Leigh Academy Tonbridge - Teaching and Learning Framework

Our core values and how they influence our teaching and learning vision:

Integrity - Our work is motivated by our integrity. Our integrity is manifested in our determination to keep improving to ensure that we teach the best possible lessons and that our students, therefore, get an exceptional experience in every classroom that they enter every day.

Courage -We have the courage to offer honest feedback to our colleagues to ensure they recognise their areas for development and how they can improve. We also need to have the integrity and courage to recognise when things are not working and to seek out new solutions.

Imagination - Driven by research, we actively explore and implement creative teaching strategies to ensure our students are consistently challenged to think hard and engage with complex concepts.

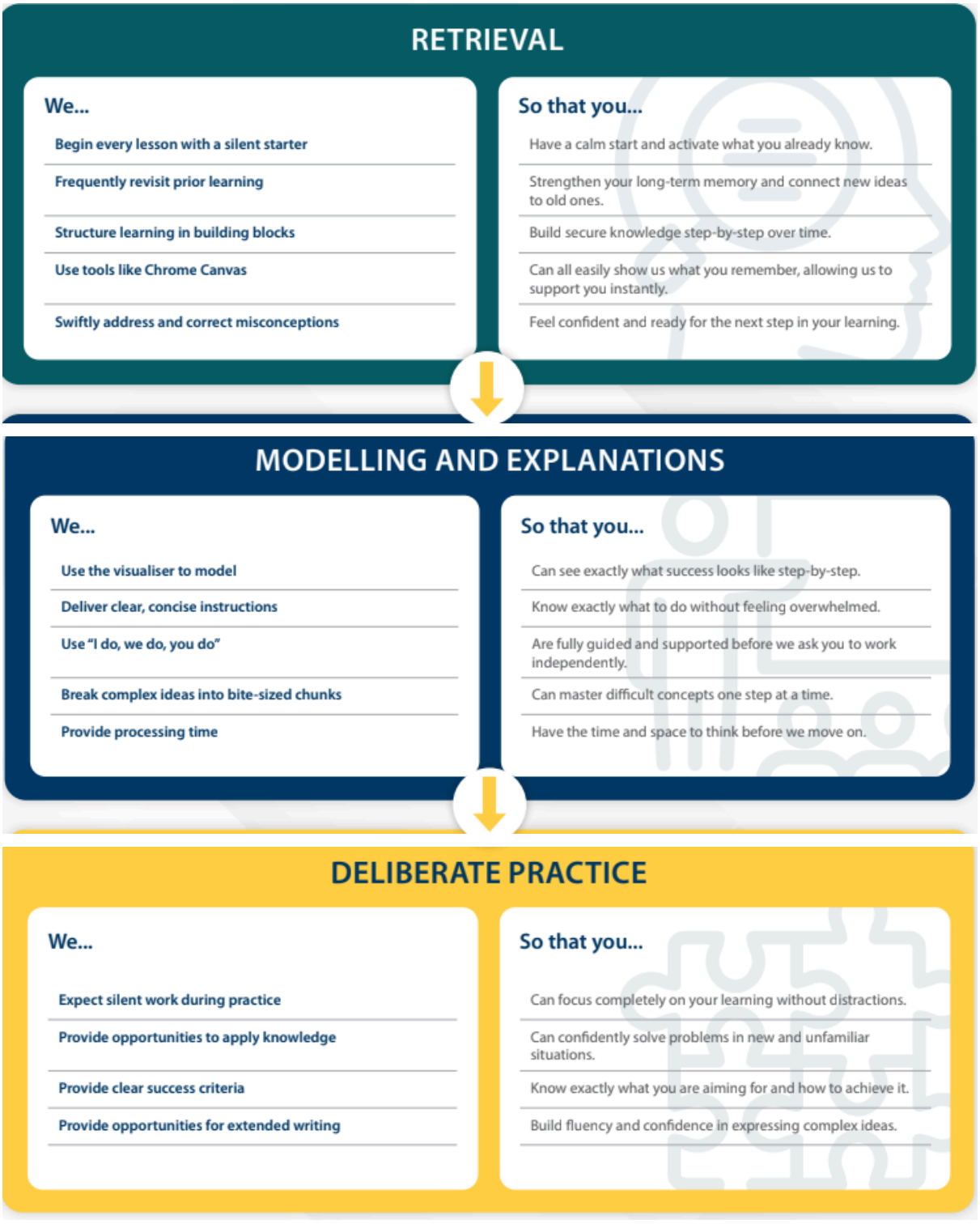
Inclusion is at the heart of our approach to Teaching and Learning at LATon. Our Inclusion in the Classroom strategy sets this out clearly for our staff.

All lessons are planned using the LATon template slides to ensure a consistent experience across all lessons, allowing students to dedicate their cognitive resources to learning.

We have developed the following framework for teaching and learning at Leigh Academy Tonbridge, based on Rosenshine's Principles of Instruction.


