



TEACHING AND LEARNING POLICY	
Reviewed by:	Matthew Higgins and Oliver Rose
Review Date:	July 2023
Next Review due:	July 2024

Teaching & Learning Policy

2023-2024 Focus: Pace and Challenge

TEACHING & LEARNING VISION

At Ballard we are committed to high quality teaching and learning so that every child is able to achieve their personal best. Through high expectations and challenge, both within the classroom and in the wider School community, we aim to have a significant impact on our pupils' lives.

We believe that through hard work and resilience, supported by our culture of high aspirations, pupils can achieve whatever they set their minds to.

'Effortful learning changes the brain, building new connections and capability. [...] Our intellectual abilities are not fixed from birth but are, to a considerable degree, ours to shape. [...] The path to complex mastery or expert performance does not necessarily come from exceptional genes, but it most certainly entails self-discipline, grit and persistence; with these qualities in healthy measure, if you want to become an expert, you probably can.' (Brown et al, 2014)

Rationale

This teaching and learning policy sets out to ensure that all our pupils receive an excellent learning experience at Ballard. Through this policy we aim to promote best practice and establish consistency in teaching and learning across the whole School, which leads to a consistently high level of pupil achievement and attitude (See Ballard Big Six and Six MFs – Appendix 1).

"Best available evidence tells us that great teaching is the most important lever schools have to improve pupil attainment." (EEF, 2022)

Our teaching and learning framework underpins everything that happens in lessons, and we believe that quality first teaching and consistency are key. It is research and evidence-informed and includes key findings from cognitive science that help teachers to help pupils learn more deeply and more meaningfully.

Some key reading that has helped to shape and develop it includes Making Every Lesson Count (Allison and Tharby), Embedded Formative Assessment (Wiliam), Teach Like a Champion (Lemov), Understanding How We Learn (Weinstein and Sumeracki), The Science of Learning (Busch and Watson), The Education Endowment Foundation, The Curriculum – Gallimaufry to coherence (Myatt), Make it Stick (Brown et al.), DfE Teachers' Standards, Rosenshine's Principles of Instruction, and Unleashing Great Teaching (Weston and Clay). Our framework is not a one-size-fits-all lesson structure but is a guide for teachers to shape their lessons appropriately to the needs of the pupils, whilst using their professional judgement.

Each subject area has set out its curriculum intent and this policy sets out the framework for its implementation. We recognise the importance of quality continuing professional development for staff and invest in this to ensure that the curriculum is effective in action.

Aims

- To ensure all of our pupils take pride in their work, make the greatest academic progress and achieve their excellence
- To ensure all of our pupils leave the School with the best possible outcomes for their future
- To deliver lessons that inspire and engage, and build intellectual curiosity and a life-long love for learning
- To empower pupils with knowledge to enable them to succeed in an ever-changing world
- To equip pupils with a range of skills for the 21st Century
- To provide our pupils with a range of learning experiences inside and outside the classroom to develop them into well-rounded citizens

Threshold Concepts in Teaching & Learning

“A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.” (Meyer and Land, 2003)

Threshold concepts apply to all subject disciplines, and we believe that they also apply to our understanding of pedagogy. We expect teachers to consider threshold concepts within teaching and learning carefully as these ideas will irreversibly transform their view of teaching, and teachers should therefore utilise their implications in the classroom.

