



BLESSED TRINITY COLLEGE

Learning & Teaching Policy

SEPTEMBER 2026

High quality Learning & Teaching (L&T) are at the heart of everything we do within Blessed Trinity College (BTC). Our approach to L&T is underpinned by educational research & rigorous processes of self-evaluation within our school; consulting with students, teachers & parents through authentic 'voice' activities across the key stages, as appropriate, to measure the impact of our approach, & to inform our rationale & way forward.

Our approach to L&T is summarised by the graphic illustrated below which has evolved significantly over the years:



At the core of our curriculum approach stand our **9 Principles of L&T**, illustrated above; these act as a springboard for all aspects of our planning, learning, teaching, assessment & feedback.

BTC L&T graphic encompasses our holistic approach to the ongoing development of our School Development Plan (SDP) Focus Area 1: **Raising Standards** & 3: **Excellence in L&T**; some important points to highlight are:

- Ongoing rigorous & authentic approach to self-evaluation in relation to L&T; inclusive of student, staff & parent voice, engagement in key priority areas of the Self-Evaluation Framework (SEF), & in-house processes of consultation & self-evaluation to inform future planning & SDP priorities
- Formalised & informal in-house Sharing Good Practice sessions
- Pinpointed & focused TPL to positively impact on the learning experiences, progression & achievement outcomes of our students
- Introduction of the Learning Insight Framework to observe learning firsthand

Please see below a link to a short video showcased at a CCEA Curriculum Symposium for school leaders, educational academics & DENI: *"Taking Stock of the Curriculum & Staying Ahead"* which illustrates our approach to L&T in BTC:

<https://vimeo.com/658802927/1f92313ee2>

LEARNING & TEACHING IN BLESSED TRINITY COLLEGE

Teachers are encouraged to ensure that classrooms are welcoming & positive learning environments, where students' work is displayed & celebrated with pride. The concept of Learning Walls is 2-fold, not only to showcase student work, but also to support, scaffold & extend the learning & teaching experience within the classroom.

Teachers are aware of the accountability measures in ensuring high standards in student outcomes & public examination results; a key feature in BTC is the extended leadership review & accountability meetings with SLT. The Extended Leadership Accountability Meetings take place following analysis of August outcomes, to discuss targets set for KS4 & Post-16 classes, & to analyse subsequent tracker score input throughout the school year, with a view to identifying underachievement & implementing appropriate intervention strategies in a timely manner. KS3 AVPs meet with HoDs throughout the school year, to identify & address underachievement / regression via the KS3 Framework.

Lessons are well planned, structured, & paced appropriately, to meet the needs of individuals, groups & classes – age & stage appropriate. Assessment for Learning (AfL) approaches should be incorporated into L&T planning, particularly in relation to effectively planned questioning & longer-term project-based approaches. Assessment & reporting inform & support the on-going improvement of students' work, & provide guidance to students regarding how their work can be improved; implementing intervention strategies to support &/ challenge students, as appropriate.

Expectations should be appropriately high; with each learner experiencing L&T strategies which stretch & challenge him/her to achieve his/her full potential. Students are supported to become resourceful, resilient, independent learners, who are prepared to successfully meet the challenges of adult life & life-long learning; this can be evidenced via the Personal Development Programme overviews, our approach to the preventative curriculum, assembly/guest speaker input, & induction programmes throughout the school year. 2026-27 will see the launch of our whole school approach to *Learning to Learn*, to maximise student learning, ownership & independence across the KSs in an age & stage appropriate manner.

EXPECTATIONS OF STUDENTS

ALL students should...

- Attend school every day & arrive on time
 - Positive & consistent patterns of attendance & punctuality are essential to success
- Come to school prepared & equipped for each lesson
- Respect his/her own right & the right of others to learn
- Behave in line with BTC Expectations & Core Values, & make positive choices for themselves & others, all outlined in our PBfL Policy
- Be an active learner & take progressive responsibility for his/her own learning
 - asking for clarification, support &/ guidance, as appropriate
- Complete classwork, homework, assignments, extended pieces of work etc to the highest possible standard & submit on time, in line with agreed deadlines
- Take pride in the presentation of their work
- Have high expectations of self & others
- Be encouraged to engage in extra & co-curricular activities & clubs via Team Trinity & beyond
- Make a positive contribution to life in BTC

EXPECTATIONS OF TEACHERS

As the professional adult in the classroom, the teacher assumes responsibility for ensuring a welcoming, supportive & secure learning environment, through effective classroom management & lesson planning. Agreed routines, habits & a consistent & predictable approach from staff encourages students to lead & facilitate aspects of their own learning, thereby growing in confidence, independence & autonomy, as they move across the Key Stages.

Planning for the delivery of quality lessons, active student engagement & positive outcomes, is underpinned by on-going teacher/student dialogue, characterised by clear focus, purpose, suitably high expectations, challenge & support, & is evident in students' articulation of their experiences, students' workbooks, assignments & projects.

