Policy
- Use the Whole School Marking Policy to support students' literacy
- Use SEND and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.
- Mark for literacy in line with our marking policy
- Use Read & Write to support reading in the classroom where appropriate
- Use structures (eg. PEEL) for extended writing tasks

More detail can be found in the Ebbsfleet Academy [Literacy Policy](#).

## 6. Digital Learning

In line with the LAT Digital Strategy, teachers will aim to have a blended approach to teaching using technology to enhance and engage learners within the academy. The Academy is committed to the embedding and development of staff and learner digital development. CPD is regularly delivered to improve staff understanding of Google, and students have access to a chrome book when they join the academy to support their in class and home learning.

Within the classroom environment this will look like:

- Teachers being explicit with expectations around Chromebook use, including using the “[mode](#)” they want students to have it in when using it.
- Teachers will circulate the classroom to monitor the use of Chromebooks and follow the behaviour policy in terms of issuing sanctions around this.
- Form tutors will sanction no chromebooks or chromebooks with low charge according to the behaviour policy during form time in the morning.
- Teachers will use [Chromebooks purposefully](#) in lessons where this is relevant.
- Teachers will use various software/hardware to perform modelling or allow students to independently learn, making sure that the software is appropriate for the task.
- Best practice or digital resources will be shared amongst departments/the academy
- Teachers will explore how assessment could be done digitally and begin to implement this in their lessons.
- Teachers will be encouraged to use [IRIS Connect](#) to record their practice and use this to reflect on their own lessons or with coaches to provide quality feedback.

## 7. Home Learning

### Purpose

Teachers set meaningful, relevant work that extends the learning of students within each area of study beyond the allotted curriculum time. The work is linked closely to topics that are being studied and/or builds on core skills that support them in the given subject. Students should feel that home learning is both challenging and worthwhile: and having a positive effect on progress and attainment whilst developing a passion for the subject. Students develop the independent study skills and positive learning habits that are essential for success both within the 11-18 school and into further and higher education.

### Principles

Home learning is designed to either **prepare** students for upcoming lessons, to **practise** putting knowledge and skills learned in lessons into practice or to **retrieve** previous knowledge.

### Minimum expectations

At all key stages, students should be set a retrieval quiz/task each week which encourages retrieval of key terms and substantive and disciplinary knowledge. At KS4, subjects are encouraged to also set preparation work each week (flipped learning). KS5 expectations can be found in the KS5 section of the T&L policy.

### How often home learning will be set

Home learning will be set regularly each term, generally, weekly. There may be some variation on this depending on subjects, but students and parents/carers should expect home learning weekly for each subject.

Students should be given at least 48 hours to complete home learning tasks.



Home learning will be set/shared with pupils at the start of lesson after the retrieval starter task. Teachers will do this, which will allow for them to address any questions or misconceptions during the lesson.

Home learning will be set on [Google Classroom](#), and students will be able to view the tasks set on each classroom. These assignments will have clear deadlines for completion of home learning.

#### Consequences if home learning is not completed

Teachers should check completion of home learning each week and award positive points to students who have completed it to an appropriate standard. We wish to create a positive ethos around home learning where students know they will be rewarded for completing it. Students who do not complete home learning should be logged on Bromcom with a negative behaviour point. Consistent non-completion should be raised with DOLs.

More detailed information on home learning can be found in the [Home Learning Policy](#).

## 8. Learning and Teaching in EA6

### Overview

In EA6, students are expected to learn as much outside of the classroom as within it. To prepare students for their continued education beyond the Academy, lessons follow the flipped learning approach, where students prepare before the lesson and then develop their understanding in lessons with the support of their teachers. Students then consolidate their understanding following the lesson. All work is completed in the bespoke EA6 exercise books.

### Lessons

Within EA6, lessons continue to follow the Ebbsfleet Way, and all lessons must include:

- Clear objectives and outcomes which are shared with the students
- A starter which recaps existing knowledge
- A hook to engage students
- Application tasks, where students actively engage in challenging tasks to apply their knowledge and understanding (with a clear focus on exam practice questions)
- A plenary to secure student understanding and evaluate progress made in the lesson

As part of the flipped learning approach, EA6 lessons must also involve an element of reflection on the preparation undertaken by the students, whether this takes the form of a student Q&A, teacher input on a topic in response to student misconceptions, or another similarly appropriate activity.