MODELLING AND EXPLANATIONS
DELIBERATE PRACTICE
ADAPTIVE TEACHING
LITERACY
DISRUPTION FREE LEARNING
FEEDBACK
RETRIEVAL
INCLUSION

What this looks like in practice:



FEEDBACK

We...	So that you...
Actively check your work during lessons	Receive immediate help and guidance the moment you need it.
Provide verbal feedback	Can improve and develop your work right there and then.
Live-mark your work in purple pen	Get instant feedback to correct and refine your thinking.
Ask you to self-correct in green pen	Take ownership of your progress and build independence.
Highlight literacy errors	Can improve the accuracy and professional quality of your work.
Give dedicated time for feedback	Can meaningfully respond and move your learning forward.

DISRUPTION FREE LEARNING

We...	So that you...
Use '3, 2, 1, Focus'	Know exactly when to give your full attention to the teacher.
Narrate the positives	See good choices being celebrated and know exactly what is expected.
Circulate purposefully	Know your hard work is noticed and supported.
Correct behaviour non-verbally and anonymously	Can adjust your focus without being singled out.
Praise publicly, correct respectfully	Feel valued in a positive, respectful classroom environment.
Maintain warm, high expectations	Know we care about you and believe you can achieve excellence.

LITERACY

We...	So that you...
Explicitly teach reading, writing, and speaking skills	Have the foundational tools you need to access the whole curriculum.
Model expert reading	Improve your own reading fluency and comprehension.
Explicitly teach subject-specific vocabulary	Can speak, write, and think like an expert.
Structure purposeful discussions	Can test ideas, use new vocabulary, and deepen your understanding.
Scaffold the writing process	Are fully supported to produce high-quality, extended writing.

ADAPTIVE TEACHING

We...	So that you...
Direct questions carefully (e.g., Cold Calling)	All have the opportunity to think hard and participate, ensuring no one hides.
Provide assistive technology (like Read Write)	Have the specific support you need to access the curriculum independently.
Use whole-class checks for understanding	Can show us what you know, ensuring no one is left behind.
Use visuals, models, and manipulatives	Can grasp complex concepts, regardless of how you learn best.
Make reasonable adjustments in the classroom	Have a learning environment tailored to your specific needs.
Promote a 'Culture of Error'	Feel safe taking academic risks, knowing mistakes are how we learn.
Provide scaffolds like knowledge organisers	Can confidently overcome barriers and achieve excellence.

Defining "Extended Writing" at Key Stage 3

At Key Stage 3, extended writing is defined as any independent writing task where a student must formulate, structure, and sustain an argument, explanation, or narrative over multiple paragraphs.

- Quantity Minimum: A minimum of 3 connected paragraphs (or approximately 150–250 words for Year 7, scaling up to 300+ words by the end of Year 9) per cycle. A cycle is defined as 6 lessons.
- Quality Minimum: Writing must be written in the formal academic register (avoiding casual language), show clear evidence of pre-planning, and intentionally utilise subject-specific vocabulary.

Note on Mathematics: While predominantly numerical, Maths meets this requirement through extended written justifications—tasks where students must write a paragraph explaining *why* a mathematical proof works or evaluating the validity of a statistical claim.

Note on Spanish: Year 7 students will write 2-3 sentences building towards around 40-50 words by the end of the year. Year 8 students should regularly write around 50 words. Year 9 students should be building towards 60-80 words.

Chromebook users can word-process their written responses. However, it is important to build handwriting stamina alongside digital literacy. For this reason, short-form retrieval tasks, everyday lesson notes, and the initial planning phase of the extended writing should be hand-written.

CPD curriculum for 2026 /27

We have a CPD curriculum where cognitive overload is avoided and where there is regular opportunity for retrieval of key knowledge and deliberate practice to develop key skills. This has been considered in the planning of the programme. Analytics from the QA cycle drives CPD, i.e. we respond to the needs of our staff. This empowers leaders at all levels to drive school improvement.

Instructional Coaching

Underpinning our CPD curriculum is instructional coaching. Instructional Coaches will work with their coaches on a 3 week cycle. Visiting their lessons and carrying out a coaching session with one specific action step per cycle.

Coaches will observe their coachees once every 3-week cycle for 10-15 minutes. From this, they will give their coachees feedback on their strengths and the highest leverage action step. They will then have a 15-minute feedback meeting with their coach. During this meeting, they will see the gap, agree on the action step and rehearse the strategy with their coach. A follow-up observation will be conducted to track progress. Research shows that regular practice and feedback can lead to rapid and sustained progress in the quality of teaching.

StepLab ensures consistency of experience for all teaching staff and Learning Mentors. Action steps are specific and precise. Every coaching session is calendared and includes modelling and rehearsal for maximum impact.