Student, Staff & Parent Voice activities have proven to be highly valuable, to gain robust, quality feedback; we will continue to consult with our key stakeholders in this manner to continue to bring about improvement.

ALL teachers should...

- Be child centred
- Be a positive role model for all
- Foster & develop positive respectful relationships with students & each other
- Implement key learning points & takeaways for TPL sessions to enhance the L&T within & across their lessons
- Work collaboratively with their teaching colleagues to ascertain where their strengths & areas for growth are, in terms of classroom practice – proactive Sharing Good Practice
- Take ownership of key messages coming through via SDP evaluations, **Deep Dive Areas of Focus & Check-Ins**, to inform future planning, learning, teaching & assessment



- Be well prepared for lessons & learning – exploring opportunities to extend learning beyond the classroom
- Plan & deliver stimulating/interesting lessons & review the quality of L&T, to ensure the needs of all students are being met (personalised learning)
- Promote high expectations for & with all
- Be consistent & predictable in approach
 - Clear expectations & standards for both learning & behaviour, in line with BTC PBfL
- Effectively manage the classroom to meet the needs of students
 - inextricable link between Care with Purpose & Learning across the curriculum
- Use adaptive strategies to support & enable high-quality L&T, that enables all learners to access the curriculum & progress in line with their needs & abilities, inclusive of additional learning needs e.g. SEN, Newcomer etc
- Strive to ensure our learners are engaged, enthused & enabled in their learning
- Set targets – Monitor, Evaluate & Review, as appropriate, in line with BTC approach to tracking progress to bring about improvement
- Assess effectively (summative &/ formative) & provide meaningful feedback to improve learning & impact progression
- Promote & provide a welcoming, positive, caring, inclusive & stimulating learning environment, where students' work is showcased
- Recognise, reward & celebrate students' achievements & successes
- Engage & work in partnership with parents & other stakeholders, to support students in their learning
- Report & communicate effectively to parents
- Engage in TPL & self-evaluation

EXPECTATIONS OF PARENTS / CARERS

ALL parents / carers should...

- Ensure their child comes to school every day & arrives on time
- Ensure their child is well prepared/equipped for school & learning
- Work in partnership with BTC - communicate concerns & attend meetings, as appropriate or when requested, with staff to discuss &/ resolve any issues relating to their child
- Be proactive in engaging with BTC in supporting the on-going holistic development of their child
- Support BTC policies, agreements, Core Values, Expectations & procedures
- Encourage high standards of behaviour & respect for all, including self
- Check & support their child(ren) in completing homework (HW) & assignments
 - BTC HW diary/student planner is an essential home-school communication tool
- Attend all scheduled parent teacher consultations, hubs, information sessions, & events, as appropriate, for their child

AI

BTC recognises the growing role of AI in education. AI may be used to support planning, feedback, revision, accessibility & independent learning, where appropriate. However, this should be done ethically & responsibly, in line with our eLearning, ICT Acceptable Use, eSafety & Device, Assessment & Reporting, Malpractice & Data Protection policies. *AI should only be used to enhance, rather than replace professional judgement.*

BTC CORE VALUES & EXPECTATIONS

As with all of our work, the Learning & Teaching experiences in BTC are characterised by positive relationships, & are inextricably linked to our Core Values:

- *Care & Inclusion*
- *Respect & Responsibility*
- *Aspiration & Expectation*



BTC teachers should ensure that classroom management is of a high standard, & create the conditions for effective learning & teaching to take place. This includes consistently implementing standards & expectations regarding how students enter & leave the classroom, effective practices for asking & answering questions, & other issues related to everyday practice. Teachers are expected to make full & effective use of Learning Support Assistants &/ Subject Technicians to enhance & support the learning experiences of students.

The classroom experience should promote a warm, purposeful, respectful relationship between teachers & students, whereby students are encouraged to positively interact & become involved in their learning. Appropriate praise & positive noticing should be incorporated into the learning experiences in classrooms, & should not be based solely on ability alone - but relate also to effort & recognition of hard work / improvement.

As with all whole school policies, Excellence in Learning & Teaching is inextricably linked to other related policies, our Core Values & BTC Expectations, as outlined overleaf:

BTC EXPECTATIONS

BTC



OUR EXPECTATIONS



READY TO LEARN

We come to school every day on time, equipped, ready & willing to learn



CARE & RESPECT

We care for, value & respect ourselves, others & our school environment



OUR WORK

We complete our work with pride & always to the very highest standards



WE LISTEN

We always listen & are open to other people's views & opinions



MOVING AROUND

We move safely & quietly on the left-hand side around the school



DRESS CODE

We follow our school dress code & take pride in our appearance & uniform



ICT & ELECTRONIC DEVICES

We follow the school rules regarding using ICT & electronic devices in a safe & responsible manner

BE HERE - BE YOU - BELONG

LEARNING & TEACHING STRATEGIES

“Teachers use a range of effective approaches that:

- *provide open-ended activities & challenges;*
- *focus on explicit thinking;*
- *encourage children’s questioning;*
- *enable collaborative learning;*
- *promote independent learning; &*
- *make meaningful connections beyond the classroom.”*

