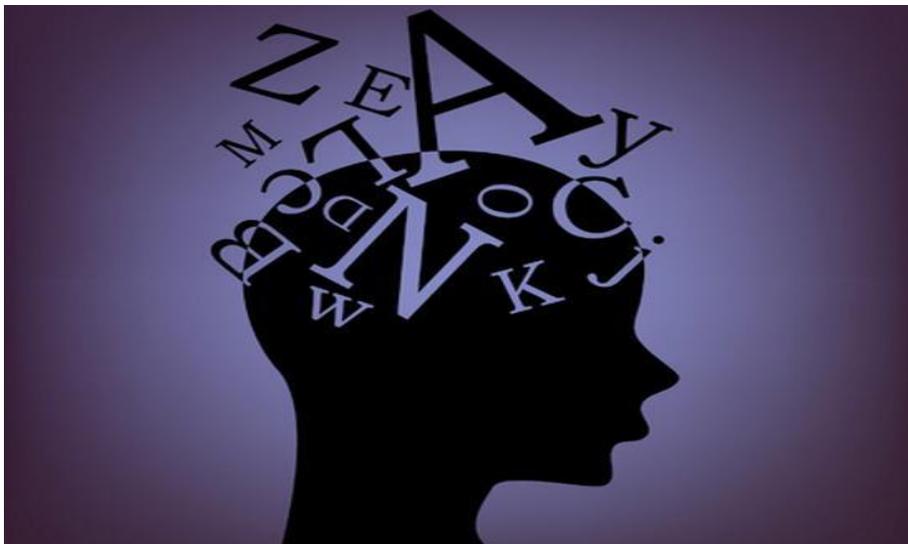




TEACHING AND LEARNING POLICY 2019/20

To Inspire, To Learn, To Achieve



"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

Reviewed: July 2019
Next Review: July 2020

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1 Rationale and Vision

Wilmington Academy is an International Baccalaureate (IB) World School and we are committed to providing a learning curriculum that develops successful students who demonstrate courage, behave with integrity and live happy lives. This fits perfectly with the IB philosophy, the MYP and IBCP programmes aim to develop 'enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'. Our teaching approach is based around the Six Principles of Teaching and the Wilmington Learning Tree, which form the basis for CPD and accountability in the school. This policy aims to set out the principles, approach and 'non-negotiables' that guide teaching practice at Wilmington Academy with the intention of ensuring both consistency of quality for our students and providing a framework for professional development for teachers.