Measuring the impact

Quality Assurance Cycle -

Sitting alongside the regular reviews of lessons occurring as part of the instructional coaching programme, further QA is scheduled regularly throughout the year involving all colleagues with management responsibility. The purpose of this is to gather data on the impact of the key approaches we have and continue to focus on and to regularly discuss these as a broader leadership group. Regularly reviewing this data will allow us to plan and adapt future CPD sessions and make judgments on the effectiveness of the curriculum we have planned.

Department T&L Framework

For each element of the Teaching and Learning Framework, curriculum leaders have developed further dialogue on what this will look like in each subject area.

English

Retrieval

- Recall quizzing in Silent Starter based on knowledge organisers.
- Summary paragraphs.
- Knowledge organiser tests that build on and revisit essential procedural knowledge.

Explanations and modelling

- 'Narrate the thinking' metacognitive process modelling with exam skills.
- Deconstructing models of success based on clear success criteria.
- Using live marking to inform modelling and address misconceptions as they occur.
- Departmental scaffolds and mnemonics to aid understanding of types of writing.

Deliberate practice

- Extended writing where appropriate (in timed conditions)
- Allowing 10-20 minutes of well-managed silent writing time every lesson during which live marking takes place.
- Establishing success criteria for extended writing and providing models for success.
-Independent written work based on AOs.

Feedback

- Green pen tasks - checking, comparing, evaluating written work.
- Live marking and feedback.
- Oral feedback focused using key vocabulary and subject-specific terms
- Regular DIRT work on Feed Forward and summative assessment, encouraging a sense of ownership.

Literacy

- Key T2 and T3 vocabulary is built into unit planners and assessed through Knowledge Organisers.
- Homework based around memorising key vocabulary and definitions.
- Reading homework is built into the curriculum.
- Regular opportunities for turn and talk & write-think-pair-share.

Adaptive teaching

- Through live marking in class, pick up on misconceptions and stop, start or adapt, change a Silent Starter, revisit where appropriate.
- Data-informed adaptations to be made both in planning and live.
- Use feedback sheets to redo - reassess.

Maths

Retrieval

- Silent Starter activities have two purposes. Firstly, they activate the prior knowledge necessary for the upcoming lesson. Secondly, they provide an opportunity to retrieve content from earlier topics.
- Sparx Maths is used for all homework, which is designed to include a minimum of 30% mixed topic practice, which could come from any prior topics
- Both White Rose Maths and Sparx Maths curricula are deliberately interleaved and recap prior knowledge within new knowledge being delivered
- Tasks are deliberately chosen to encourage thinking and dialogic learning (think pair share tasks, what's the same/different?)

Explanations and modelling

- The curriculum is broken down into small steps to build knowledge slowly and ensure the foundations are strong before the next step
- Explanations are backed with an "I do, we do, you do" approach and appropriate scaffolding is used for students who need it
- Exemplar models are delivered in lessons by the teacher, and students are instructed to copy down key examples.
- Misconceptions are regularly addressed through the use of, but not limited to, diagnostic questions, Chrome canvas activities and "explain the mistake" tasks

Deliberate practice

- All maths lessons will have an element of independent, deliberate practice of new content that has been learned
- Where appropriate, opportunities for problem solving and reasoning are built up from fluency to encourage students to broaden/deepen their application/understanding of new and prior knowledge (White Rose Maths worksheets are an exceptional example of this)

Feedback

- For Years 8 and 9 Feedforward lessons take place the lesson after an End of Block assessment to allow students to reflect on their work in a timely manner.
    - Teachers will go through the assessment to explain how to answer these questions and address any misconceptions the class may have
    - Feedforward sheets are completed with the number of marks for each question
    - Students identify (possibly with the help of their teacher) at least 1 question they need to improve on and complete the corresponding question in their books
    - Students with a high score may choose to complete a challenge question instead
- Feedback in lessons is given via a variety of methods: whole class discussion/feedback; live marking; self marking and peer marking.
- For Years 7 and 10, Sparx assessments are used. Each student will be given a personalised QLA which shows exactly where gaps lie. Students then have a personalised task to complete on Sparx to address these gaps.
- Year 11 complete half past papers in class twice per module. Teachers go through these with the class and give shadow papers back to students to complete as homework.

Literacy

- Keywords are shared at the beginning of the lesson as per school policy
- Subject-specific vocabulary is taught in depth with a focus on root words/prefixes/suffixes as appropriate. This may also be noted in exercise books if the teacher deems it necessary.
- Students are encouraged to use subject-specific vocabulary and the language of mathematics when discussing their answer, with prompting from the teacher if necessary

Adaptive teaching

- Teachers teach to the top to extend students' thinking and understanding of concepts. Year 7 is taught in mixed ability classes to encourage students to work together, supporting and challenging each other. Years 8 and 9 have a top set class and then mixed groups below that.
- Small steps allow students to make connections themselves and lessons will have a number of tasks designed to encourage thinking (what is the

same/different? Always, sometimes, never true; True or False; Explain why it is right/wrong)
- Regular low-stakes testing at the end of blocks feeds directly into feed-forward lessons, where students take responsibility for their own gaps
- Sparx maths is designed for testing and retesting students' knowledge on topics they have covered and previously struggled on. Insights allow teachers to see areas groups are struggling with.
- Teachers are aware of the building blocks needed for students to be successful in the upcoming lesson and these are found in curriculum plans. Where students are not proficient in these building blocks, teachers adapt their teaching to support them to be successful in the lesson.