- Cognitive load theory and its implications for instructional design *‘Learning is a change in long term memory’* (Sweller et al, 1998, 2019)
- Performance and learning are not synonymous. The need for desirable difficulties *‘Learning is the long-term retention of knowledge and the ability to transfer it to new contexts’* (Bjork, 2015)
- *‘Memory is the residue of thought and understanding is learning in disguise’* (Willingham, 2009)
- A skill is the ability to use one’s knowledge effectively and readily in execution or performance. Reasoning, problem solving and creative skills are largely domain specific and enabled by deep knowledge of the subject. (Tricot & Sweller, 2014)
- The use and power of deliberate, retrieval & intelligent practice. *‘Don’t practise until you get it right. Practise until you can’t get it wrong.’* (Lo & Marton, 2012)
- The potential and limitations of formative assessment; assessment is the bridge between teaching and learning - use evidence about learning to adapt teaching and learning to meet pupil needs. (Wiliam, 2013)

Six Mastery Fundamentals (6MF)

Lessons and staff development through continuing professional development (CPD) are planned with the six fundamentals of teaching and learning at the core:

MF1 Challenge
MF4 Deliberate practice

MF2 Explanation
MF5 Questioning

MF3 Modelling
MF6 Feedback

The framework below details what this looks like in practice:

Please see Appendix 1 for the Ballard Big Six and a more detailed breakdown of how the 6MFs may be observed in lessons.

The Six Mastery Fundamentals (6MF)					
Challenge MF1	Explanation MF2	Modelling MF3	Deliberate Practice MF4	Questioning MF5	Feedback MF6
<p>Teachers encourage pupils of all abilities to have high expectations of what they can achieve</p> <p>Teachers use the 'less breadth more depth' approach to increase the depth of learning</p> <p>Teachers challenge pupils to make links within lessons, over a series of lessons and across the entire curriculum (elaboration)</p> <p>Resources are ambitious and demanding, and allow all pupils to make excellent progress</p> <p>Teachers have a rigorous approach to the teaching of reading and embedding tier 2 and 3 vocabulary</p>	<p>Teachers present subject matter clearly and in small steps so that pupils acquire new knowledge and skills</p> <p>Teachers introduce new knowledge by building on prior knowledge and using examples, concrete examples and non-examples</p> <p>Teachers' explanations promote appropriate discussion about the subject matter they are teaching</p> <p>Teachers impart key knowledge and develop understanding, whilst promoting a love of learning and pupils' intellectual curiosity</p>	<p>Teachers provide high quality model answers to show pupils what excellence looks like</p> <p>Teachers use their visualiser/laptop effectively to construct/deconstruct examples or answers</p> <p>Teachers think aloud and model steps to ensure that pupils know how to apply the knowledge and skills</p> <p>Teachers share success criteria when modelling so that expectations are clear</p>	<p>Teachers ensure that pupils practise for automaticity through a variety of different tasks (including extended writing)</p> <p>Practice tasks help pupils to remember content in the long term</p> <p>Tasks progress from a high level of guidance to independent practice and mastery</p> <p>Through a variety of practice, pupils are able to integrate new knowledge into larger concepts</p> <p>Teachers activate pupils as instructional resources for one another</p>	<p>Teachers ask probing questions to develop pupils' understanding</p> <p>Teachers systematically check pupils' understanding through questioning</p> <p>Pupils are made to think hard with breadth, depth and accuracy</p> <p>Teachers use a range of questioning techniques, including both targeted and whole class responses</p>	<p>Teachers identify pupils' misconceptions accurately and give clear, direct feedback</p> <p>Teachers use feedback from pupil responses/work to adapt teaching as necessary</p> <p>Teacher feedback enables pupils to think about and further develop their knowledge and skills</p> <p>Teachers activate pupils as owners of their own learning</p>
<p>Scaffolding</p> <p>Pupils are supported to achieve because teachers adapt their teaching to respond to the strengths and needs of all.</p>					

Planning

Instruments of the Curriculum

Teachers plan collaboratively and all resources should be centralised. Schemes of work (Long Term Plans, Medium Term Plans) for all subjects are saved centrally. Teachers have the autonomy to choose and use a range of resources and materials e.g. Class Notebook, PowerPoint, teacher-produced booklets, textbooks to plan and deliver high-quality lessons underpinned by this framework. Planning is done in advance of the unit and coordinated by subject leaders, and quality assured by senior leaders. Although planning is done centrally, teachers should adapt resources for their class as necessary to meet their needs.