2 Principles

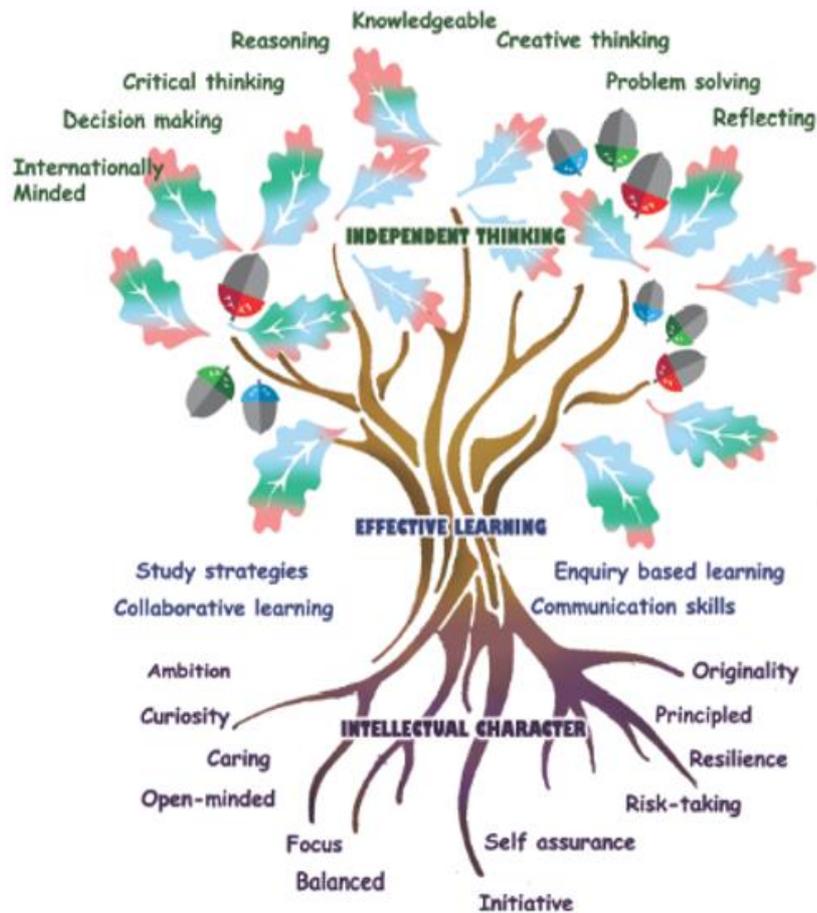
- Every student, irrespective of starting point or individual characteristics, will be provided full and unimpeded access to the curriculum.
- Every student, irrespective of their starting point, will be provided opportunity to learn rich content that allows access to excellent examination performance, facilitating broad choice when moving to the next stage in their education, training or employment. Examination results are the outcome of not the motivation for, highly effective teaching and learning.
- Teaching will provide every student with a deep and broad knowledge of all subjects they study, so that they may work towards mastery of those subjects.
- Teaching will provide maximum possible opportunities to learn a well designed curriculum.
- All teachers will draw on evidence to secure their pedagogical knowledge against the teaching standards.
- Teaching will be monitored routinely against the teaching standards and teachers will be provided with feedback that supports them in applying their pedagogical knowledge in the classroom environment.
- Every teacher, irrespective of their experience, is a learner and is afforded the opportunity to enhance their practice.

Student characteristics:

Wilmington Academy is committed to developing successful students through the use of the 'Wilmington Learning Tree', which includes the attributes from the IB Learner Profile. (See appendix 1)

The academy, therefore encourages learners who are:

- Enquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



The Middle Years Programme (MYP) at Key Stage 3



The International Baccalaureate Middle Years Programme (MYP) provides the framework for the Key stage 3 curriculum (from Sept 2018) at Wilmington Academy. It provides the academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, Wilmington Academy students must explore human identity, global challenges and what it means to be internationally-minded.

Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. Wilmington Academy students need to use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Our students must be developing and applying these skills to help them learn how to learn.

The table below shows the MYP ATL skills that our students must develop throughout Key Stage 3.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The Careers Related Programme (IBCP) at Key Stage 5

The IBCP prepares our post-16 students for an ever-changing world of work, asking them to:

- consider new perspectives and other points of view
- engage in learning that makes a positive difference
- develop a combination of traditional academic skills and practical skills
- think critically and creatively in rapidly-changing and global workplaces
- communicate clearly and effectively
- work independently and in collaboration with others
- become self-confident people who are resilient and flexible.



3 Aim

To ensure that high quality teaching is being delivered so that pupils are learning and acquiring knowledge so that they can develop the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalising world.

This will be achieved by:

- Developing knowledgeable students by delivering lessons that meet the needs and aspirations of all students;
- Planning opportunities for students to become risk takers and through reflection reach their personal potential;
- Establishing an agreed range of practices to guarantee a consistent approach towards learning and teaching;
- Promoting the view of learning as a shared responsibility, hence developing inquirers and independent learners;
- Involving all staff in developing and improving the quality of learning and teaching;
- Providing all staff with developmental opportunities to extend and enhance their tautology of teaching and repertoires to achieve mastery;
- Ensuring that all staff are able to plan for and deliver skills beyond their subject specialism to incorporate cross curricular initiatives (inter-disciplinary projects), in particular the school vision, Literacy, Oracy, Numeracy and International mindedness;
- Identifying students' achievement through a range of assessment approaches and use rigorous monitoring to plan appropriate interventions to enhance their progress.
- Incorporating Enquiry-based learning (EBL) approaches/tasks within our lessons and schemes of learning or unit plans. See table 1 & 2