Science

Retrieval

- Lessons begin with a **Silent** Starter activity (lesson title and date to be displayed on the slide).
- Silent Starter questions reinforce prior learning through no more than 5 low stakes questions.
- Students correct errors and teachers respond to misconceptions before the lesson continues.

Explanations and modelling

- Teacher explanations and worked examples should make connections between knowledge explicit to pupils
- All teachers should follow the 'I do, We do, You do' Model of practice. Students should only move on to the 'You do' when they have demonstrated their competence at the 'we do' stage.
- Teachers will make extensive use of demonstration to illustrate scientific concepts in a more concrete form and actively model through verbalising their thought processes and strategies.
- Teachers must use the DESCUS model (data, equation, substitute, calculate, unit, significant figures) to teach equations. Shortcuts such as using formula triangles should be avoided.

Deliberate practice

- Pupils should be engaged in the activities and tasks that require the application

of knowledge gained in the previous part of the lesson (Teachers circulate and intervene with whole class feedback/ reteach if required)

- Initially, teachers will guide students as they begin to practice. This can be through a number of external supports including worked examples, step-by-steps, access to texts, knowledge organisers, tables, equation banks, problem pairs, and the like.
- As the majority of students continue through their practice independently, scaffolds and supports are faded.

Feedback

- Feedforward lessons must be done at least once per term as per school's marking and feedback policy.
- Pfp sheets and DIRT tasks must be evidenced in every pupil's book at least once per term. These should be printed on green paper so that they are easily identifiable.
- All practice work will be completed by all students, with the overwhelming majority reviewed in whole class feedback.
- Live marking should be evidenced in the book to encourage students to reflect on and improve their work.

Literacy

- Keywords should be front-loaded into the lesson. Pupils must record these in their books.
- Predetermined Tier 3 vocabulary has been identified and explicitly taught at the most appropriate point in the sequence of learning. This should be done by either using Frayer's model or through a morphology technique which means breaking a complex word down into its composite parts e.g. dehydrogenate.
- Teachers should do Live marking of literacy in lessons.

Adaptive teaching

- The teachers must respond appropriately to the information elicited from any task. For example, if a clear misconception is identified that would prohibit students' from accessing the content of the lesson then this must be addressed before the lesson continues.
- Challenge in science is moderated by four major variables:

$$Challenge = \frac{task\ quantity + content\ demand}{prior\ knowledge + external\ supports}$$

- When designing student tasks, teachers must be aware of all four variables in order to ensure that the level of challenge is appropriate.
    - Task quantity: how many items are involved in the task
    - Content demand: the inherent difficulty or abstraction of the content
    - Prior knowledge: the relevant knowledge students already have
    - External supports: scaffolds and supports that teachers provide for students
- If it becomes obvious through in-class assessment, questioning or monitoring/circulation that
    - work is too challenging for the majority of students, teachers will respond by reteaching/remodelling.
    - work is not challenging enough, teachers will remove support from students (as above) or by using a different task in which the challenge variables are different.

MFL

Retrieval

- Silent Starters - grammar linked to consolidate grammar knowledge and reactivate prior knowledge to be used within the lesson to be successful and reduce cognitive burden
- Lifelines to consolidate key vocabulary to aid transferable language with translation practise within this to action this knowledge
- Use of KO every lesson as lesson content is derived from these

Explanations and modelling

- Modelling best practice through thinking aloud to model the processes needed for each skill
- When explaining/modelling students must have all chromebooks closed, be facing forwards and have nothing in their hands
- When modelling high level outcomes, do so via using mark schemes and success criteria whether MYP or GCSE

Deliberate practice

- Pause lessons built into SOW to allow for deliberate practise to consolidate prior learning

- Allow for deliberate practise of the skills (particularly) that are being assessed
- Shorter practise will happen in every lesson to cover the 4 skills

Feedback

- 1 feedforward activity per module
- For KS4 this will be a minimum of twice per module, particularly with writing booklets
- Live marking in each lesson to provide feedback both verbally and in books. Teacher can circle a mistake that has been discussed

Literacy

- Use of knowledge organiser throughout every lesson to underpin usage of key terms and powerful language.
- Inclusion of phonics throughout lessons to support oracy.
- Students given the opportunity to read aloud texts to promote accurate pronunciation.

