Teaching & Learning Policy

For Review by: Vice Principal Teaching & Learning
Ratified by: Interim Executive Board

Date of last review: 20 January 2020

Date of next review: July 2021

Contents:

Overview of Teaching & Learning Strategy:

Teaching and Learning Expectations

Every Lesson

- Meet and greet at the door;
- Register taken within first 5 minutes of the lesson;
- **Learning Objective[s]** displayed throughout the lesson;
- **Learning Objective[s]** referred to;
- Effective **Starter;**
- Effective **Plenary;**
- Differentiated learning outcomes are used to ensure all learners are effectively challenged and supported through a range of tasks, strategies and resources;
- Directed questions and other questioning techniques are planned for to effectively challenge all learners;
- Assessment in books and folders is in-line with the policy and includes a progress tracker;
- Ready to Learn is used to support a purposeful learning environment;
- MINT Class profile provides a narrative of academic progress and is available for scrutiny;
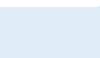- Well-ordered exit routine.

BOLD FONT INDICATES A COMMON LANGUAGE USED IN EVERY LESSON

Regular Actions

- Planned opportunities to improve literacy;
- Planned opportunities to improve oracy;
- Challenge low standards of presentation, literacy and oracy;
- Sentence stems are used to enable students to more fully use Tier 2 vocabulary to improve the formality and structure of their speech;
- Tasks and strategies are utilised to enable students to Think Hard;
- Home Study is set in-line with the policy, is fully explained when set and acknowledged with self/peer or teacher assessment when handed in.

Overview of Teaching & Learning Strategy – Consistency & Improvement at PACE:

PURPOSE Planning for Progress	**Sequencing Concepts and Modelling** - Data driven MINT Class Profiles for all - Clear Learning Objectives and differentiated learning outcomes. Students understand the Big Picture, what they are learning and why - Present new material using small steps - Provide models - model excellence and how to achieve it - Provide scaffolds for difficult tasks - Planning for highly effective questioning to address misconceptions - Assessment to diagnose and inform next steps - Interleaved practice, revisit and 'low stakes' testing, e.g. starter quizzes to make connections and support knowledge recall
ACTIVE Feedback for Improvement	**Reviewing Material** - High quality feedback is given in response to every checkpoint and end of topic or termly assessment that has been mapped into every medium term plan, allowing the teacher to make judgements about the overall learning that has taken place and used to benchmark the progress of students in-line with the Assessment and Feedback Policy, enabling students to accelerate progress by adhering to our clear rationale for assessment: plan – teach – revise – assess – feedback & review to address misconceptions/ re-teach or progress to more challenging content - Regular formative assessment will be - varied – planned for – impactful, - Targeted questioning - Model exemplars of good assessments and less effective assessments to support improvements from feedback - Literacy corrections - Student response to feedback, in order to improve using green pen
CHALLENGE Differentiation for Challenge and Support	**Questioning** - Directed questions to ascertain what students know and to identify any knowledge or skills deficits - Guided student practice - Independent practice - Use of all available data and student information to plan for individual needs - Clear learning outcomes - Use of SEND information (both Wave 1 strategies for named students on the SEND Register *and* additional student information uploaded to MINT Class profile - Challenge for HAPs - Considered grouping – tasks – resources - Additional interventions for disadvantaged, vulnerable, PP and SEND, with a particular focus on improving literacy
ENGAGEMENT Pride and Motivation	**Stages of Practice** - Obtain a high success rate - Engaged learners: enjoying and achieving as they are enthused by learning - Reward effort and resilience - Consistent application of Ready to Learn to support a positive learning environment - Engaging and varied learning experiences - A diverse range of extra-curricular opportunities - Leadership opportunities for all

1. Rationale:

1.1 This policy clarifies what we see as best practice to develop teaching and learning across all Key Stages at SBL Academy, thereby improving progress.

1.1 It also exists to establish our expectations to promote consistency of practice through our Quality Assurance practices, within and between teams, in order to create consistent and exceptional learning opportunities for students in every class, without stifling individual flair and creativity that so often distinguishes outstanding teaching.