Table 1 Examples of EBL approaches

EBL Approach	Illustrative example
Scenario-based learning	Students participate in a 'scenario' designed to simulate a relevant issue or problem. The scenario may involve an element of role play.
Problem-based learning	An authentic problem is used to define and drive the student learning experience.
Project-based learning	Students work collaboratively to explore a problem or issue and create a presentation/product to demonstrate their learning. Individual research project A student explores a problem or issue through a structured process of enquiry – this may take the form of a research module or a dissertation.
Field work	A small-scale investigation is undertaken individually or in groups as part of a discipline related field trip. Other Respondents are asked to provide further information.

Table 2 Enquiry based learning characteristics (adapted from Kahn and O'Rourke, 2004)

No.	Characteristic	Description
1	Engagement with a complex problem or scenario	The task presented to the learner (possibly in the form of a problem, issue or scenario) is structured to be sufficiently open-ended to enable a variety of responses or solutions (i.e. students should not be seeking to find the 'right' answer).
2	Students direct the line of enquiry and the methods employed	Students are placed at the centre of the learning process and presented with greater independence in decisions relating to their learning (hence the term 'learner independence').
3	The enquiry requires students to draw on existing knowledge and to identify their required learning needs	Students are not viewed as empty vessels waiting to be filled with 'knowledge'. Rather, placing students at the centre of the learning process requires them to draw on their collective knowledge in order to approach a task. Working collaboratively in a group might entail identifying their required learning needs through a process of asking questions, along the lines of 'As a group, what do we know about this issue? What do we need to find out in order to respond to this issue?'
4	Tasks stimulate curiosity in the students, encouraging them to actively explore and seek new evidence	Curiosity can be aroused through structuring tasks around real life issues that have relevance to the students. This might be done through the use of a recent newspaper cutting, a short video extract, a talking head or a mocked up case scenario.
5	Responsibility falls to the student for analysing and presenting the evidence in appropriate ways and in support of their own response to the problem	By placing students at the centre of the whole learning process, they assume responsibility for justifying their response to the task and providing a clear rationale for their response. Tasks will usually be ill-defined – as such there will not be a single 'answer' (or indeed a simple response). Students therefore become aware of the need to justify the evidence they present in response to a particular issue.

4 Academy Expectations

The Senior Leadership Team (SLT) will:

- Create and maintain an environment and code of behaviour which promote and secure good teaching, effective learning, high standards of achievement; good behaviour and discipline;
- Determine, organise and implement a full, broad and balanced curriculum;
- In line with National guidelines, ensure that all students follow statutory requirements, in addition to incorporating innovation practice from international and national research as appropriate;
- Ensure that effective and appropriate support and challenge is available and planned for all students;
- Ensure cross curricular strategies for the vision of, Literacy, Oracy, Numeracy and International mindedness are applied consistently and directly impact on raising achievement;
- Ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas;
- Involve all staff in rigorous Monitoring, Evaluation and Review of the quality of teaching and learning as well as achievement of all students, including those with additional needs;
- Promote positive strategies which encourage respect for all members of the Academy community;
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives, and to enhance the learning and teaching;
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being;
- Ensure regular celebration of student achievement – sporting, cultural and academic.