When designing resources, it is essential that they frame the curriculum and do not confine it. They must be accessible to all pupils, whilst remaining challenging and ambitious. The materials should prioritise academic rigor over simple task completion and include dedicated time for thinking, and unpacking, and interpreting. Teachers must ensure that their resources demand an active participant who is involved in this translation from scheme of work to lesson material.

It is important to plan structured lessons (using the 6MF) with purposeful activities that promote pupil progress. We also expect teachers to take a rigorous approach to the teaching of literacy and therefore provide pupils with opportunities for extended reading and writing in lessons, where appropriate.

Furthermore, whilst lessons should always be planned in advance, we expect and encourage teachers to use their professional judgement and to deviate from the lesson plan when necessary, for example to address a misconception - this is part of responsive teaching. The Ballard Basics (**Appendix 1**) is a useful tool that teachers are encouraged to use as it has a range of techniques for helping to maximise learning time and pupil progress. We expect teachers to understand effective pedagogy and use a range of skills in their teaching. A non-exhaustive list of what this looks like in the classroom is in our 'What does good teaching look like?' document. (**Appendix 3**)

Knowledge Organisers (development to begin throughout Academic Year 2023-24)

Departments will begin to develop and then use Knowledge Organisers (**Appendix 4**) for each half term and/or unit of work, which include key information, facts and ideas that pupils are required to learn from memory. It is important that teachers encourage pupils to make links with this information through skilled questioning, discussion and practice tasks in the lesson. This also forms an integral part of our home learning /homework policy. Training for staff and pupils on effective use of these forms part of our CPD programme.

Effective Revision

To support pupils with their retention of knowledge, we have incorporated effective revision into our curriculum and homework policy. A comprehensive guide with techniques for staff and pupils is available - please see our School Homework Policy for further details.

For more information, please see our [Home Learning \(Homework\)](#) and [Assessment, Recording and Reporting Policies](#).

Learning Environment

We use displays to support, reinforce and celebrate learning.

Displays should:

- aid recall
- support subject vocabulary
- stimulate further thinking
- give new information and make connections
- celebrate and model exceptional pupil work
- remind pupils of expectations and motivate children towards further learning and/or career aspirations

It is the responsibility of the class teacher to maintain high-quality displays to inspire pupils in their classroom but not to the level where the displays distract pupils' focus in class. Displays outside of the classroom on corridor boards should celebrate achievement and progress where possible and the support on creating these can be offered by the Marketing Department so that School brand is consistent.

Learning Behaviour

Behaviour management is an integral part of implementing the curriculum and we therefore expect teachers to create a secure and friendly environment in which high levels of good behaviour are maintained. This will enable pupils to thrive, enjoy and develop the skills and capacity to work independently and collaboratively, making good progress in all aspects of their learning.

For more information, please see our [Behaviour Support Policy](#).

Digital Provision

We encourage the use of technology to facilitate teaching and learning, and all staff should provide curriculum resources for all pupils (via Microsoft Teams and OneNote, when appropriate) in line with our School curriculum.

As a minimum requirement for lessons, teachers must create a OneNote page which includes the date of lesson, learning objective and any essential resources uploaded.

We also encourage staff to make use of the various functions of this platform to support self-assessment and assessment for learning, both for lessons and homework.

Staff are also encouraged to use any other digital platforms for setting homework, revision, or furthering learning. These may include platforms such as:

Hegarty
Kerboodle
Seneca
Quizlet
Gimkit

Inclusion

SEND

Every pupil regardless of their Special Educational Needs or Disabilities (SEND) has the right to receive the highest quality education, one that is appropriate to their needs, has high standards and the fulfilment of potential. This should enable every pupil to achieve their best, become confident individuals and make a successful transition into adulthood. High quality teaching, differentiated for individual pupils is the first step in ensuring that any Special Educational Needs are met.