Adaptive teaching

- Pause lessons built in to SoW to allow teachers to act upon any areas of weakness or any misconceptions that have arisen in previous lessons.
- Use of range of AfL strategies to allow teachers to check on students at key points to ensure their success at reaching the bigger goal. Teacher to react to feedback.
- Reviewing and reflecting in departmental meetings on the efficacy of teaching strategies and then adapting accordingly.

Geography

Retrieval

- Silent starter at the beginning of every lesson. This is an opportunity to practice retrieval of previously learnt content and also activate prior knowledge necessary for the lesson.

- Starter questions are accessible to ensure students engage with consolidating learning, feel successful, and have a positive start to the lesson.
- Students self mark and are explicitly taught to identify their own knowledge gaps.
- Weekly homework quizzes practice retrieval of lesson content, building in length and complexity and interleaving topic questions as the module progresses.
- Canvas checks are used regularly in lessons to practice quick fire retrieval and identify any gaps and misconceptions.

Explanations and modelling

- New content builds on prior knowledge, including from personal experiences, so that learning is both accessible and meaningful for students.
- New knowledge is delivered in manageable chunks, introducing key concepts and skills that are continually revisited and built upon in a spiral curriculum.
- Teacher modelling of tasks using 'I do', 'we do', 'you do'
- Use of success criteria e.g. how to successfully describe a graph/map
- Students are explicitly taught to deconstruct models of success based on success criteria.
- Use of questioning and canvas checks to identify misconceptions and reteaching and / or adapting lessons.
- Students are provided with examples and case studies to show how geographical concepts apply in real life.

Deliberate practice

- Explicit teaching of exam command words - describe, explain, assess, evaluate
- Pupils complete a variety of questions using the success criteria so pupils can reach the desired outcomes.
- All lessons include a minimum of 10 minutes of silent deliberate practice during which teachers live mark.
- Common approach across the department for how to successfully answer explain exam style questions throughout KS3 and 4, in line with LAT Write Like a Geographer, subject specialist guide.
- Use of PEEL for longer style questions.
- Use of writing frames to scaffold extended writing.

Feedback

- Teachers to conduct live marking in lessons: verbal/written
- Teachers to address any common misconceptions based on live marking.
- DIRT work on feed forward to occur once per module following summative assessment and marking.
- Teacher comments to be inline with either exam board criteria/MYP criteria for KS3.
- Use of I, we, do in feedforward lessons.

Literacy

- Key terms and definitions introduced at the start of each lesson and included in the title slide.
- KO's provided for students to refer to during writing tasks and homework to practice and apply key terms.
- At KS4 use of pupil completed glossaries for each GCSE unit
- Pupils to participate in whole class reading either from the board or book.
- Paired reading to each other.
- KS4 pre-reading homework for case study based lessons.
- Focus on use of key terms in verbal answers.
- Think, pair, share used in each lesson to encourage students to articulate what they already know and to build and rehearse answers verbally before writing them down. Also used to develop reflection and judgement through discussion and debate.

Adaptive teaching

- Reteaching of content and adapting lessons where knowledge gaps are identified.
- Staff to use pupil passports to plan effectively.
- Use of live marking to adapt to pupils needs and provide support where needed
- High expectations of all pupils
- Effective use of learning support mentors in lessons
- Effective use of formative assessment to inform future planning
- Use of questioning and where necessary reframing the questions for individual pupils.
- Carefully considered seating plans
- Use of challenging extension task to stretch most able
- Altering lessons to adapt to the pupils' needs.

History and RE

Retrieval

In history and RE lessons teachers will ensure that Silent Starter activities:

- To target previously taught key concepts or vocabulary.
- Ensure questions span recent and earlier topics (e.g., from this and last unit) to aid long-term memory.
- Include a mix of factual recall, cause/consequence, and significance questions.
- Display answers for self-checking or peer review after completion.
- Track common misconceptions and plan re-teaching if needed.
- Encourage students to explain *why* their answers are correct or incorrect.

Explanations and Modelling

- Present content in small, sequenced chunks with clear historical context.
- Use visual timelines, diagrams, and key terms to anchor understanding.
- Think aloud during modelling (e.g., how to analyse a source or write a paragraph).
- Link new information explicitly to prior learning.
- Provide concrete examples of abstract ideas (e.g., propaganda, nationalism).
- Pause regularly to check for understanding and encourage note annotation.

Deliberate practice

- Provide scaffolded tasks that mirror the modelled examples.
- Focus each task on a specific historical skill (e.g., analysing interpretations).
- Gradually reduce support to build independence (e.g., sentence starters to free writing).
- Revisit and repeat key question types across lessons.
- Ensure tasks are challenging but achievable to maintain focus.
- Use pair work or silent individual time depending on the goal of the practice.