Directors of Learning (DoL) will:

- Have in place clearly differentiated long, medium and short term schemes of work which reflect whole school and national priorities;
- Lead the department by example and set high standards;
- Set learning and teaching priorities and targets for the department within the context of the academy improvement plan;

- Rigorously implement the programme for Monitoring, Evaluation and Review within their department;
- Be accountable for the standards of learning and teaching within their department;
- Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly;
- Identify professional development requirements within the department and utilise subject area time to address appropriately to develop the standard of teaching and learning;

Classroom Teachers are required:

- Plan effectively and deliver lessons appropriate for every individual within the teaching group, ensuring support and challenge as appropriate, incorporating the values and expectations of 'The Wilmington Way';
- Create a secure, stimulating and enterprising classroom climate that will motivate students to learn and to perform to the best of their ability;
- Support students in their learning and help them to become confident independent learners; using language and skills associated with the 'Wilmington Learning Tree';
- Provide opportunities for students to carry out regular self and peer assessment linked to success criteria;
- Monitor students' progress through frequent formal and informal written and oral feedback and maintain effective records in the student 'Record of Progress' folder. Clear and detailed teacher feedback should be given on a 'Learning Reflection' sheet using appropriate criteria which has been clearly highlighted showing student performance. Students should be given time to reflect on their progress and give a written reflection of their performance which shows that the student knows the next steps needed to make progress in that subject;
- Ensure all students are aware of their current attainment level and know how to progress;
- Ensure that assessment information, IEPs, profile of need, seating plan and any other documentation about each class is well organised and accessible in the classroom;
- Follow whole school Behaviour and Assessment Policy consistently.

Support Staff are required to:

- Work collaboratively with the class teacher in planning for learning and teaching;
- Support students in specific aspects of their learning as agreed with the class teacher.

Students are expected to:

- Aim to achieve goals and meet targets and respect the right of others to do the same
- Take responsibility for their own learning and be proactive in engaging with their Record of Progress in every subject.
- Actively participate in lessons, contributing to class/ pair/ group discussions and tasks in a mature and focused manner
- Meet deadlines for completing class work, homework (knowledge organisers) and assessments;
- Prepare appropriately for each lesson and maintain high expectations of themselves, following the vision and values to maximise progress towards targets
- Have the correct equipment needed to learn
- Respect diversity within the classroom.

Parents and Carers are expected to:

- Work in partnership with the Academy in all aspects of their children's education;
- Support Academy initiatives which involve collaborative working to raise student achievement;
- Encourage and support their child to work to meet their potential;
- Attend consultative evenings or meetings to discuss student progress;
- Ensure child is equipped to learn.

5 Procedures

Outside the classroom:

Planning

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department;
- Long term and medium/ short term templates are to be used for planning in every subject area, for year 7 and 8 teachers should be following the MYP unit plans;
- When planning all teaching staff should take account of the 'non-negotiables' in The Wilmington Way.
- Lesson planning should demonstrate how the lessons will build on student recall, current knowledge, understanding and skills so that sustained progress can be made;

- Activities and tasks should be planned to reflect a well-balanced range of activities and to include a range of teaching and learning styles;
- There should be a clear framework for assessment throughout lessons;
- Lessons should be challenging and be differentiated to take into account learning needs of the students within the classroom; assessment data must be used to plan effectively to support and challenge every learner;

Learning Environment

- All teaching staff should take account of The Wilmington Way;
- All classes must have a seating plan which should be followed in the lesson. This should avoid social groupings where appropriate and have appropriate rationale included;
- Ensure that there is a positive and purposeful learning environment characterised by high teacher and learner expectations;
- Ensure that there are high quality displays in the classroom that reinforce expectations and provide inspiration and support for students during lessons;
- Display exemplar work around the classroom or the Academy;
- Make sure the classroom is well organised and tidy;
- The Wilmington Learning Tree will be on display and should be referred to in every lesson.