Every pupil on the SEND register has an Enhanced Learning Profile (ELP) providing useful strategies to support quality first teaching and SMART targets for the pupils. Through appropriate scaffolding, support and retrieval practice, all teachers will ensure that these strategies are put in place as part of the graduated response to SEND needs.

Most Able (known at Ballard School as Potential Plus and is closely linked with the Scholars' programme)

We believe in creating a culture of 'academic pride so that pupils achieve their excellence' and that all pupils are entitled to make the greatest progress possible, and that it is essential to ensure that our most able pupils are challenged sufficiently to achieve this. Our aim is to provide an education that is appropriate to the needs and abilities of such pupils, which promotes not only their academic development but also their personal development. Our teaching and learning framework that is underpinned by the 6 Mastery Fundamentals ensures that these pupils are appropriately challenged in lessons allowing them to make excellent progress, and our overall policy enables them to develop their cultural capital.

Please see our Inclusion Policy for more details.

Feedback

Feedback is a central priority for all teachers at Ballard. The studies of feedback, reviewed in the Teaching and Learning Toolkit produced by the Education Endowment Foundation, Sutton Trust and Durham University, found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of one year.

It has been recognised that for a feedback policy to be effective, it needs to be principles driven and not overly prescriptive. With this in mind, our Feedback Policy at Ballard is based upon ten key principles for effective feedback.

Please see Feedback Policy for more details.

Home learning

Home learning is an important part of consolidating learning and understanding, and accordingly we have a comprehensive weekly programme consisting of a range of practice and consolidation tasks for subjects. Knowledge Organisers and self-quizzing will form an integral part of our programme for all key stages. When devising homework, it is important that teachers take account of the four principles that we believe make effective homework: embed, apply, improve, extend.

Full details of our home learning guidelines are outlined in our Home learning Policy.

Assessment

Assessment is a cornerstone of effective learning, both formative and summative, and is used to promote and monitor the progress of pupils at Ballard School. Evidence from assessment is used to respond to and adapt the teaching to meet the needs of our pupils. All teachers use a range of assessment techniques within lessons to support pupils' academic development, and our teaching and learning framework places an emphasis on the pupils' ability to act on feedback given so that they are reflective and 'learn how to learn'.

Full details of our assessment guidelines are outlined in our [Assessment, Recording and Reporting Policy](#).

Literacy and Oracy (new policy to follow)

The teaching of literacy and oracy is fundamental to ensure that pupils can access the curriculum, develop into confident young people and therefore leave the School fully equipped for their future careers. Therefore, we place much importance on literacy and oracy across the School and expect teachers of all subjects to teach and embed these skills.

Please see our [Literacy and Oracy Policy](#).

Numeracy (new policy to follow)

The teaching of numeracy is fundamental to ensure that pupils can apply their mathematical knowledge, skills and understanding across the whole curriculum as well as to real life situations. Ballard School aims to ensure that every pupil is fully numerically confident for their future careers. We place much importance on numeracy across the School and expect teachers of all relevant subjects to teach and embed it.

A range of strategies are used to promote and embed numeracy across the curriculum and can be found in our [Numeracy Policy](#).

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June 2023

Policy Log

Creation Date	Version	Author	Next Review
July 2022	1	Matthew Higgins & Oliver Rose	July 2023
July 2023	2	Matthew Higgins & Oliver Rose	July 2024