ISEF: Effective Practice & Self-Evaluation Questions for Post-Primary, ETI (January 2017)

ETI Inspection Report excerpt, January 2025:

Planning, teaching and assessment for successful learning is mostly effective. The lessons are consistently characterised by mutually respectful, positive working relationships. When the learning was most successful, key features included: inspirational, purposeful learning with high expectations of all pupils; tutorial-style approaches in which the teacher facilitated meaningful independent and group learning; the promotion of the pupils' critical and analytical skills; and mature, confident debates. The teachers use effectively a range of assessment for learning strategies and constructive, detailed written and verbal feedback which help the pupils improve the quality of their work. The pupils provide honest evaluations of their own progress which inform well the next stages of the teachers' planning.



- Teachers use a wide range of methodologies which meet the needs of all of the students in their care.
 - These ensure that students are actively involved in their own learning, & that there is recognition of & planning for the range of learning styles.
- Schemes of Work, Programmes of Study & lessons are planned effectively to meet the needs of all students, & to ensure that they are stretched & challenged to improve, taking cognisance of available student data.
- Organic opportunities for Experiential Learning & Connected Learning are incorporated into planning & lesson execution, as appropriate, across the Key Stages.
- Time should be allocated for students to evaluate assessed work, seek clarification &/ support, if required, & make necessary improvements.
 - Based on staff voice & feedback, **DIRT (Directed Improvement & Reflection Time)** will be a key feature of our TPL schedule for 2026-27
- Lessons are effectively planned & structured with clear learning outcomes, success criteria, planned questioning & plenary elements.
 - Oracy & effective questioning remain high on the agenda, based on our **Powering Up Your Questioning** strategy
- Lessons should be planned to match learners’ abilities, needs, interests & aspirations.
- Strategies for personalised learning are evident & used effectively; the needs of SEN students are met, including the effective use of Personalised Learning Plans (PLPs), & whole school & departmental Provision Mapping.
- Students benefit from the use of new & emerging technologies, using ICT to promote & enhance learning, as appropriate.
 - The development of e-learning as an effective L&T strategy remains a whole school focus.

LEARNING STRATEGIES & SKILLS

LEARNING TO LEARN is an important aspect of the L&T Strategies in BTC; it is intrinsically linked to, & underpinned by, the need to ensure positive examination outcomes & the achievement of each learner's full potential.

This is reflected in:

- Ensuring students understand their responsibilities as learners.
- Encouraging & promoting the development of students as independent learners.
- Developing students as inquisitive, collaborative & co-operative learners.
- Developing students as reflective learners in relation to their own input, their outcomes & learning experiences in general.
- Developing the capacity of each student to record, track, revise, & process their learning progressively across the Key Stages.
- Ensuring students are confident learners, willing to ask for help, clarification & guidance, in relation to all aspects of their learning.
- Encouraging & challenging students to make connections with other aspects of their learning experiences (Connected Learning) within & across each area of learning – inclusive of the development of thinking skills, personal capabilities, wider skills & dispositions for learning.
- Maximising natural subject-based opportunities for students to improve their skills, confidence & competence in literacy/communication, numeracy/Using Maths & ICT across the curriculum.
- Effective use of LSC & Welcome Learning Hub to support individual learner needs.
- Inviting parents/carers to attend bespoke age & stage appropriate **Learning to Learn** Parent Hub events, to support their children in their learning & progression.

LEARNING & TEACHING ENVIRONMENT

Learning environments (the areas within & outside of classrooms/learning areas) are enhanced by displays of students' work/successes. This is used to acknowledge, reward, motivate & inspire all of those involved in the learning experiences, & to showcase the excellence in L&T within BTC to the wider school community, visitors etc. Our social media platforms are current & vibrant, & are used effectively to promote all aspects of learning, teaching, enrichment & achievement within & across BTC.

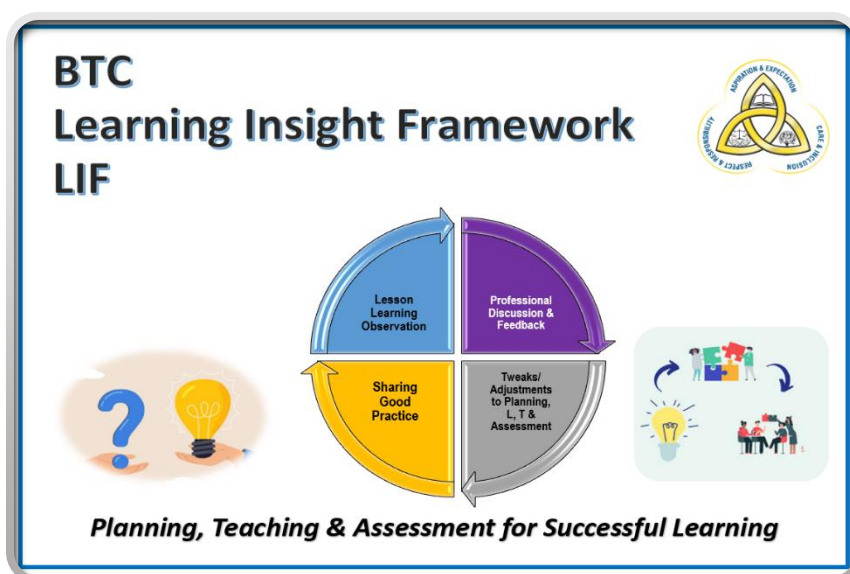
Seating arrangements &/ seating plans should be appropriate to learner age & stage, context of learning, & safe & secure for all involved. Classroom management of positive learning environments should convey a clear message relating to the on-going raising standards agenda, an appropriate work ethic, & produce a positive, productive & rewarding culture of learning.