1.2 The Teaching and Learning Policy outlines our high expectations for the implementation of the aspirational curriculum we have created for SBL learners, and is underpinned by the expectation all teachers will strongly deliver and uphold the Teachers' Standards in their own practice.

1.3 This forms the context in which all other policy statements and guidance on classroom practice should be read. It is written for the benefit of all members of the school community to ensure that all adults working with students are aware of the fundamental principles underpinning our work and to strengthen partnerships with parents/carers and other stakeholders. The impact of clear curriculum intent and its implementation in every classroom will be evidenced through good progress outcomes for all learners, irrespective of their starting point or any barriers to learning. In particular this policy should be applied and used in conjunction with:
- SBL Assessment and Feedback Policy
- SBL Quality Assurance Schedule
- SBL Roles and Responsibilities Overview
- SBL Home Study Policy
- SBL Ready to Learn Policy
- DfE Teachers' Standards

2. Aims:

2.1 The Teaching and Learning Policy aims to establish our expectations to promote consistency of practice within and between teams to create a consistently excellent learning experience for all students, irrespective of their starting point.

2.2 The expectations outlined in this policy aim to create a clear pedagogical approach to implementing the curriculum, to ensure the impact of teaching and learning approaches will maximise student potential to remember, connect and apply the knowledge they have been taught and the skills they have developed.

3. Vision:

3.1 Inclusive teaching and learning is central to our work as educators and our prime aim is to ensure that students and staff at Sir Bernard Lovell Academy are inspired and motivated by exciting and enjoyable learning delivered, through a broad and balanced curriculum which caters to the needs of every individual student.

3.2 SBL Academy aspires to be a high quality learning environment, with learning and progress at the heart of our community. We promote care and respect and expect high standards in all aspects of school life. We strive to enable all members of our student community to leave school with the

4. Values:

4.1   necessary skills and qualifications they will need to contribute to society and flourish in the 21st Century, as engaged, empathetic, independent young citizens, well prepared for global challenges and as confident lifelong learners. Our intention is that all students should fulfil their potential in their academic and creative achievements as well as their physical and emotional wellbeing.

4.2   In order to offer an outstanding education, all staff working with young people are responsible for providing a learning experience where all students are challenged to fulfil their potential. All teaching and learning is matched to the needs of individuals and groups of students and consistently high quality feedback is used to promote and ensure good or excellent progress.

4.3   Our coaching programme will enable the very best practice to be shared across the academy.

4.4   Every student has unique strengths; deserving both an engaging and personalised learning experience that takes full account of individual needs, interests and aspirations within a rich learning environment where motivation is fostered and allows all students to flourish.

4.5   Teaching should not simply teach knowledge, but empower students' independence by teaching them how to learn and providing a variety of quality feedback to allow all to make good progress.

4.6   Modelling is an essential part of teachers' pedagogy and all adults working within the school have a duty to model clear communication, respectful behaviour and the values of the school, and to act as models of learning to all students.

4.7   Emotional intelligence is crucial to building and maintaining positive relationships and to creating safe environments that allow students to learn most effectively. Our ultimate aim is to produce students who are well rounded and are suitably prepared to take their place into our dynamic local, national and international community – wherever the future takes them.

4.8   Central to our ambition is the wish to meet the needs of young people in our region of the west of England and to prepare them for adult and working life in the 21st century with an ambitious learning experience that motivates and facilitates growth.

5. Curriculum Intent:

5.1   The intent of our curriculum is to inspire and challenge all learners and prepare them for the future. Our aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens who can contribute to their community into the future, wherever that might be: locally, nationally or internationally.