APPENDIX 1

Ballard Big Six	
1. Meet and Greet: Teachers should meet and greet pupils at the door as normal practice when appropriate.	
2. Retrieval: Teachers (when appropriate) should provide a starter task/Do Now task in order to create a focused and meaningful start. The task should last approx. 5 minutes whilst teachers complete the register and encourage pupils to review prior learning via knowledge retrieval tasks and/or introduce new knowledge and/or vocabulary.	
3. Daily Review: The lesson objective should be explicitly shared with pupils and links to prior and future learning should be made clear.	
4. Pupil Focus: Teachers should (if necessary) use a clear cue, for example '3, 2, 1' countdown to bring the class to silence or equivalent. Pupils must be silent during teacher instruction and explanation.	
5. Model: Before pupils begin a written or practical task the teacher should (when appropriate) model it for them.	
6. Work the Clock: Timers can be used to maintain pace and challenge with consideration given to pupils with SEND needs.	
Modifications may be necessary when deemed appropriate	
Six Mastery Fundamentals (6MF):	
MF1 - Challenge	
Teachers encourage pupils of all abilities to have high expectations of what they can achieve; Lesson objectives are created using Bloom's verbs to ensure challenge and rigor; high expectations for all pupils; Teachers challenge pupils to make links within lessons, over a series of lessons and across the entire curriculum; Resources are ambitious and demanding and allow all pupils to make excellent progress; Teachers don't accept the first answer; pupils are provided with 'stretch' or 'challenge' tasks; probing questioning is used to deepen learning; plan questions for different abilities; use of timers to maintain pace; Pupils are given regular opportunity to use tier 2 and 3 vocabulary.	
MF2 - Explanation	
Teachers present subject matter clearly and in small steps so that pupils acquire new knowledge and skills; Teachers introduce new knowledge by building on prior knowledge and using examples, concrete examples and non-examples; Teachers' explanations promote appropriate discussion about the subject matter they are teaching; Teachers impart key knowledge and develop understanding, whilst promoting a love of learning and pupils' intellectual curiosity.	
MF3 - Modelling	
Teachers model tasks before pupils complete; Use live modelling to exemplify excellence (I do, we do, you do approach); Model answers are provided to demonstrate how to meet assessment criteria; Model answers analysed to unpick misconceptions and errors.	
MF4 - Deliberate Practice	

Do now tasks form part of regular practice and encourage pupils to retrieve and recall knowledge; Teachers ensure that pupils practise for automaticity by using a variety of different tasks (including extended writing); Practice tasks help pupils to remember content in the long term; Tasks progress from a high level of guidance to independent practice and mastery; Tasks progress from a high level of guidance to independent practice and mastery; Teachers activate pupils as instructional resources for one another; Regular use of exam style questions.
MF5 - Questioning
Teachers use a range of techniques: cold-calling, targeted, probing, elaborative, pose, pause, pounce, bounce; Questions can be planned to check for understanding – allowing for challenge and consolidation; Build a no hands up culture; Pupils encouraged to question each other; Use Bloom’s verbs to structure questions and ensure they probe and deepen understanding; Increase the number of higher order questions; Ensure pupils are given thinking time; Mini-whiteboards used for whole class questioning.
MF6 - Feedback
Teachers to ‘mark live’ in lesson and pupil response in purple pen; Whole class feedback provided, and time planned for pupil response to feedback using purple pen to show improvement; Opportunities for self and peer assessment; Mixture of written and verbal feedback.
Scaffolding
Tasks should be adequately chunked; reading and writing tasks are chunked; structural prompts/reminders used to support extended writing; starter sentences; vocabulary banks; questioning used to build up learning; highlighting or drawing boxes around key information; tasks are modelled; mini whiteboards used for pupils to draft work; support thinking time with think, pair and share; knowledge organisers used to support.
Pupil Exit: Pack away approximately 4 mins before end of lesson – check uniform. End with knowledge retrieval (cold calling/chanting) or appropriate alternative. Dismiss row by row in a calm and orderly fashion.

APPENDIX 2

Class Files (Paper or Digital)

Each class teacher should maintain a class file with information about each group that they teach. Class files should include:

- Seating Plans (if needed)
- SEND, Pupil Passports, Enhanced Learning Plans (ELP), Potential Plus and Scholars information (stored in SharePoint but must be referenced using School codes on departmental/personal trackers and seating plans)
- Enhanced Learning Plans
- Any additional relevant information

APPENDIX 3

What does good teaching look like?