REFLECTIVE PRACTICE

As reflected in Extended Leadership Team Annual Reports, TPL evaluations, & our SDP evaluation processes, teachers in BTC are self-evaluating, reflective practitioners who engage in on-going reflective practice. Consequently, they question:

- The extent & effectiveness with which they share & agree learning & teaching strategies, learning intentions, success criteria & evaluate the extent to which learning has been achieved (plenaries & ongoing assessment): PLAN > DO > REVIEW
- The extent to which the learning needs of all learners have been met.
- The quality of relationships in each classroom, & the degree to which it is based on mutual respect.
- The extent to which students are encouraged to ask questions & are challenged to extend their learning & their thinking.

- The degree to which each classroom provides a positive learning environment.
- The quality of feedback provided to consolidate & promote further/deeper learning - scaffolding.
- The degree to which students are encouraged to move beyond the middle ground, & to take risks in their learning, leading to further/deeper learning & increased autonomy.
- The extent to which students are actively involved in their lessons & to which there is a focus on ensuring effective personalised learning.
- The extent to which own teaching has been or can be improved, through professional dialogue with others – sharing good/best/next practice, observing/discussing good practice through use of TCN, CBD etc.
 - We piloted the **Learning Insight Framework** in 2025-26, which will continue to grow over the course of the new 3-year SDP cycle: 2026-29:



- Effectively devised Student Voice Focus Group activities may be employed to gather student input & feedback, regarding the L&T process, & how this could be improved in moving forward.



Throughout the course of developing our **9 Principles of L&T**, as a staff, we have engaged in significant Teacher Professional Learning (TPL), development & reflection to underpin each of the principles, as outlined in the table below:

BTC Principle	Questions to prompt thought/discussion & Practical implementation strategies to impact L&T
Data & Evidence	What data &/ evidence informs our planning, teaching, assessment, feedback, & PBfL within the learning environment? What data do we have access to that will impact L&T? What data &/ evidence do we need to consider?
	• To know & understand our learners, we use the following data & evidence to inform our practice, inclusive of planning, learning, teaching, target setting, tracking, assessment & feedback: ○ PTE & PTM ○ CEFR Levels ○ GCSE & GCE Outcomes ○ Unit results in Year 11 & 13 ○ Accelerated Reader / STAR reading data ○ Summative grades / scores ○ Tracking data ○ CBD &/ TCN key learning points ○ PASS ○ Year Group data files ○ Student Voice ○ Teacher Voice ○ Parent Voice ○ PLP &/ other relevant SEN/additional needs data, inclusive of Provision Mapping & LSC ○ Attendance & punctuality ○ Care team info &/ guidance / relevant correspondence from home ○ Feeder primary school information to assist with transition ○ Professional dialogue within & beyond dept e.g. Care Teams, Learning Support Coordinator, Newcomer Coordinator, Head of Transition & Progression, Head of Welfare & Guidance etc ○ Medical needs / care plans ○ FSM