5.2   The intent of the SBL Academy curriculum is to:
- Progress, build and challenge from the primary school experience of our students, wherever possible;
- Help students understand the world in which they live;
- Help students develop lively, enquiring minds, an ability to question and argue rationally, and an ability to use the knowledge they have and apply it to tasks and physical skills to show what is understood;

- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines;
- Offer a diverse range of advice, inspiration, challenge and a healthy mix of success and failure to facilitate human growth and development for all students;
- Help students to develop personal values, respect for the faith of others and an acceptance that people in our own community, country and world community have a range of beliefs and different ways of life;
- Take into account each individual's potential, disadvantage and wider physical need;
- Develop a specific curriculum for Key Stage 3 which will build on the core skills of numeracy and literacy and develops the knowledge, understanding, character and skills of all students;
- Allow every student to follow a route that could lead to attending university or other higher education institutions through one of our KS4 pathways and post-16 experience. KS4 and KS5 experience will challenge students and meet the needs of the wider communities in our region and the UK as a whole;
- Lead to qualifications that are valued by employers and by higher education as well as promote human growth and development;
- Ensure continuity and progression during each year and between phases therefore increasing students' choice and opportunity. Prepare students to make informed and appropriate choices at the key transition points of KS3, KS4 and post-16;
- Design a post-16 curriculum, not constricted by the curriculum offer from the school alone but incorporating the strengths of other schools/providers which may be in partnership with the school;
- Fulfil statutory requirements.

5.2   Specifically, the intent of our curriculum is to facilitate our students to:

- Be challenged and stretched to achieve their potential;
- Achieve high standards and make good progress as a minimum;
- Enable those not achieving expectation to narrow the gap and catch up with their peers;
- Have and be able to use high quality day-to-day skills, including spoken and written; literacy, numeracy and IT skills as well as providing practical opportunities to demonstrate skills and understanding;
- Enjoy and be committed to learning, to 19 and beyond.

6. Curriculum Implementation - Teaching & Learning Essentials:

6.1   Knowledge and skills must be planned for to ensure students understand new ideas; learn and retain new information; solve problems and transfer learning to new situations. Each Curriculum Team must have a clear curriculum intent for their subject(s); outlining the essential knowledge and skills that will be developed across each key stage and year group to ensure all students follow a sequenced programme of study (Long Term Plans) sufficiently ambitious and challenging but appropriate to their age, ability and starting point. This will be used by teams and teachers to collaboratively plan schemes of learning (medium term plans) that ensure effective implementation of this intent.

6.2   There is a strong interconnected dependence between teaching, learning and assessment. All three areas inform each other. At SBL we have expressed a clear
pedagogy to encourage learning which is rooted in a clear **purpose** with **active**, students who are **challenged** and **engaged** through well matched tasks and thoughtful, probing questioning - **PACE** as outlined in our Wheel of Essentials. Excellent student behaviour is maintained through a consistent application of Ready to Learn. The structure of SBL lessons adhere to the SBL standard and should promote the SBL culture we aspire to; actively promoting improvements in oracy, literacy and facilitating opportunities for students to think hard.

6.3   **PURPOSE:**
Sequencing concepts and modelling
- Present new material in small steps with student practice after each step
- Limit the amount of material students receive at one time
- Provide clear and detailed instructions and explanations
- Think aloud and model steps
- Use more time to provide explanations
- Provide many modelled examples
- Learning Objective[s] will be displayed and referred to throughout the lesson. Students need to know what they are learning and why
- If an exercise book or folder is being used, the date and title should be underlined
- Progress Trackers will show incremental progress to enable students to see achievement in small steps, thus providing a sense of achievement and motivation.
- In addition students will also receive additional high quality **formative feedback**;
- *Live marking* is encouraged to manage workload and teachers are encouraged to have a 'red pen in hand' when they are intervening with students during the lesson – as this is a useful strategy to provide instant feedback whilst being efficient with their time
- Verbal feedback
- Self-assessment in green ink
- Peer-assessment in green ink

6.4   ACTIVE:
Reviewing Material
- Retrieval practice supports building our long-term memory and our level of fluency in recall
- Students will engage in a **Starter** at the beginning of every lesson. To promote consistency, the same common language of 'starter' will be used across every curriculum team in the academy.
- Begin a lesson with a short review of prior learning
- Students will engage in a **plenary** as an opportunity to consolidate learning and make the learning stick. Re-teach material where necessary
- High quality feedback is given in response to every checkpoint and **summative** end of topic or termly assessment mapped into every medium term plan, allowing the teacher to make judgements about the overall learning that has taken place and used to benchmark the progress of students, in-line with the Assessment and Feedback Policy, thus enabling students to accelerate their progress by adhering to our clear rationale for assessment: plan – teach – revise – assess – feedback & review to address misconceptions/re-teach or progress to more challenging content.