- Careful planning
- Thorough knowledge of pupils as individuals
- Strong routines
- Clear presentation of ideas
- The ability to draw upon a comprehensive body of subject knowledge
- Effective questioning
- Varied activities including group work and paired work
- The ability to adapt work to the needs of pupils
- Effective deployment of TAs
- Preparedness to diverge from the lesson plan if it becomes clear that ideas have not been understood, and further practice is necessary to enable full understanding
- Regular checks on pupils' understanding
- The ability to vary the pace of lessons according to the needs of the class
- Good classroom control based upon engaging teaching rather than strict discipline

APPENDIX 4

Knowledge organisers and their role

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. They should be no more than one side of A4 with all the information broken down into easily digestible chunks.

The single side of A4 is important in order to focus the minds of the teachers creating them so they only include what's absolutely crucial. It is easy for knowledge organisers to become overwhelmingly full of information which then renders them useless.

It is also important to state what a knowledge organiser is not:

Knowledge organisers are not a curriculum overview and they will never replace the expert teacher. It is best to think of them as tools to help teachers enact a curriculum.

5 benefits of using knowledge organisers:

1. A knowledge organiser can assist the teacher in planning the unit of work
2. Knowledge organisers are an endless source of meaningful homework activities
3. Knowledge organisers are an excellent tool for inclusion
4. Knowledge organisers create opportunities for spaced retrieval practice
5. Used appropriately, knowledge organisers can increase retention of facts

Who uses knowledge organisers?

Knowledge organisers can be a valuable tool for both children, staff and parents. Class teachers are usually the ones who write the knowledge organiser to set out their expectations of what pupils should learn about a topic – and to clarify their own thinking around what is important.

Pupils will review, revise and quiz themselves using their knowledge organisers.

And finally knowledge organisers are a really clear and easy to understand way for parents to be more aware of what their children are learning at School and thus to support them.

What to include on a knowledge organiser?

The contents of a knowledge organiser are entirely subject and year group dependent; while a KS1 knowledge organiser for phonics might simply include all the different graphemes and phonemes to learn, a KS2, 3 and 4 knowledge organiser is likely to be a lot more complex as fits the age of the learner and the information to be studied.

Knowledge organiser contents:

There is of course some information that may be found across knowledge organisers in all subjects. This is a basic contents list:

- key vocabulary (in Maths make sure to use appropriate Mathematical language by using this Maths vocabulary list)
- key places and people
- useful diagrams (as required for the topic)
- key dates for a subject like History (e.g. when the two World Wars were) would clearly also be included
- key themes – essential for any Key Stage 2 reading work
- important quotes (that demonstrate those themes)

- STEM sentences for a subject like maths

How to use knowledge organisers:

There are no set ways for how to use a knowledge organiser but there are some principles that ensure they are likely to be successful in their deployment.

4 top tips for using knowledge organisers:

1. For the knowledge organiser to be successful, pupils will have to put it away (regular application from memory)
2. Give the knowledge organiser out at the start of a topic
3. Teach pupils how to use their knowledge organisers effectively
4. Test regularly (but in the right conditions)

[\(https://thirdspacelearning.com/blog/knowledge-organisers/\)](https://thirdspacelearning.com/blog/knowledge-organisers/)

Appendix 5 – Lesson Drop Ins

Date:	Period:	Class:	Teacher:	Completed by:
Drop In Focus (link to 6MF):		Lesson Objective/Focus:		

<p>What is the teacher doing? (Please use additional paper if required)</p>	<p>What are the pupils doing? (Please use additional paper if required)</p>
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Strengths: (Observer to also leave post-it note with teacher celebrating two strengths on leaving the lesson)

Areas for development (if required):

Prompts/discussion points:

- Where does this lesson fit into your sequence of teaching?
- What have pupils had to learn in order to get to this point?
- What did they already know?
- How will you develop what pupils have done so far?
- How might the next lesson be adapted in light of this one?
- How do you know if pupils made progress?
- Is there anything you might do differently?
- Why did you make that decision today?