### Independent Learning

Students are expected to be working as much outside of lessons as within them, and therefore need to spend a minimum of 9 hours outside of the lesson per fortnight on each subject.

Across a 48 period fortnight, students have 10 hours per subject in lessons and 3 hours in Extended Project Qualification lessons / Core Mathematics.. This leaves 15 hours of independent learning in school.

This independent learning within school is broken down into:

- 4 hours per subject, totalling 12 hours
- 3 hours of enrichment/flexible independent learning time

Students will also need to complete 5 hours per subject, per fortnight, outside of school hours (15 hours) as a minimum.

In EA6, we aim to cultivate independent learners. However, for students to develop this independence they need to develop the correct habits. To support this, independent learning will be guided by class teachers.

Weekly independent learning will involve **preparation** for lessons and act as **consolidation** of learning in lessons. Following the flipped learning model, the most difficult tasks (such as essay questions) should be completed in the lesson, where teachers can support students.

Each week, the same four types of tasks will be completed. Class teachers will then share the specific requirements for these tasks on students' Google Classroom pages.

For example, each week for in Year 12 History, a student is expected to do the following during their independent learning time:

- Task 1: **Preparation:** Reading and notes for an upcoming lesson.
- Task 2: **Preparation:** Comprehension task for an upcoming lesson.
- Task 3: **Consolidation:** Green pen consolidation of understanding after a lesson.
- Task 4: **Consolidation:** Google Classroom Quiz and revision based on identified weaknesses.

### **Monitoring of Independent Learning**

Class teachers are responsible for monitoring the completion of independent learning using their own trackers, which are shared with the Head of Key Stage 5, Assistant Principal for EA6 and their Director of Learning. Any independent learning not completed, or submitted after the deadline, will result in a subject detention being issued.

Our study room provision is fully staffed to ensure that students remain silent and focused on their studies. Study room teachers are responsible for ensuring that effective use is made of this independent learning time.

1. Each study period has a prepopulated tab with the students timetabled to be in the classroom.
2. At the start of the year, students complete their EA6 Independent Learning Timetables
3. The Head of Key Stage uses this to identify the subject that students should be focusing on and the tracker to identify the tasks that need to be completed. Teachers circulate the room to identify which tasks students are working on at the start of each study session.
4. Students must complete the tasks directed by their class teachers. If students have finished these tasks, they should present evidence of this to the study room teacher and then complete additional reading or revision for this subject.

## 9. Trainee Teaching and Mentoring

We are committed to supporting and developing both trainee teachers and ECTs. Teachers new to the profession will have a dedicated weekly mentor meeting, in addition to regular observations by both their mentor, Professional Tutor, and other members of SLT. Feedback will be given on Clear Review, and regular targets will be set. In addition, trainee teachers are encouraged to use IRIS technology, and to share recordings with their mentors to facilitate improvement and self-reflection. Trainee teachers will also benefit from a weekly CPD session, in addition to whole staff CPD, to actively put into practice the academy priorities. Where there are concerns that a trainee teacher is in danger of not meeting the teaching standards, the areas of development will be discussed with the trainee, and a support plan will be put in place.

Mentors must:

- Meet their trainee weekly and prepare appropriately for the meeting
- Observe their trainee informally as often as possible, but as a minimum twice each half term (this could take the form of a learning walk)
- Set SMART targets on Clear Review
- Actively engage with IRIS
- If the trainee is an ECT, actively track and discuss the ECT's progress through the EDT modules
- Liaise with the Professional Tutor regarding official reports which are completed at the end of modules 1, 3 and 5

## 10. Quality Assurance

Regular monitoring of classroom practice is essential to inform school improvement, assess teacher performance and create a culture of shared learning. Teachers are actively encouraged to develop their own practice through peer observation and use of lesson recording equipment. We want to encourage an open-door policy across the academy. Staff involved in observations will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

### **Curriculum Development Reviews**

Quality assurance of the quality of education will largely be undertaken through Curriculum Development Reviews (CDRs), led by our curriculum advisors. During these CDRs, the quality of education will be evaluated for all subjects through lesson observations, learning walks, teacher feedback, student feedback and scrutiny of work.

### **Monitoring**

Ongoing monitoring will take place and be led by the DOL and SLT link.

The quality of education will be evaluated for all subjects through lesson observations, learning walks, teacher feedback, student feedback and scrutiny of work.