Feedback

- Live marking of pupils' work in lessons
- Verbal feedback during lessons; either 1:1 or whole class
- Peer/ self marking and feedback of work - (eg. Silent Starter quizzes or using student friendly mark schemes to mark extended writing)

- Completion of whole class feed forward activities.
- Teacher marking of formal assessments

Literacy

- Provision of knowledge organisers at the start of each unit, with follow up testing
- Pre-teaching of tier two and tier three vocabulary (on Knowledge organisers and explicitly taught at the start of each lesson - eg. Abolition would be taught as a tier two word at the beginning of a lesson on the abolition of the slave trade.)
- Teach subject-specific vocabulary explicitly (e.g., appeasement, alliance, ideology).
- Model how historians use language to argue and analyse.
- Encourage use of sentence stems for analytical writing (e.g., "This suggests...").
- Display and refer to key terms and definitions regularly.
- Emphasise differences between historical and general language usage.
- Set regular short writing tasks that build disciplinary fluency.
- Use short, rich historical texts for comprehension and analysis practice.
- Pre-teach key vocabulary before reading.
- Model reading strategies like skimming for or scanning for evidence.
- Incorporate paired discussion or structured debate to develop oracy.
- Use speaking frames to support confident verbal responses.
- Regularly practise reading aloud to develop fluency and expression.

Adaptive teaching

- Understanding the needs of the pupils in their classes (through dialogue with SENCO and Pastoral information, pupil passports and teacher experience) and ensuring the lessons are appropriate for the group.
- Use silent starter responses and questioning to assess understanding gaps.
- Provide differentiated tasks (e.g., tiered questions or varying source complexities).
- Offer scaffolds like writing frames or sentence starters as needed.
- Use targeted questioning for stretch or support.
- Regularly check understanding before moving on from a concept.
- Adapt explanations and pace depending on student response and engagement.

Art

Retrieval

- Silent Starter activities are based on analysis and skill development rather than factual recall.
- Questioning based on higher-level evaluation and reasoning.
- Questioning about previously learnt skills, their application and purpose.

Explanations and modelling

- Step by Step learning through project development.
- New skills are shown through examples and demonstrations.
- Development of new skills to be self-evaluated throughout, which can be guided with teacher intervention.
- Knowledge Organisers are given at the beginning of units to aid students with basic knowledge and key information to refer to.

Deliberate practice

- Students will be given clear and focused skill-based tasks both in lessons and for homework that will develop their skill.
- Students will be provided with enough time during projects to explore and refine ideas with new equipment and materials.
- Through the guided curriculum, students will revisit key skills throughout the key stage, practising and building on prior knowledge.

Feedback

- Whole-class mark sheets will be in each student's book after key pieces of work throughout the year.
- All students should have evidence of Self and Peer assessment stamped in their books.
- Live marking and verbal feedback throughout practical lessons.

Literacy

- Artist research and analysis will be produced using the guided Art department structure provided.
- Students will be asked to relate ideas and opinions about artwork during group discussions and questioning.
- Students will be asked to verbally evaluate their own and others' work during lessons and are expected to be able to express their ideas when discussing their work.

Adaptive teaching

- Students will have access to differentiated writing frameworks for written analysis work.
- Students will be challenged to experiment and push their creative ideas to achieve mastery of concepts and produce meaningful artistic outcomes.
- Visual aids on Knowledge organisers and lesson powerpoints will aim to remind students of key steps and how to develop an idea further.

Business Studies

Retrieval

- Silent Starter in first 5 minutes
- Clear routines
- Q and A cold calling
- End of section assessment via Google form
- End of unit assessments
- Each student is given a revision book at GCSE

Explanations and modelling

- Highly effective instruction
- All knowledge chunked and applied to 'real life' examples of businesses
- Modelling of exemplar answers and coursework
- Addressing misconceptions through questioning
- Use of examiners report and use of exemplar answers and tips given as well as mark schemes

Deliberate practice

- Use of exam exemplar
- Regular practice of exam questions and command words
- Practice developing strands when answering questions
- Mock assessments in all year groups
- Use of rubric criteria in GC for coursework
- Timed tasks and questions

Feedback

- Timely feedback throughout lesson and for specific pieces of coursework
- Verbal feedback with specific instructions
- Instant Google form feedback
- Teacher marking of formal assessments
- Online GC marking and feedback

Literacy

- Key vocabulary- subject specific
- Presentation skills- presenting own ideas. Students regularly given opportunities to research and present their ideas
- Promoting high standards of literacy
- Encourage pupils to use the Read & Write and Define functions on chromebooks
- Think-Pair-Share, or Turn & Talk activities used as follow up to Silent Starters, or other appropriate activities

Adaptive teaching

- Scaffolding of exemplar answers
- Pitching lessons high- all student expected to attempt the distinction criteria
- Feedback given to achieve highest grades
- Use of exam QLA to highlight group and individual weaknesses

Computing

Retrieval

- Silent starters
- Google quiz
- Q&A cold calling.
- KS4: Retrieval grid - mixed interleaved topics
- Online packages
- End of topic tests
- Each student is given revision book at KS4
- Sam Learning, Tassomai