The Six Mastery Fundamentals (6MF)					
Challenge	Explanation	Modelling	Deliberate Practice	Questioning	Feedback
<p>Teachers encourage pupils of all abilities to have high expectations of what they can achieve</p> <p>Teachers use the 'less breadth more depth' approach to increase the depth of learning</p> <p>Teachers challenge pupils to make links within lessons, over a series of lessons and across the entire curriculum (elaboration)</p> <p>Resources are ambitious and demanding, and allow all pupils to make excellent progress</p> <p>Teachers have a rigorous approach to the teaching of reading and embedding tier 2 and 3 vocabulary</p>	<p>Teachers present subject matter clearly and in small steps so that pupils acquire new knowledge and skills</p> <p>Teachers introduce new knowledge by building on prior knowledge and using examples, concrete examples and non-examples</p> <p>Teachers' explanations promote appropriate discussion about the subject matter they are teaching</p> <p>Teachers impart key knowledge and develop understanding, whilst promoting a love of learning and pupils' intellectual curiosity</p>	<p>Teachers provide high quality model answers to show pupils what excellence looks like</p> <p>Teachers use their visualiser effectively to construct/deconstruct examples or answers</p> <p>Teachers think aloud and model steps to ensure that pupils know how to apply the knowledge and skills</p> <p>Teachers share success criteria when modelling so that expectations are clear</p>	<p>Teachers ensure that pupils practise for automaticity through a variety of different tasks (including extended writing)</p> <p>Practice tasks help pupils to remember content in the long term</p> <p>Tasks progress from a high level of guidance to independent practice and mastery</p> <p>Through a variety of practice, pupils are able to integrate new knowledge into larger concepts</p> <p>Teachers activate pupils as instructional resources for one another</p>	<p>Teachers ask probing questions to develop pupils' understanding</p> <p>Teachers systematically check pupils' understanding through questioning</p> <p>Pupils are made to think hard with breadth, depth and accuracy</p> <p>Teachers use a range of questioning techniques, including both targeted and whole class responses</p>	<p>Teachers identify pupils' misconceptions accurately and give clear, direct feedback</p> <p>Teachers use feedback from pupil responses/work to adapt teaching as necessary</p> <p>Teacher feedback enables pupils to think about and further develop their knowledge and skills</p> <p>Teachers activate pupils as owners of their own learning</p>
Scaffolding - Pupils are supported to achieve because teachers adapt their teaching to respond to the strengths and needs of all.					

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

TS1 Set high expectations which inspire, motivate and challenge pupils

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

TS2 Promote good progress and outcomes by pupils

- (a) be accountable for pupils’ attainment, progress and outcomes
- (b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- (c) guide pupils to reflect on the progress they have made and their emerging needs
- (d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- (e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

TS3 Demonstrate good subject and curriculum knowledge

- (a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- (b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- (c) 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
- (d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- (e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TS4 Plan and teach well-structured lessons

- (a) impart knowledge and develop understanding through effective use of lesson time
- (b) promote a love of learning and children’s intellectual curiosity
- (c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- (d) reflect systematically on the effectiveness of lessons and approaches to teaching
- (e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- (b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- (c) 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
- (d) have a clear understanding of the needs of pupils, including those with special educational needs; those with 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.

TS6 Make accurate and productive use of assessment

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

TS7 Manage behaviour effectively to ensure a good and safe learning environment

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

TS8 Fulfil wider professional responsibilities

- (a) make a positive contribution to the wider life and ethos of the School
- (b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- (c) deploy support staff effectively
- (d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- (e) 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.

- (a) 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.
- (b) 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.
- (c) 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>