- Model exemplars of good assessments and less effective assessments to support improvements from feedback
- Teachers will use assessment to plan effective and targeted questioning, which in turn is used to assess learning and progress. High quality questioning will:

- Include all students and make students think, using open and follow up questions to expand understanding after teaching the required knowledge
- Allow thinking time and where appropriate, provide opportunities for students to rehearse answers through pair and small group discussion to develop independent thinking skills. Think – pair – share is an appropriate strategy to facilitate this.
- Targeted questioning – including all students and only using 'hands up' as a deliberate strategy to assess student understanding/confidence
- Teachers will model high expectations by not allowing students to 'opt out' – where a student is unable to answer, teachers should come back to them at a later stage or revisit to content to ensure understanding (teacher should check if there is any additional information advising a student not to be questioned in a whole class context)
- In our drive to improve oracy in the classroom, where possible, students will be expected to respond to questions or contribute to class discussion in full sentences.

6.5 CHALLENGE AND SUPPORT:
Questioning

- One of the strongest implications from Rosenshine's 'Principles of Instruction' is that effective questioning lies at the heart of great instructional teaching
- Ask a large number of questions and check for understanding
- Ask students to explain why they have learned
- Check the response of all students
- Provide systematic feedback and instructions
- Effective questioning strategies include: Think Pair Share, No opt out, Say it again, better
- Teachers must use the available information about students' prior attainment, current achievement and progress to plan for individual student needs and inform the next steps in student learning. All teaching will be matched to students' needs and take place in the context of high expectations for all students and in partnership between all stakeholders.
- All staff working directly with young people have a responsibility to know students' needs as identified on MINT Class Profile/ SIMs (SEND, PP, EAL) and students' needs as identified on the SEND Register and apply appropriate strategies and differentiation approaches. MINT Class Profile, SISRA and the SEND register should also be checked regularly to identify and support vulnerable students and target intervention groups. It is the teacher and tutor's responsibility to ensure they find out any further details necessary to track, plan for and support progress.

- HAPs and HAPs + are identified using Key Stage 2 banding; noted on SIMs and identified as a focus group on SISRA. Students will also be identified in Year 7 using transfer information from primary schools to prevent students being overlooked at this early stage.
- MINT Class profiles will be used and available for scrutiny in every lesson to show teachers are using progress data to plan for and meet the needs of all learners accordingly. It is the responsibility of Curriculum Team Leaders and classroom teachers to be clear about student progress and use this to plan for, adapt and respond with appropriate challenge in teaching and learning activities to ensure student progress
- Differentiated learning outcomes will be referred to in every lesson. Sequences of learning or individual lessons will identify the different levels of challenge students should meet or exceed as the learning outcome[s] for the lesson. They will be shared with students to allow lessons to be highly tailored to meet the needs of all learners. Where possible, the differentiated learning outcomes will use student friendly language derived from the KS3 Starting Point grade descriptors or KS4/5 descriptors from the exam specifications, contributing to improvements in progress outcomes. Lessons are carefully planned and tailored to ensure all students can meet or exceed differentiated expected learning outcomes.
- Pupil Premium students will be supported to improve progress outcomes as teachers will use agreed T&L strategies (predominantly from the Education Endowment Fund) as outlined in the SBL Pupil Premium Strategy
- Achievement Coaches are deployed effectively to contribute to and enhance the learning experience of not only those named students they are supporting, but other learners in the group as directed by the teacher

6.6   ENGAGEMENT:
Stages of Practice

- Teachers should set questions and tasks with sufficient to engineer a high success rate – with an optimal rate around 80%
- Using all available data/information, engaging activities are well-planned to create, challenge and extend curious learners
- To develop curious, independent learners, staff should reward effort and resilience by valuing and providing opportunities for students to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for students. To develop independent learners, it is important to encourage students to Think Hard and nurture a
  Growth Mindset where students believe that their intelligence can grow and that effort leads to success. This means providing opportunities for students to:
  - Embrace challenge
  - Persist in the face of setbacks
  - Learn from criticism
  - See the relationship between effort and achievement

- Students across the academy will have an opportunity to engage in Think Hard challenges in the context of lesson environment, as the school if facilitating a programme to enable students to Think Hard
- Ready to Learn is used consistently and effectively to promote positive classroom behaviour

7. Learning Environment for Pride and Motivation:

7.1   The Learning Environment is both the physical space students learn in and the environment created by positive relationships built on mutual respect. All adults in the school are expected to model the values of the school.