Learning walks as part of the monitoring cycle will be carried out by the Leadership Team, Directors of Learning and Lead Practitioners, lasting between 10-20 minutes. The purpose of learning walks is to provide teachers with regular feedback about teaching and learning, and create a dialogue to improve outcomes in the classroom. Feedback will be given verbally and via Clear Review where appropriate. All feedback from learning walks is collated centrally and analysed by the leadership team, with next steps implemented where necessary to support teachers.

Learning walks are also fantastic opportunities for professional development for all teachers at most stages of their career. We would encourage staff that want to see practice across the academy to message the teaching and learning team with their availability and what particular practice/student group they would like to see and we will try and map this in. All members of the leadership team have received in depth training around how to successfully observe lessons and provide feedback.

Where there are concerns about a teacher or teaching assistant's performance, support and next steps will be agreed with their line manager and the leadership team.

Teachers new to the profession and teachers participating in the Ebbsfleet Coaching Programme will be observed regularly by their mentors and coaches as part of their on-going training and development. Teachers new to the academy will be observed within the first half term. Lesson feedback should be timely (within 48 hours) and developmental, taking the form of a coaching conversation. Feedback will be uploaded via Clear Review.

## Appendix 1- The Teacher Standards

### Part One : Teaching

#### **1. Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impact on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



## Appendix 2: The LAT Teaching and Learning Competencies Framework

The Teaching and Learning Competencies Framework is designed to support great teaching that leads to great outcomes for students. The focus is on evidence based teaching that has an impact on learning and knowledge acquisition, not educational myths.

Challenge is at the heart of what we do. We aim to 'teach to the top' and scaffold appropriately. We must aim to take our students beyond 'the test' and get them to think, speak and write like experts in our subject domains; to do so we must not overload their working memory.

Teacher autonomy leads to wide variations in teaching practice with each teacher making their own decisions about how to interpret and teach the curriculum. The framework guides the teaching of the curriculum and its assessment.

This Teaching and Learning Competencies Framework:

- Lays out specific expectations for pupil learning, and specific strategies to guide teaching and assessment
- Specifies working practices that support learning
- Ensures that teacher learning (CPD) is properly focussed on what has to be developed
- Draws from Berger's *Ethic of Excellence*, Hattie's *Visible Learning for Teachers*, Rosenshine's *Principles of Instruction* and The Sutton Trust's report *What makes great teaching? Review of the Underpinning Research*, as well as incorporating thinking inspired by the IB principles and Approaches to Learning

The most effective lessons contain all or some of the following:

- Retrieval practice
- Direct instruction
- Questioning
- Modelling
- Structured Inquiry
- Guided deliberate practice leading to independent practice
- Feedback, review, edit and redraft

	<i>Highly Effective</i>	<i>Effective</i>	<i>Not Yet Effective</i>	<i>Significant Improvement Requirement</i>
<i>Pedagogical Content Knowledge</i>	<p>Teachers have a sophisticated understanding of their subject matter enabling them to both identify and render accessible the most powerful knowledge within and across each topic of study, whilst effectively anticipating misconceptions and misunderstandings.</p> <p>The teacher has a deep understanding of how pupils learn and can effectively apply these teaching methodologies to maximise progress over time ( e.g. reducing cognitive load, retrieval practice).</p> <p>Planned end points are ambitious and challenging for all, with highly effective scaffolding of tasks to support pupils, and plug gaps so all can meet these high expectations.</p> <p>Sequencing within lessons and over time builds on previous learning and extends new knowledge and masters skills for next steps in the curriculum.</p> <p>Opportunities to retrieve knowledge and interleave topics are employed seamlessly throughout lessons to develop a strong schema of knowledge and understanding.</p> <p>The use of technology is creative, varied and meticulously planned so that it is always highly appropriate, with tasks being redefined to accelerate progress, enhancing the learning experience.</p> <p>There is a sophisticated understanding of how disciplinary literacy is taught and practised in order to develop a deeper knowledge and a strong vocabulary base.</p>	<p>Teachers have a sound understanding of their subject matter enabling them to both identify and render accessible the most powerful knowledge within and across each topic of study, whilst effectively anticipating misconceptions and misunderstanding.</p> <p>The teacher understands how pupils learn and will plan to use these teaching methodologies to improve progress over time ( e.g. reducing cognitive load, retrieval practice).</p> <p>Planned end points are challenging, with effective scaffolding of tasks to support pupils, and plug most gaps so the majority can meet these high expectations.</p> <p>Sequencing within lessons and over time builds on previous learning and embeds new knowledge and skills for next steps in the curriculum.</p> <p>Opportunities to retrieve knowledge and interleave topics are planned for in lessons to develop a long term memory of knowledge and understanding.</p> <p>The use of technology is varied and carefully planned so that it is consistently appropriate, augmenting and modifying the learning tasks taking place to drive progress.</p> <p>There is a good understanding of how to teach disciplinary literacy and the impact it can have on building deeper knowledge and a strong vocabulary base.</p>	<p>Teachers have an understanding of their subject matter and address some misconceptions and misunderstandings but do not always plan for these.</p> <p>The teacher is developing an understanding of how pupils learn and is beginning to plan to use these teaching methodologies to improve progress over time.</p> <p>Planning is leading towards clear end points, with some scaffolding of tasks to support pupils, however gaps are not yet being plugged effectively.</p> <p>The sequencing within lessons and over time misses some opportunities to build on previous learning before introducing the new knowledge and skills for next steps in the curriculum.</p> <p>Opportunities to retrieve knowledge and interleave topics are sometimes missed so pupils retention of knowledge and understanding is not yet being embedded in long term memory.</p> <p>Technology is generally used appropriately to substitute and, at times, augment the planned tasks but is not yet accelerating progress.</p> <p>There might be some reference to disciplinary vocabulary but this does not have an impact on strengthening subject knowledge and vocabulary.</p>	<p>Teachers have a limited understanding of their subject matter and do not address misconceptions and misunderstandings.</p> <p>The teacher has a limited understanding of how pupils learn and is not yet using appropriate methodologies to improve progress over time.</p> <p>Planning is not yet leading towards a clear end point and scaffolding is not yet used to support pupils, there are evident gaps in knowledge.</p> <p>The sequencing within lessons and over time is not yet clear, and does not build on previous learning, creating a barrier for students to access the next steps in the curriculum.</p> <p>There are no planned opportunities to retrieve knowledge and interleave topics, so pupils retention of knowledge and skills is limited.</p> <p>Technology is not yet used effectively, merely as a substitute for traditional tasks and is, at times, implemented inappropriately therefore stalling progress.</p> <p>Disciplinary vocabulary is not considered.</p>

<p><i>Quality of Instruction</i></p>	<p>Novel content is presented clearly and concisely in a way that reduces cognitive load and supports working memory.</p> <p>Direct instruction is coupled with explicit modelling of tasks, sharing the expert thought processes needed to apply learning through deliberate guided practice. There is a sophisticated focus on deliberately practising smaller and targeted elements of a larger piece of work before applying this knowledge to whole pieces.</p> <p>Adaptive questioning is targeted and highly effective, seamlessly probing, developing and stretching pupils' prior and new understanding, thereby creating a culture of accountability where lots of students are thinking hard.</p> <p>Questioning encourages and develops strong conceptual knowledge and understanding, as well as creating debate and inquiry.</p> <p>Teachers train pupils to be highly reflective learners who fully engage with: clear success criteria; exemplar responses; teacher feedback to assess their own learning and make improvements.</p> <p>Formative verbal and written assessment drives responsive teaching. Feedback effectively addresses misconceptions and challenges learners to master skills to make accelerated progress.</p>	<p>Novel content is presented clearly in a way that attempts to reduce cognitive load.</p> <p>Direct instruction is coupled with modelling before opportunities to practice and apply new skills. There is a focus on deliberately practising disciplinary and procedural knowledge.</p> <p>Targeted questioning is used both purposefully and adaptively to assess learning and deepen understanding. There is an expectation for pupils to be thinking hard and actively engaged in the learning process. Questioning is used to help develop conceptual knowledge and understanding.</p> <p>Teachers train pupils to engage with success criteria, exemplar responses and teacher feedback to assess their own learning and make progress.</p> <p>Formative verbal and written assessment drives teaching. Feedback of prior and new understanding addresses misconceptions before pupils move on.</p>	<p>Novel content is presented and explained but not always clear.</p> <p>Direct instruction is attempted with some tasks modelled but pupils are not clear how to apply skills. They have not had the opportunity to deliberately practice disciplinary and procedural knowledge.</p> <p>Questioning is sometimes used effectively and reveals no more than basic recall of knowledge. Questioning is not eliciting a thorough response from enough pupils on enough content.</p> <p>Success criteria, model answers and some feedback is shared but not is not always effectively used to make progress.</p> <p>Formative verbal and written assessment are evident. Feedback of prior and new understanding is not yet addressing misconceptions effectively leaving some pupils with gaps.</p>	<p>Delivery of new content and instructions are unclear with some errors which leads to misunderstanding</p> <p>Limited instruction given where tasks are not effectively modelled so pupils are unclear on how to apply learning to tasks. There has been no deliberate practice.</p> <p>Questioning is limited and rarely goes beyond basic recall of knowledge and at times reinforces misconceptions</p> <p>Success criteria and model answers are not always shared and teacher feedback is limited, so pupils are not able to make progress.</p> <p>Verbal and written assessment and feedback of prior and new understanding is poor so gaps in knowledge and misconceptions are not addressed leading to gaps and misunderstandings.</p>
<p>Classroom Climate</p>	<p>Highly effective behaviour management means barriers to learning are removed, enabling pupils to be active participants</p>	<p>Effective behaviour management means most barriers to learning are removed, enabling pupils to be active participants.</p>	<p>Effective behaviour management is not yet consistent so not all barriers to learning are removed, leading to some passivity in</p>	<p>Limited management of behaviour creates barriers to learning, leading to disengagement in learners.</p>