Inside the classroom:

AT THE START OF THE LESSON

- The teacher must be at the door to welcome the students into the room in an orderly fashion. Students should be in the correct uniform, and ready to learn;
- Students must only have equipment for the lesson on the desk;
- The teacher should engage students' interest with a warm up or starter activity – 'Do Now'. This could take the form of a quiz testing prior learning, a question related to the learning within the lesson, or a Think - **but this must be linked to the recall of knowledge (Knowledge Organiser for year 7 and 9).**

Classroom Etiquette @ Wilmington Academy				
Lesson Start				
1 CHECK YOUR UNIFORM	2 ENTER ROOM CALMLY AND GREET YOUR TEACHER	3 SIT ACCORDING TO SEATING PLAN	4 TAKE OUT BOOKS AND EQUIPMENT	5 COMPLETE YOUR 'DO NOW' ACTIVITY
Lesson End				
6 CLEAR WORKSTATION QUIETLY	7 STAND BEHIND CHAIR	8 CHECK YOUR UNIFORM	9 WAIT TO BE DISMISSED SILENTLY	10 THANK YOUR TEACHER AS YOU LEAVE

- A register must be taken for each lesson whilst students are attempting the 'Do Now' activity;

THE MAIN LEARNING EXPERIENCE

- The lesson should use time well and be structured with appropriate pace and challenge;
- Learning objectives and outcomes should be shared with, and understood by the students;
- A balance should be achieved between whole class interaction, class teaching, individual work, group work, testing and assessment;
- Allow time for questions and thoughtful answers (Factual, Conceptual & Debatable);
- Provide opportunities for students to self and peer assess developing independence;
- Praise should be used, wherever possible, for achievement and effort;
- Build enjoyment into a lesson; the teacher should let love for the subject and personal enjoyment of learning shine to harness the enthusiasm of the students.

AT THE END OF THE LESSON

- A review of what students have learnt should take place, check learning against outcomes shared at the beginning of the lesson;
- Give praise to the class as a whole or individuals for their learning;
- Establish an orderly end to the lesson before students are dismissed;
- The teacher must stand by the door while students are leaving, ensuring an orderly exit from the classroom as a lesson may be taking place on the plaza;
- Students should be made aware of any Homework and have it written up on 'Show My Homework'. Homework should incorporate aspects of 'flipped learning' where students are asked to either embark on some pre-reading or watching a video clip which prepares them for the following sequence of lessons.

BEHAVIOUR FOR LEARNING

- Teacher's must take account of The Wilmington Way;
- Students must see that if they disrupt learning there will be a consequence;
- The teacher must follow the stages of the Academy's '4-point plan' behaviour policy;
- Where a student settles the teacher should make sure praise is given for his/ her work as soon as is practically possible;

- The teacher must be prepared to follow up any poor behaviour in the lesson, with a meeting and/or sanction. It is very important to ensure there is a conclusion with the member of staff concerned, although line managers may be required to support in this;
- If a student is temporarily removed from the lesson the classroom teacher remains responsible for that student's learning. The teacher must ensure that the student is set appropriate work and that this work is marked alongside other students in the group. Teachers must also follow-up poor behaviour with an appropriate sanction. If a student has been referred out a telephone call home must be made on the same day and be logged on Bromcom;
- Teachers should use positive recognition as often as possible and foster participation through sensitive and productive handling of students' mistakes as this will boost self-esteem;
- Teachers should always be calm and courteous; this will foster mutual respect and it is more difficult for a student to justify his/her rudeness if the teacher is always polite.

THE USE OF ASSESSMENT (See Assessment policy).

5 MARKING & FEEDBACK

Key Expectations

- Not all work needs to be marked, where possible students should take responsibility for learning and engage in structured peer/self-assessment regularly.
- Once per module students will be given formative feedback on the Wilmington Academy Learning Reflection Sheet. Only work that that will give a summative reflection of the student or will give effective formative feedback to help the student make rapid progress should be marked by teachers. This sheet, along with the assessment will be stored in the student's Record of Progress for that subject. Teacher comments should help students to consolidate their learning and to help stretch them to improve.
- All Middle Leaders must ensure that all assessment procedures are integrated into Schemes of Work and are meaningful, attainable and consistent. Every teacher should be aware of the assessment at the start of each module.
- Work should be marked against MYP/GCSE/IBCP subject criteria. Students should be familiar with the criteria and be able to articulate their current grade and next steps.
- A comment should be made on the quality of the student's spelling, punctuation and grammar and every student should be given time to improve this, by correcting spellings and inserting correct punctuation.
- Every student should make a comment to reflect on the development of a skill from the IB Learner Profile.
- Students will carry out all self assessment in **RED PEN**, this includes any corrections made within lessons.
- Peer assessment should also be carried out in **RED PEN**, this should clearly state that it is a peer assessment and have the students name, eg: **Peer Assessment by Joe Brown**.