Learning Intentions (LIs) & Success Criteria (SC)	What do we want our students to know or be able to do at the end of a lesson / series of lessons? What are the signposts to success in this lesson? What evidence will show mastery of the content &/ skills? Do we decide the SC as teachers, or negotiate this with the learners, or a combination of both? • No need for students to record LIs in each standalone lesson: keep on display/save with PPT to refer back to &/ alter as learning progresses • **Include development of relevant TSs & PCs, wider skills & dispositions for learning relating to the lesson/learning** • Ensure that feedback given is focused on the SC • LIs & SC are SPECIFIC to each topic/skill, & are referred to throughout lessons • Share the LIs, in a variety of interesting ways/methods, across a range of lessons e.g.: ○ Missing key word(s) – students have to identify the missing words that would make the LI make sense ○ Anagrams – make sense of jumbled words ○ Connected key words – students or groups identify the meaning of key words in the LI ○ 3-2-1 – identify 3 things they know, 2 questions they have, & 1 analogy relating to the LI ○ Visual representation: show an appropriate / thought provoking image which promotes discussion & allows the class to agree/discover what the learning will be ○ Students agree Learning Goals with teacher ○ Students receive a set of LIs at the start of each UoW & these are stuck into students' books / included in dept work booklets ○ Student workbooks have space to record LIs, to encourage learners to stay on task during rehearsal, & to encourage peer & self-assessment of practical work during lessons, & to inform evaluations • Order/scaffold the learning – in order of perceived importance & explain • Share the SC with the students – ensure that the LIs & SC are clearly linked & signposted for students, especially in the early stages of a topic &/ skill development/discovery • When students' skills & confidence have been suitably developed, negotiate & agree the SC with the students – be flexible & prepared to go with the learning ○ Particularly relevant for specific longer-term homeworks (HWs) in KS3, extended pieces of work/writing, project work & group work • Identify & be clear about the standards by which success will be judged in students' work • Be specific in defining what success looks like & how it will be measured • Showcase exemplars of outstanding student work • Remember to continue to refer back to SC throughout/across tasks e.g. extended poster work, projects, or research-based activities ○ Keep the learners & learning on track
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Recapping	What do students need to know in advance of this lesson/learning? How do we review key concepts &/ skills from previous lesson(s)? Are there any potential misconceptions that need to be addressed? • Plan for targeted recapping to ensure learning <u>HAS</u> taken & <u>IS</u> taking place • Build in time to lesson planning to recap learning – should not be an “add on” • Correction of &/ feedback from/on HW, inclusive of review of HW task, if appropriate • Allow students sufficient time to process HW feedback, & to complete corrections, as appropriate • Whole class discussion of HW with recap of Key Learning Points (KLPs) in relation to task/activity • THINK > PAIR > SHARE • Assess students’ previous subject knowledge using a well-devised starter activity • Summary of KLPs to date / KLPs that will be relevant to today’s learning, lesson &/ progress • Knowledge / recap quizzes ○ Use of ICT TPL online quizzes e.g. Kahoot, Quizizz, Quizlet, as appropriate & as resources allow • Rectify common misconceptions • Identify questions from previous lesson, learning &/ HW set • Effective questioning, summarising, gap fill, cloze procedure, 60-second quiz, hot seating, mind map, spider diagram, peer assessment of HW, key word bingo, odd one out, video clips, stimulation tasks, Gimme 5 starter, plenary grids etc • Ask students to recognise/identify & discuss points that they have/had difficulty in understanding • Review key words / formulae • Key words for each unit displayed in workbooks – used & recapped throughout unit delivery, to further embed them into the language & vocabulary of the students • Review learning outcomes from previous lesson(s) &/ complete progress evaluation in vocab / work booklets, as appropriate • Review the concepts & skills that were practised in previous lessons • Refer back to & address prior learning, reviewing skills developed, baseline assessment of skills, progress to date, & set targets for improvement e.g. voice, movement, gesture, facial expression, characterisation • Recap on previous lesson(s) &/ key ideas using different styles of questioning • Revisit plenary from previous lesson/learning experience using a variety of activities/methods • Oral vocab testing of language taught in previous lesson to gauge recall/LEVEL OF GIST • Language games, songs, repetition, sequencing to reinforce & internalise learning • Questioning in the target language • Questioning (incorporating TSs, PCs & wider skills & dispositions for learning) &/ student-led explanation to class of prior learning • Review content that requires over-learning / in-depth reinforcement • How does where we have been, &/ where we are, relate to the BIG PICTURE OF LEARNING? • Recapping with/for individuals/small groups/whole class – this needs to be gauged by the teacher, & based on teacher’s knowledge of the class – this can also be facilitated by LSAs &/ subject technicians, so long as they are clearly briefed • Discuss with students areas or skills that they find difficult/more challenging; encourage them to lead the development of practical / written tasks e.g. scene transitions, multi-role, ensemble development, evaluative & reflective writing • Review &/ check awareness of the conventions of written & spoken English • Try to share as many natural links/connections to everyday life as possible, as a method to encourage & build their memory, & to make the learning relevant & relatable • Completion of assessments &/ mock examinations to recap on theory, assess understanding, identify any gaps in learning &/ potential misconceptions that need addressed
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- Portfolio Clinics, Learning Hubs, afterschool revisions clubs & Saturday School used to recap & reinforce lesson activities, KLPs & examination technique
- Display of student answers on screen & incorporate peer/teacher evaluation/feedback
- Links made relevant to prior & subsequent learning