Explanations and modelling

- Come in, Sit down, login to GC, Read today's lesson.
- Vocab slide - explore roots of words/pre-existing /linked knowledge
- Use of exemplar answers, markschemes, exam reports and coursework
- Addressing misconception through questioning
- Live modelling on board
- Phrasing answers together as a class

Deliberate practice

- Regular calculations for Number conversions, logic gates, etc
- Regular practising of exam questions
- Using rubric criteria in GC
- Use of exam exemplars

Feedback

- KS3 FF during and between MYP Projects. Verbal instructions/feedback during live marking.
- KS4 FF every term using mock papers or exam questions, Verbal instructions during live marking.
- KS5 FF every term using mocks, and coursework submissions.
- Teacher marking of formal assessments

Literacy

- Key words and definitions
- Promoting high standards of literacy and numeracy
- Students offering to read from the board, class breaks down the requirements

Adaptive teaching

- Pitch high - show high level sample answers

- Support & scaffold - open book tests, small group work to recap skills with targeted students
- Feedback given to achieve the highest grades
- Pitching lessons high
- Use of exam QLA to highlight group and individual weaknesses

Design Technology

Retrieval

- Have clear routines and effective classroom management
- Promote active participation in both theory and practical lessons
- Check your understanding of prior knowledge using google forms as Silent Starter questions so that knowledge from last lesson, last week and last year is retrieved and implemented into lessons.

Explanations and modelling

- Highly effective explanations of new content including skills based demo's
- Model the expectations of practical tasks with clear step by step processes
- Address misconceptions through questioning and discussions
- Break down new knowledge of practical tasks into manageable pieces
- Ensure that Health and Safety instructions are explicit and followed at all times

Deliberate practice

- Activities where new knowledge is founded upon previous knowledge
- Independent time to complete practical work based on modelling
- Clearly defined outcomes during modelling of work or during delivery of new content
- Opportunities to apply new knowledge and skills to both practical work and exam questions
- Use of model exam questions to ensure highest mark bands are accessible

Feedback

- You will receive feedback during each project
- Formative assessment will be used during each module

- Specific, accurate and clear comments will be given during both theory and practical lessons
- Everyone will have time to reflect and act upon the feedback given during practical lessons
- Google form results will be released at time of completion for instant feedback to topic tests

Literacy

- Key vocabulary and terminology used at all times
- Correct any mistakes and misconceptions to use of subject language
- Promotion of the highest standards of literacy during all lessons

Adaptive teaching

- All lessons will be aimed at the top criteria for all years
- Will provide support and scaffolding for all students when needed
- Ensure teaching meets your learning needs

Food Technology

Retrieval

- Silent Starter - first 5 minutes which cover previous knowledge and interleaved.
- Q&A during all lessons inc practical to demonstrate knowledge.
- Termly exams that include interleaving

Explanations and modelling

- Every recipe/practical lesson has spot demo's throughout the lesson
- Written tasks are modelled through I WE YOU
- Keywords explained at the beginning of the lesson as per school policy
- Keywords and definitions are taught throughout the term and recapped using Silent Starter's
- Diagrams are used to support explanation of new content - dual coding
- Videos and questions used to help introduce knowledge that cannot be demonstrated in the classroom e.g. hydroponics

Deliberate practice

- SOW is structured so they build up skills e.g. knife skills to make a fruit salad in Year 7 and these are used and developed in practical lessons until Year 10 when they progress to using a chef's knife and more advanced vegetable cuts.
- Students work independently by reading the recipe first - BRAIN BUDDY BOSS.
- All theory lessons have a period of quiet and independent work
- Outcomes are clearly defined in the google slide with they keywords being used in the lesson
- Mock practical tests in Year 10 to prepare with Year 11

Feedback

- Verbal feedback given in all lessons and all students spoken to
- Q&A to identify gaps in learning
- Clear assessment criteria given to students before they start an assessment
- Students are given time to reflect on their practical assessment to see what they have done well and what needs improvement.
- Students evaluate their own dishes
- Feedback given as a praise sandwich - what you have done well, improvement and what you have done well.
- Comments are constructive and focus on moving the students forward

Literacy

- Key words are given at the beginning of each module for Year 10 and 11 are consistently reviewed through Silent Starters
- New words with difficult pronunciation and said out loud and repeated together
- Reading out loud - passages/articles - students are cold call to read
- Scientific terminology is used during practical lessons to embed the meaning

Adaptive teaching

- Aim high - scaffolding includes keywords, sentence starters, connectives, examples so each student can aim high.
- Knowing students well and their specific needs
- Providing ingredients for pupil premium/young carers

Physical Education

Retrieval

- Silent Starter to be completed in silence
- Retrieval of knowledge from previous learning (possible exam style question)
- Questioning to cover conceptual and procedural knowledge

Explanations and modelling

- Success criteria explained and best practice modelled
- Short concise instructions followed by checks for understanding
- Command word meanings explained, using analogy and modelling
- Physical modelling of skills and theoretical concepts
- Practical models through videos or live modelling

Deliberate practice

- Providing opportunities for students work independently and in small groups
- Learn, do and review. Repeat cycle if required. Move on when mastered.
- Opportunities for silent extended writing.
- Practice application of knowledge tasks
- Small group drills and game play in practical lessons.

Feedback

- Live feedback for students throughout the lesson - dealing with misconceptions
- Rework based on feedback
- Feedback from teacher via comments of assignments and live marking
- Feedback from peer assessment

Literacy

- Use of key terms and knowledge organisers contain subject specific language
- Explicit teaching of how words have different meanings in different contexts
- Reading (in the head and out loud) opportunities with application of knowledge tasks
- 'Say it again say it better' 'probing'

Adaptive teaching

- Scaffolding, to provide students with temporary supports that are gradually removed or 'faded out' as they become increasingly independent
- Modelling and re-framing activities

- P.E.A.S
- Checking for understanding and using re-teach or extension tasks when needed.

Drama

Retrieval

- Silent Starter on recall (of knowledge and understanding -Strand A, and of reflection on previous work- Strand B)
- Students' practical modelling of previously taught skills and techniques (Strands A and B)

Explanations and modelling

- Teacher and student modelling of Drama skills and techniques using *I Do, You Do, We Do*
- *Think, Pair, Share* used to embed students' understanding through both teacher and student explanations. This is also an opportunity to address misconceptions.
- *Cold Call* used to embed students' understanding through student explanations. This is also an opportunity to address misconceptions.
- Modelling of delivering constructive peer feedback using scaffolded questions and teacher and student role-play
- Modelling of listening to feedback and the views of other students in collaborative time using Voice 21's *Listening Wheel.*
- Use of questioning (displayed on slides) in explanations to promote active learning.
- Continual use of recordings of exemplar student work to model skills and techniques
- Continual use of recordings of exemplar student work to aid explanations
- Use of *Digital Theatre Plus* and *Drama Online (National Theatre archive)* to model professional work and aid explanations about effects
- Use of professional practitioners to do the above.
- Occasional use of visualiser to demonstrate extended writing/ design examples.
- Use of Success Criteria and MYP Criteria at Key Stage 3
- Use of BTEC Tech Award Grading Criteria at Key Stage 4

Deliberate practice

- Collaborative exploration of the skills and techniques introduced and modelled in the lesson at both Key Stages.
- Occasional individual exploration of skills and techniques at Key Stage 4
- Collaborative rehearsal to develop the skills and techniques relevant to the unit, to prepare for performance to the class at both Key Stages.
- Collaborative performance of acquired skills to the class at both Key Stages.
- Collaborative and independent evaluation of peer's skills (using *Think, Pair, Share* and *Cold Calling*).
- Independent self-evaluation of skills (Strand D for MYP and as a continual log for Key Stage 4)
- Individual research of practitioners and repertoire (continually at Key Stage 4 and for Strand A at Key Stage 3)
- Collaborative research of practitioners and repertoire (continually at Key Stage 4 and for Strand A in Key Stage 3)

Feedback

- Regular 'formal' peer and teacher feedback provided after practical tasks
- Informal feedback provided to students while engaging in collaborative work
- Targeted feedback list kept to track informal feedback
- Peer and teacher feedback used to self-evaluate and produce targets.
- Recordings of student work used as a feedback tool (peer and self)
- End of project work has a ‘grade’ and assessment comment via Google Classroom

Literacy

- When introducing scripts and other written stimuli, unfamiliar concepts and vocabulary are broken down using: *'I Say, You Say'*; images from the Noun Project; visual examples from the Performing Arts; and use of physical gesture and analogy.
- Students given Question Prompts when conducting research on practitioners and styles of Drama.
- Knowledge Organisers used to support the above.
- Sentence Starters and tables to provide a framework for pupils to plan their ideas before extended writing tasks.
- Use of Sentence Starters and Knowledge Organisers to support *Think, Pair, Share* for analysis, demonstration of knowledge and evaluation of student work.

Adaptive teaching

- Using students with a range of skills (always including SEND/ PP and other vulnerabilities) to model work to the class
- Grouping students to support and stretch
- Students will explore a variety of roles in groups (director, ensemble member, designer, stage manager) to experience success, flexibility, responsibility, consideration, and empathy.
- Evaluative and Investigative work can be submitted in a variety of methods to promote success: Voice Notes and Peer Interviews are regularly used at KS3. These can be extended to Vlogs at KS4. Sketches and pictures to evidence work are encouraged.
- Reference to and visibility of the very high number of Performing Artists with SEND and other vulnerabilities to promote a sense of belonging and having a stake in the wider industry.
- Intentionally seeking creative and industry specific opportunities.
- See other sections for universal support (scaffolding, questioning, modelling, and active learning strategies)