Wilmington Academy - Learning Reflection

Work Scrutiny

Name of Teacher:

Subject:

Date:

Class:

Expectation	Exceptional	Expected Standard	Needs improving
			Target to improve
Peer and self- assessment is established and ongoing.			
Students take pride in their work and presentation is excellent or is improving due to feedback from teacher.			
Work is marked using the WA Learning Reflection sheet. Teacher feedback is detailed, concise and includes appropriate feedback or comments of how to improve. Every student has an up-to-date Record of Progress folder.			
Students respond positively to the teacher's comments and have made a detailed reflection of their learning as well as making corrections.			
Students have reflected on the IB learner profile.			
Literacy marking is evident and corrected regularly.			
Numeracy opportunities are identified, fully explained and marked where appropriate.			
Current Grades, Strengths and Areas for improvement are clear and concise updated every module on the front of the exercise book.			
Students clearly make progress as a result of marking.			

Conducted by:

Copies given to: Staff member, DOL, T&L lead (SGO), Assessment Lead (AFR)

7 Quality Assurance and Development

As part of their induction all teachers new to Wilmington Academy are assigned a mentor to support their professional development.

Quality Assurance for all teachers (See Appendix 5)

- Teachers will be asked to peer observe in order to support each other's development against the Academy target as well as their own individual target;
- Formal observations will be carried out by the Senior Leadership Team (SLT), Lead Practitioners and DoL's/Co-ordinators during modules 1, 2 and 4.
- Formal observation cycles are clearly marked on the academy calendar. Information regarding the focus of the observations i.e. academy priority areas, year groups or specific student groups will be shared to staff in advance;
- Teachers are to be aware that formal observations will be undertaken using the LATrust criteria. Every observer should plan to hold a developmental discussion within twenty-four hours of the observation;
- During formal observation teachers should provide; a seating plan and data for their class indicating any rationale or interventions being used within the classroom;
- Observation data is stored centrally and monitored by SLT;
- Opportunities for staff to develop their practice are clearly evident in the CPD schedule;
- Opportunities for teachers to develop their pedagogy via the Leigh Academies Trust are encouraged and can be accessed through various courses;
- NQTs and PGCE/School Direct staff have a specified member of staff who co-ordinates their placements;
- Wilmington Academy's 'Developing Best Practice Programme' and 'Teacher Support Programme' are designed for any teacher who is graded as 'Requiring Improvement' in a formal observation;
- Learning Walks by the Senior Leadership Team and Middle Leaders take place weekly and are designed to provide praise and constructive feedback in order to help the staff member develop;
- Line Managers and LP's of faculties are encouraged to complete 'drop-in' sessions to quality assure the area/faculty they line manage;
- Book scrutiny and monitoring will be regularly undertaken by SLT, DoLs and Co-ordinators;
- Teachers will provide cover resources for planned absence (for example: external CPD, planned hospital appointment etc);
- Opportunities to share best practice are available via CPD and briefings throughout the academic year.

8 SMSC

In order to ensure that students are fully prepared for life beyond school we recognise the importance of developing the whole person, and have a strong emphasis on Spiritual, Moral, Social and Cultural development. We provide a range of opportunities for personal development, through a structured

tutorial programme and assemblies in addition to the formal curriculum. There is an expectation that teaching staff promote SMSC through their lessons. Calendared events such as Action Days, charity work and guest speakers support this important aspect of learning.

9 British Values

We undertake regular audits of our provision to ensure that our students are given opportunities to reflect upon and understand the importance of democracy, the rule of law and respect for individuals and different cultures. We also take care to ensure that our students know how to stay safe, lead a healthy lifestyle (physically and mentally), and are aware of the dangers that exist, particularly via the Internet and social media.

10 CEIAG

Impartial and Independent Careers Education, Information and Guidance are a key component for students in understanding how their learning directly impacts on their future aspirations. We provide a range of opportunities for students to engage with employers, training providers and further education providers. All faculties endeavour to provide opportunities to link student learning to developing the skills that will prepare them effectively for the workplace and enable them to understand how their learning can be applied in a wider context. This includes developing opportunities for learning outside the classroom through visits to employers, the use of external speakers and, where appropriate, work experience.

At Wilmington Academy we have a detailed careers programme for each year group to meet all eight Gatsby benchmarks, which addresses the needs of each pupil and links curriculum learning to careers.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We also provide pupils opportunities to meet with employers, employees, workplaces, further and higher education, and personal guidance, in order to fully comply with the measures.

Appendix 1: IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

SIX Principles of Teaching

1. High Expectations of Learning Behaviour

<ul style="list-style-type: none"> a. Routines and effective classroom management b. Consistent application of behaviour policy c. Promote active participation not compliance d. Reinforcing effort and providing recognition 	<ul style="list-style-type: none"> a. Minimal valuable lesson time is wasted dealing with low-level disruption b. Students can think hard about their learning free from distraction c. All students are engaged in thinking about key learning d. Students understand the connection between effort and achievement
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2. Quality of Instruction

<ul style="list-style-type: none"> a. Highly effective explanations b. Clearly defined outcomes c. New knowledge is founded upon old knowledge d. Teachers model excellence and how to achieve it 	<ul style="list-style-type: none"> a. So that students quickly grasp key ideas b. Students have complete clarity around what they are learning and what success looks like c. Students can learn new ideas by reference to ideas they already know d. Students know what excellence looks like as well as how to achieve it
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3. Subject Mastery

<ul style="list-style-type: none"> a. Exam specification expertise b. Misconceptions are planned for and addressed c. Comprehensive understanding of curriculum d. Promote and uphold the highest standards of literacy 	<ul style="list-style-type: none"> a. Students are successful in examinations b. Students overcome common misconceptions c. Teachers are able to confidently teach to the top d. Students read, write and speak with fluency and accuracy
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4. Making it Stick

<ul style="list-style-type: none"> a. Making connections between underlying concepts b. Regular low stakes testing c. Practise deliberately d. Learning is interleaved 	<ul style="list-style-type: none"> a. Students can make links across key subject skills b. Students can embed learning into their long term memory c. Students can develop fluency and accuracy in key skills d. Students revisit material in a way which promotes long term memory
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5. Adaptive Teaching

<ul style="list-style-type: none"> a. Support and scaffold in lesson for the less able b. Pitch high every lesson c. Adapts teaching as needs emerge d. Developed understanding of Special Educational Needs in the classroom 	<ul style="list-style-type: none"> a. Students are able to access the learning they are doing b. Students are challenged to exceed expectation c. All students make exceptional progress d. All students with SEND make exceptional progress
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6. Effective Feedback

<ul style="list-style-type: none"> a. Timely feedback to maximise learning b. Formative assessment is embedded throughout a lesson c. Comments are specific, accurate and clear d. Time to reflect and act upon feedback 	<ul style="list-style-type: none"> a. Students can swiftly unlock further learning b. Teachers know which topics to re-teach that were not grasped first time c. Student actions are refocused or redirected to achieve a goal d. Students are self-regulated learners
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“One looks back with appreciation to the brilliant teachers,
but with gratitude to those who touched our human feelings.

The Curriculum is so much necessary raw material,
but warmth is the vital element for the growing plant and for the soul of the child.”

Carl Jung