Explaining	What is the crux of the lesson? How much gist do the students need &/ have they got? – HOW DO YOU KNOW? • Do NOT rush the 'explaining' stage – take the appropriate time to explain new learning & content carefully • Set out the learning in small steps – give appropriate time limits for each step; longer stages need broken down further, & may need additional teacher explanation/guidance blended throughout, to ensure focus & perseverance • Explain using language that students will understand, while also introducing them to subject specific terminology – age & stage appropriate • Use a range of questions to ENGAGE, ENTHUSE & ENABLE all learners, & to understand/discover what they already know – to clarify understanding / baseline knowledge • Use a range of explanation methods: verbal, written, visual • Show practical examples to support understanding, e.g. YouTube/film clips, past student work, excerpts from documentaries, podcasts, interviews etc, as stimulus & examples of good practice • Use common language / techniques across the school for key concepts & regarding common misconceptions e.g. percentage calculations, frequently misspelt words etc, as recommended by Numeracy & Communication Coordinators ◦ BTC Communication & Numeracy Consistency Cards & Baseroom Learning Walls provide great support for this methodology • Verbal explanation using clear & concise language – conducted in different ways to cater for individual learning needs, interests &/ learning styles/bias • Provide opportunities for discussion: give the students time to give feedback & ask questions – follow-up discussions, & to address any misconceptions • Plan for personalised learning needs when explaining the task – support, stretch & challenge – use high, medium & low explanation modes/methods to ensure all learners are on board • Invite students who understand to explain in their own words to their peers who may still be struggling • Use visual aids &/ written cue/point cards • Use of effective & scaffolded questioning to establish expectations • Visual examples of work used to explain how to achieve within different mark bands • Use post-it activities on Learning Walls to determine what students know &/ need further support with e.g. What Stuck with You? • Make use of a range of resources to support your explanation, as appropriate, e.g. maps, pictures, tables, diagrams, moving image arts etc • Use real-life examples & put subject content into context in the world our learners live in • Written explanation of tasks incorporated into unit booklets as back-up /reinforcement for students also, especially when continuing work at home independently • Clear explanation & definition of key words &/ concepts • Key terms displayed around the classroom to encourage students to use these in their work e.g. connectives, topic specific vocab etc • Consistent approach to explaining requirements & conventions of written &/ spoken language • Using PPT/video clips/on-line webpages to intro new vocab &/ grammatical structures • Tap into prior knowledge of vocab/language structures in different contexts/topics ◦ Always seek to make LEARNING CONNECTIONS • Use of STOP/GO signs for students to indicate if they understand or not – their level of gist! • All explanations should develop LIs; check for comprehension regularly, as required, based on professional knowledge • At all stages of lesson: STARTER, DEVELOPMENT & PLENARY, EXPLANATIONS ARE USED TO ENHANCE THE LEARNING
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Modelling	How do we provide cognitive support for students learning new skills? Is there a step-by-step approach that can be followed? Have we set out clearly exactly what the students need to do? • Leads on from explanation – prior knowledge is established • Take TIME to demonstrate new concepts, tasks, skills or techniques • Illustrate how you would work through a problem – teacher “LIVE MODELLING” in class - THINKING OUT LOUD while solving a problem e.g. asking questions that learners would, as you go through ○ Teacher in modelling role – assessed by students using agreed SC ○ Model thinking skills – thinking out loud • Effective use of other adults in room e.g. LSAs, technicians, placement students, PGCE Student Teachers • Use of graphic organisers & concept maps to assist in organising ideas, extended writing, revising topics, & to prepare for examinations (fishbone diagram etc) • Provide a method/schema/plan to follow • Show/model how to do it – step-by-step instructions/stages • Use visual aids to enhance & extend learning e.g. videos, teacher/peer demonstration, replays of performance via iPad etc • Repetition, reinforcement, stretch & challenge • Exemplars from past paper questions, mark schemes, examiner reports, & previous Controlled Assessment/Portfolio/Coursework pieces • Practical examples alongside worked examples, to give a visual representation of the task ahead, & always before asking students to try something particularly new • Use of independent practice to allow students to work on their own, especially in practical scenarios • SPOTLIGHTING: individual students/small groups demonstrate a particular skill or activity to rest of class/year group e.g. Speech Competition: either live or a video recording of previous year • Use students to model speaking/role play activities – student volunteers to demonstrate – let students know that this work contributes to on-going assessment (concept of “banking marks” as you go along) • Exemplar pieces of work • Show how NOT to do it! – to clear up any potential problems in advance & discuss any potential common mistakes, to minimise confusion • Ensure students have GOOD EXAMPLES in their notes/resources, so they have these as guidance points working through e.g. sample structured answers • Use of Explain Everything APP to model answers within different mark bands • Demonstrate use of different memory/note taking aids that will support & promote effective exam preparation e.g. use of fishbone technique, mind maps, audio recordings of key points etc • Model behaviour & language which encourages & promotes PBfL & effective communication, particularly during discussion/debate/group style tasks & activities
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Guiding

How do we support our learners as they practise new skills?

How do we guide learners towards mastering a particular skill or topic?

- Teacher as facilitator to guide independent learning, problem solving & decision making:
 - **Work-the-Room** guiding & revert to modelling, if needed – be flexible in your approach
- Guide students to use previously modelled structures independently in paired activities &/ written tasks
- Whole class instruction to correct/address common errors/misconceptions &/ reaffirm explanation
- Repetition & reinforcement of key concepts & transferability are key for all learners
 - Use of key facts, especially those already learned in previous lessons
- Clarification of task requirements – effective & well-planned success criteria
- Interactive guidance model to keep learners on-board
- Breaking issues/tasks into smaller parts that are manageable for learners – easier to rectify issues/difficulties, & builds learner confidence when they recognise they are on correct path
- Small, targeted group instruction to reinforce learning guided by teacher &/ LSA
- Personalised/individual guidance
 - Over-the-shoulder 1-to-1 guidance to support, stretch & challenge learners
- Use students who understand to illustrate for /share / lead their peers
- Praise & support individuals &/ groups by using learning space / room appropriately
- Make observations & suggestions using effective questioning to prompt &/ encourage development & discussion e.g.
 - “*Why have you decided to ...?*” or
 - “*What would happen if ...?*” to stretch & challenge
- Well-planned & efficient use of LSAs & technicians across all lessons & opportunities for learning
- Targeted & well-planned questioning to assess progress & understanding
- Using & promoting a “**CAN DO**” approach – growth mind-set
- Pitching the lesson & associated planning at an appropriate level
- Being flexible with lesson roll out, based on level of learner gist
- Using videos to show working machinery/exemplars before embarking on task
- Show examples of student work using **Explain Everything APP**, & ask students to identify positive aspects of work & what could be improved
- Structured unit/topic booklets to guide students through coursework & examined units
- Teacher help-sheets to provide further assistance & guidance on coursework/portfolio tasks
- Step-by-step instructions to complete task with guided examples displayed on whiteboard for reference
- Refer to Learning Walls
- Key terms/words displayed around the room, to encourage students to use these in their writing, & to ensure they are familiar with the language used in questions
- Use of extension tasks to develop student learning & understanding
- Skills cards for practical activities – may be linked to dept Learning Walls
- Recipe cards
- Questionnaires used by students on work experience, to help generate required theoretical information for coursework/portfolio units
 - Real lived-out context

Scaffolding

How do we provide temporary support for learners who are struggling with difficult/more challenging tasks?

How can we scaffold the learning to support students at all levels i.e. low, average & high achievers?

- Providing students with a structure & focus to move forward confidently with their learning
- Help students build towards the answer by setting the learning out in incremental steps
- Provide temporary support for learners, as they develop confidence with a new concept – this can be removed when students are ready i.e. it has become more common practice/embedded
- Cue cards / card sorts
- Checklists /step-by-step guide/“Bite size” targets
- Sentence starters: Communication Learning Walls & Consistency Cards
- Cloze exercises
- Subject specific: develop sentence starters linked to AO1-AO4 (Assessment Objectives) at Post-16, liaising with Communication Coordinator for guidance, as appropriate
- Communication guidance displayed on walls & signage around the school, to improve standards of oral & written work, & to increase learner competence & confidence
- Colour coding
- Structure strips recorded in margins
- “Opt in & Opt out” to allow for creativity
- Key words/vocab displayed (on Learning Walls & in booklets) & regularly referenced
- Displayed formulae e.g. calculations
 - Numeracy Learning Walls & signage around the school
- Writing frames/templates & / word banks/definitions/glossaries
- Zoom description
- Use of command words & / explanation to aid essay compilation, facilitating students accessing higher mark bands, as appropriate
- Working with a mentor
- Mixed ability practical groupings: scaffolding supports students who may require additional assistance, & challenges the high achievers - giving them a leadership role
- Provide clear instructions & structured support to help students plan & draft written work e.g. paragraphs: include who, what, where, why, how etc
- Animations / labelled images / diagrams / maps / tables
- Demonstrations & / videos
- Graphic organisers e.g. use “Fishbone” particularly for AO3
- Planning grids
- Mind maps
- Exemplars to support & scaffold, where necessary
- Ask leading questions
- Complete activities orally as whole class (PPT) to include games e.g. gap fill, listening for gist, changing words, identifying errors – spot the mistakes etc
- Students read work produced in target language & use this to plan for their own writing
- Temporary targeted support for GCSE / A Level students who we identify as underachieving
- Discuss mistakes that other students may have made to highlight potential difficulties/challenges to class
- Appropriate feedback: **MEANINGFUL, MANAGEABLE & MOTIVATING**, on coursework, exam preparation & extended pieces of work, so students can progress through the mark bands, based on their individual ability & learning needs
- Support student learning & develop their skills, so they can complete tasks independently
- Guidance & scaffolding are inextricably linked & provide essential support to learners of all abilities

Questioning

What questions inspire & motivate learners to think beyond their current level of understanding?
How can our skilful use of questioning guide the learner to find solutions?