7.2   Rich, engaging displays should be maintained outside of classrooms to promote the subject and show pride in the curriculum area and within classrooms to create motivational and engaging learning environments that support learning. Key subject terminology, success criteria and skills should be prominently displayed and referred to in teaching and, where appropriate, student work displayed to model excellent effort and achievement.

7.3   Students should show pride in their learning through the presentation of their work. All teachers and additional adults will promote clearly laid out and neatly presented work and students will be supported in their organisation through:

- Neat and organised books/ folders with progress trackers, and if appropriate, Knowledge Organisers
- Classwork and home study clearly identified.
- Students' books/ folders should where possible contain overviews of the course and a Key Stage specific overviews.
- Support should be provided for students who miss lessons, either through Insight, Google Classroom or via email.

8. Literacy:

8.1   Teachers should take every opportunity to successfully develop reading, writing and oracy skills, using a range of texts and differentiation of activities, such as:

- **Oracy**: Effective questioning; speaking and listening activities to provide opportunities for clarification, elaboration and challenging of others' points, with the teacher taking the 'facilitator' role to ensure discussion remains on task with full participation of all students; and students speaking in full sentences and using language appropriate for the audience/context
  - **Vocabulary**: Teachers will support students in learning subject specific key words and spellings and promote academic vocabulary with a focus on Tier 2 and 3 vocabulary.
  - **Reading**: discuss the text being read with reference to explicit reading skills like skimming, scanning and inference. Reading for pleasure (fiction and non-fiction)

- is to be promoted across the school through the implementation of Accelerated Reader for Year 7 and our wider tutor reading programme
- **Writing**: students will, where possible, write in full sentences and teachers will set written tasks with a clear sense of purpose and audience – modelling the process and making explicit the genre students are being asked to write and the appropriate writing style for that task, with exemplification of the type of writing they're being asked to produce. This modelling may include discussion of: style, clarity, effective use of punctuation etc. Specific feedback will be given on spelling, punctuation and grammar, with errors highlighted for correction.

9. Employability:

9.1   Subjects will actively promote careers in their lessons and extra-curricular programmes. Teachers will link curriculum learning to the world of work and highlight and develop transferable literacy and numeracy skills. Curriculum Team Leaders have included authentic links between curriculum learning and the world of work in Long Term and Medium Term Plans, ensuring this is made explicit to learners where this is relevant

9.2   Every student is provided with Careers Advice and Guidance in accordance with Gatsby Benchmarks on a variety of career and Higher Education opportunities and pathways throughout their time at SBL Academy and it is vital that this is delivered in both the pastoral and academic environments.

10. Quality Assurance and Accountability

10.1   The overview statements of accountability should be read in conjunction with the   Quality Assurance Schedule (Appendix 2) and the Roles and Responsibilities document

10.2   **Teachers** should ensure they are familiar with the requirements of this and related policies and use these to inform their practice in the classroom.

10.3   **Tutors** will actively monitor the progress and engagement of members of the tutor group and broker appropriate guidance and support where tutees are struggling to engage with learning. Tutors will follow the principles of this policy when leading PSHC, Think Hard and tutor time sessions and provide necessary support and challenge through monitoring attitude to learning, behaviour and academic progress.

10.4   **Curriculum Team Leaders** will monitor the quality of teaching and learning for every member of their team. They will play an integral part in quality assurance   and self–evaluation work of the school across the year.

10.5   **Senior Leadership Team** will monitor data and other information on the learning and progress of students in programmes and key stages for which they are responsible and provide intervention and support where progress needs to be accelerated. Focus groups of students (such as HAPs, Pupil Premium and SEND) will be monitored as part of ongoing self-evaluation and quality assurance. **SLT** members will work alongside Curriculum Team Leaders to quality assure and moderate the judgements being made of the quality of teaching and learning.