	<p>who take responsibility for driving their own learning.</p> <p>Consistently embedded systems and routines ensure there is no lost learning time with seamless transitions, effective deployment of resources and appropriate responsive pace.</p> <p>Systematic adherence to Academy policies creates a highly positive and purposeful learning environment, in which procedures are seamlessly applied.</p> <p>Pupils are highly resilient learners who respond positively to challenge, drafting and redrafting towards excellence.</p> <p>Pupils are actively engaged, mentally, in their learning with high levels of participation.</p>	<p>Embedded systems and routines reduce lost learning time with swift transitions, effective deployment of resources and appropriate pace.</p> <p>Academy policies and procedures are applied, creating a positive and purposeful learning environment.</p> <p>Pupils are generally resilient learners who respond positively to challenges and make necessary improvements to their work.</p> <p>Pupils are, on the whole, engaged in their learning, however, a number of pupils remain passive.</p>	<p>learners.</p> <p>Systems and routines are not consistently applied leading to some lost learning time and poor transitions. Deployment of resources is not always effective and pace is not responsive to learner needs.</p> <p>Inconsistent application of academy policies and procedures creates an unsettled learning environment for some pupils.</p> <p>Pupils are not yet resilient learners as there are missed opportunities to expose them to challenges and pupils do not always respond to the feedback given to improve.</p> <p>Pupils are passive in their learning with little evidence of active mental involvement.</p>	<p>Systems and routines are not clear resulting in lost learning time, poor transitions in ineffective deployment of resources. Inappropriate pace is a barrier to learning.</p> <p>Academy policies and procedures are not yet applied, creating an unsettled learning environment for pupils, creating barriers to learning.</p> <p>Pupils are not yet resilient learners as they are not exposed to challenges. Feedback and opportunities to act on it are limited so pupils do not make necessary improvements.</p>
Progress	<p>Rapid and sustained for almost all as evidenced in current and prior learning.</p> <p>Pupils demonstrate that they are learning exceptionally well.</p> <p>Very high levels of engagement, interest, resilience, confidence, independence, courtesy, collaboration and cooperation.</p> <p>Evidence from students' books, class data and from talking to them/staff planning suggests that progress is highly effective.</p>	<p>Most pupils, including groups, and pupils with SEND achieve well over time.</p> <p>The majority of pupils learn well .</p> <p>Most pupils are resilient, confident, independent, considerate, respectful and courteous.</p> <p>Evidence from students' books, class data and from talking to them/staff planning suggests that progress is consistently effective for this class.</p>	<p>Progress is broadly in line with national from similar starting points.</p> <p>The quality of pupils' learning is inconsistent and the characteristics for good behaviour for learning are not evident. As a result progress is limited.</p> <p>Evidence from students' books, class data and from talking to them/staff planning suggests progress is below the minimum expected level and therefore, not yet effective.</p>	<p>Too many pupils are making inadequate progress.</p> <p>Learning is compromised by ineffective practice and, as a result, pupils underachieve.</p> <p>Pupils, or specific groups (inc D&amp;SEN), are not excited, enthused or engaged by the teaching.</p> <p>Evidence from students' books, class data and from talking to them/staff planning suggests the lack of progress is typical.</p>