- **PLANNING FOR QUESTIONING:**
 - Be aware of how you use questioning throughout the lesson / learning process
 - **WORD QUESTIONS CAREFULLY TO GET ALL LEARNERS ON-BOARD**
- Questions – **GIVE AMPLE TIME FOR RESPONSES – ALLOW FOR THINK-TIME!**
- Use of open-ended Qs as a tool to generate discussion, & to promote stretch & challenge
- Use effective questioning as a method of assessment, & follow-up accordingly with further demonstration &/ explaining, as appropriate – **GAUGE THE LEVEL OF GIST**
- Use **iDoceo** seating plan &/ other random digital generators to select learners
- Differentiated & targeted questioning
- Check facts or develop understanding
- Effective questioning informs the lesson pace
- Question Wall, multiple choice, giving answer instead of question, walking debates, paired questioning – **NOT always teacher led**
- Lollipop sticks “no hands up” strategy, to gauge gist among quieter students
- Bean bags
- Playing cards
- Questioning is used to assist the learning process & the creation of end product
- **QUESTIONING IS WELL-PLANNED & HAS A CLEAR PURPOSE** – not just filling time
- **FOLLOW THE LEARNING**, use various questioning techniques to generate discussion
- Effective questioning promotes independence in learning & the acquisition of higher-order skills
- Variety of questioning techniques should be used to clarify & assess levels of understanding (factual, higher order, process questions)
- Remember, the most effective **QUESTIONING SHOULD LEAD TO THINKING, THEN LEARNING**
- Develop thinking skills e.g. **HOW DID WE ARRIVE AT OUR ANSWER?**
- Ask students to explain the process they used to answer specific Qs
- Asking students to **EXPLAIN THE CONCEPT IN THEIR OWN WORDS**
- Productive questioning to guide towards understanding, clarify topics & progress learning
- Higher order questioning is used to generate understanding
- Use of hot seating
- Quick-fire quizzes to improve learning & identify learning gaps &/ misconceptions
- Questions that promote development of Thinking Skills (TSs), Personal Capabilities (PCs), Wider Skills & Dispositions (WS&D) for Learning
 - e.g. problem solving, managing info, working with others etc
- Use of guest speakers, & encouraging students to prepare & ask questions
- Written responses to set questions on reading
- Evaluations at end of topics / practical lessons
- Encourage students to ask questions e.g. **Wonder Wall**
- Encourage students to question their own beliefs & attitudes, as well as that of others
- Pair activities Q&A / role play
- Eliciting understanding of structures & grammar through whole class questioning
- Include range of Qs in class & in assessments i.e. access / entry level, to include all learners
- Students will use Qs to give their opinion, & to question the opinions of others
 - e.g. “*I think that ..., so why do you think differently?*”
- Effective questioning is used to help students give detailed responses & to develop their understanding
- Use of questioning to encourage empathy
 - e.g. “*How would your life be different if you had been born in Ukraine?*”
- Use student answers to address common errors &/ provide an alternative explanation for learners
- Develop departmental bank of effective Qs

Assessing & Feedback

Where are we now, & how do we bridge the gap in learning?

What are we assessing: recall, understanding or skills?

How do students learn?

How do we know the students have made progress?

Do we need to revisit any material in our next lesson?

- **ASSESSMENT FOR & OF LEARNING MUST BE CENTRAL TO ALL PLANNING & PREPARATION FOR LESSONS & LEARNING**
- Summative assessment
- Formative feedback
- Oral &/ written assessment & feedback opportunities
- Observation
- Practical assessment
- Peer, self &/ teacher assessment
- Self-evaluation & assessment promote responsibility for own learning & further progress ... **BUT** ... it requires skilful & consistent L&T strategies & practices across lessons
- Potential assessment opportunities within lesson:
RECAP, PLENARY, HWs, QUIZZES, TESTS, TRACKERS, PROJECTS, EXTENDED WRITING/PIECES OF WORK, PRESENTATIONS, GROUP WORK, PEER ASSESSMENT, SELF-EVALUATION, MODELLING, CLASS DISCUSSION & EFFECTIVE QUESTIONING
- Assessments allow for early intervention strategies to be implemented
- Pair & group assessment / feedback – **MUST BE MEANINGFUL & PURPOSEFUL**
- AfL: feedback focused on working towards the learning objectives & clearly signposted success criteria
- Effective assessment allows us to see how students learn best
- Facilitate L&T which plans for & promotes progression
- Identify **LEARNING GAPS & POTENTIAL LEARNING LEAPS**
- Ongoing assessment & feedback used throughout portfolio work & examination preparation
- More effective targeted/specific commenting/feedback on student work
- Encourage learners to work on targets set via assessment & feedback (verbal & written)
- Create opportunities for learning conversations regarding student strengths & areas for improvement
- Learning Walls: **WHAT STUCK WITH YOU?**
- **Graffiti Wall:** vocab students know now, that they did not know at start of lesson
- **Exit Card:** ask a Q in target language as they leave the lesson
- **Stop/Go** signs for students to indicate their level of understanding / gist
- Plan for different types of assessment e.g. practical, listening, presenting, research
- Provide verbal feedback to students regarding work & progress on a regular basis
- Drafting & redrafting based on feedback
- 2 stars & a wish strategy / 2 likes & a target/goal / **What Worked Well (WWW) & Even Better If (EBI)**
- HW tasks & class work are assessed formatively, to encourage development & progress over a period of time
- Set targets for improvement based on assessment & feedback
- Baseline assessment of skills at beginning, compared to end of topic/unit, demonstrating progress & learning
- **ASSESSMENT MUST INFORM FUTURE PLANNING FOR LEARNING & TEACHING**
- Opportunities for assessment & feedback are clearly signposted within schemes & units of work
- It is essential to give students time to digest feedback & take action based on guidance e.g. complete corrections, redraft