10.6   **Heads of House** will monitor the attendance and behaviour of students within the house to ensure every opportunity to maximise progress is utilised.

10.7   **SENDCO** will monitor the learning and progress of students on the SEND Register and oversee the provision of extra resources and support to remove barriers to learning for students with SEND in order to accelerate their progress.

10.8   **HLTAs, Achievement Coaches and Behaviour Support** will act as key workers for identified students with SEND and/or significant pastoral barriers and will provide appropriate feedback to teachers, AP for Behaviour and the SENDCO about the learning and progress of individual students who they support in or outside of lessons

10.9   **Technicians** will provide feedback on the quality of resources being used to support learning in the classroom if requested.

10.10   **Careers Advice and Guidance Manager** will use the Gatsby Benchmarks to review and adapt the quality of careers provision from Years 7-13.

Appendices

- Appendix 1 Quality Assurance Schedule Exemplar
- Appendix 2 DfE Teachers' Standards

Appendix 1:

T&L Quality Assurance Schedule 2019/20

Term 1

Commence	Complete	Focus	Purpose	Who	Feedback to	Contributes to
04/09/19	19/09/19	New staff	To ascertain if new staff applying our T&L expectations consistently	KDE	New staff, SLT & relevant CTLs	Baseline for the quality of T&L at the beginning of the academic year
04/09/19	20/09/19	All staff	To ascertain if all staff applying our T&L expectations consistently	CTLs	All staff, SLT & relevant CTLs	Baseline for the quality of T&L at the beginning of the academic year
23/09/19	27/09/19	All staff	To ascertain if all staff applying our T&L expectations consistently To QA the judgements of CTLs	SLT link	All staff, SLT & relevant CTLs	Baseline for the quality of T&L at the beginning of the academic year QA of Curriculum Team Leadership
09/09/19	08/10/19	All staff	Formal observation as part of appraisal of performance	As per appraisal tree	Appraised MOS SLT Link VP T&L Principal Interim Board	Sets the baseline for the quality of T&L at the beginning of the academic year QA of Curriculum Team Leadership
14/10/19	25/10/19	Year 7 staff	To QA the quality of education for Yr 7 students To scrutinise the quality of assessment and feedback and pride in their learning as evidenced in books/folders	SLT & CTLs	Year 7 staff CTLs SLT	QA of the quality of education for Year 7 and school SEF

Term 2

Commence	Complete	Focus	Purpose	Who	Feedback to	Informs
06/11/19	08/11/19	Yr 7 PP students QA application of Assessment & Feedback Policy	• To QA the quality of education for Yr 7 Pupil Premium students • To scrutinise the quality of assessment and feedback and pride in learning as evidenced in books/folders	SLT & CTLs	1. CTLs in CTL Briefing 2. CTLs (Individual) in line management meeting – to inform subsequent monitoring of teams and evidence of impact	• QA overview of the quality of education for Year 7 Pupil Premium students • School SEF and SIP
18/11/19	29/11/19	All Curriculum Teams	• To ascertain if all staff applying T&L expectations and the Pupil Premium Strategy to apply expectations and strategies for quality first teaching consistently in every lesson	SLT Line Manager for Curriculum Teams	1. SLT 2. CTLs (Individual) in line management meeting – to inform subsequent monitoring of teams and evidence of impact	• QA overview of consistency of T&L in curriculum teams using the one-page overview of T&L Expectations and the Pupil Premium Strategy for quality first teaching
09/12/19	13/12/19	Yr 10 PP students QA application of Assessment & Feedback Policy	• To QA the quality of education for Yr 10 Pupil Premium students • To scrutinise the quality of assessment and feedback and pride in learning as evidenced in books/folders	SLT & CTLs	1. CTLs in CTL Briefing 2. CTLs (Individual) in line management meeting – to inform subsequent monitoring of teams and evidence of impact	• QA overview of the quality of education for Year 10 Pupil Premium students • School SEF and SIP

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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 pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 pupils' 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 pupils 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 pupils' 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 pupils' 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.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards