

Teaching and Learning Policy

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Working together to be exceptional in all that we do so that we may have and live it to the full (John 10:10)

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 5 core values of:

- Act Wisely
- Build Community
- Embrace Opportunities
- Help others
- Show kindness

These core values underpin our policies, procedures and the way we treat one another in our community. Through the implementation of this policy, we aim to embed good practice and consistency in the quality of teaching across the school. Through these practices, we aim to continually improve our standards, help every pupil reach their own unique, God given potential and enhance the professional development of our staff. As a school community we are working together to be expectational in all that we do so that we may all live life and have it to the full". (John 10:10)

INTENT

At All Saints Church of England Secondary Academy, teaching and learning is driven by our Christian vision to *work together to be exceptional in all that we do so that all may live life to the full* (John 10:10). Guided by the parable of the Good Samaritan, our approach reflects our values of showing kindness, acting wisely, helping others, building community and embracing opportunities. These values underpin high expectations, inclusive practice and strong outcomes for all pupils.

"Our approach to teaching and learning is built around consistency, clarity and continuous improvement. We are committed to ensuring that no pupil is disadvantaged by experience, opportunity or barriers to learning. Our shared approach is evidence-informed, drawing on Rosenshine's Principles of Instruction, EEF guidance and other high-quality research. This evidence is translated into consistent classroom practice through our shared lesson structure, responsive professional development and quality assurance processes."

We have an unrelenting commitment to:

- Ensure high quality teaching and learning for all students.
- Provide a framework for the teaching of exceptional lessons within which there is flexibility for subject specific expertise.
- To promote consistently high levels of teaching.
- To raise attainment by integrating metacognition strategies within all lessons.
- Share good practice and provide other references to support the planning of
- exceptional lessons.
- To provide a bespoke CPD programme and clear procedures to support the on-going development of teaching staff.

PRINCIPLES

Teaching and learning is at the heart of our work. All Saints Academy believes that all students are entitled to receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. Our 6 teaching principles (look appendix 2) constitute the cornerstone of our practice, these are:

1. Climate for Learning

At ASA, we know that the teacher is the authority and that a purposeful classroom climate with no distractions is essential for learning to take place. High expectations are expressed through consistency, positive relationships, our Christian values and calm correction. We foster a positive classroom environment where effective routines for learning are embedded. We build a climate where academic achievement is nurtured, celebrated and ultimately demanded.

2. Making It Stick

At ASA, we know that learning is a permanent change in long-term memory. We also know that memory is the residue of thought. However, ensuring students attend carefully to the content of instruction is tricky. Our curriculum is designed and sequenced to support learning and interleaved to be remembered. In lessons we ensure our students are frequently encouraged to think hard but we also refine our instruction to limit the load on working memory.

3. Subject and Curriculum Mastery

At ASA, the what comes before the how. The teacher is the expert in the room, having sophisticated knowledge of their subject and the wider curriculum. Mastery of one's subject enables teachers to successfully enact a challenging curriculum. Chunking learning into composite parts is essential; effective explanation and designing independent practice are integral to lesson planning and delivery.

4. Planning for Progress

At ASA, we understand that an expertly planned lesson will drive learning towards our desired endpoints. We know that every second counts in the classroom and therefore think carefully about instruction, assessment opportunity and deliberate practice. We think hard about what the teacher does and what the students must do and in this process we think carefully about exemplification of quality work.

5. Adaptive Teaching

At ASA, we recognise that all students have different starting points and yet all must learn the curriculum. Planning for the right balance between support and challenge within a lesson is key. We ensure instruction is pitched to the top with appropriate scaffolding provided to ensure all students successfully work towards the desired end point.

6. Effective Feedback

At ASA, we use evidence about student learning to adapt our teaching and meet student needs. Learning is maximised by eliciting evidence of student understanding and then providing targeted feedback to move learning forward. Feedback is most effective when precise, timely and immediately actionable for the student.

The ASA Way – ‘How’ we teach

IMPLEMENTATION

Roles and Responsibilities

The Implementation of High Quality Teaching and learning is a shared responsibility across all staff including:

- SLT
- SENDCo
- Curriculum leaders
- Class Teachers
- Learning Support Assistants

Senior Leadership Team (SLT)

The Senior Leadership Team ensures that teaching and learning consistently reflects the school’s vision and meets the expectations of the Ofsted Education Inspection Framework. SLT will:

- Establish and sustain a culture of high expectations, ambition and professional accountability
- Ensure a clear and coherent curriculum intent that enables all pupils to achieve well
- Monitor and evaluate teaching and learning through a range of evidence, including pupil outcomes and learning experiences

- Prioritise evidence-informed professional development to strengthen teaching practice
- Ensure inclusive systems and structures so that all pupils, particularly those with SEND and disadvantaged pupils, can flourish
- Promote a culture of kindness, respect and wisdom in leadership and decision-making

Curriculum Leaders

Curriculum Leaders are responsible for ensuring strong curriculum intent, implementation and impact within their subject areas. They will:

- Design and implement a well-sequenced, ambitious curriculum rooted in subject expertise
- Support teachers to develop effective pedagogy and assessment practice
- Monitor curriculum delivery and pupil outcomes to secure continual improvement.
- Ensure curriculum planning meets the needs of all learners, including SEND and disadvantaged pupils.
- Foster a collaborative subject culture that builds community and embraces opportunity.

Class Teachers

Class teachers have direct responsibility for pupils' learning, progress and well-being. Teachers will:

- Deliver high-quality, inclusive teaching that enables pupils to know more and remember more.
- Use assessment effectively to check understanding and inform next steps.
- Adapt teaching to meet diverse needs while maintaining high expectations for all.
- Create classrooms rooted in mutual respect, kindness and purposeful learning.
- Work collaboratively with colleagues to strengthen teaching practice and pupil outcomes

Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo ensures that inclusion is integral to teaching and learning. In line with the EIF focus on equity and adaptation, the SENDCo will:

- Lead SEND provision so pupils with additional needs can access, engage with and succeed in the curriculum.
- identify barriers to teaching and learning, make effective reasonable adjustments/adaptations, maintain access to high-quality teaching, and use additional adults to develop pupils' independence.
- Support teachers to adapt teaching effectively, ensuring high-quality classroom practice remains the first response
- Monitor the impact of provision and interventions on pupil outcomes
- Work collaboratively with staff, families and external agencies to help others thrive within the school community
- Promote dignity, compassion and ambition for pupils with SEND.

Learning Support Assistants (LSAs)

Learning Support Assistants contribute significantly to effective classroom practice and inclusion. LSAs will:

- LSAs support pupils to access the class teacher's high-quality teaching and that support should promote increasing independence.
- Work in partnership with teachers to reinforce learning and remove barriers.
- Promote confidence, resilience and positive relationships.
- Uphold the school's Christian values through care, patience and encouragement.
- All staff share responsibility for delivering high-quality education, ensuring that teaching and learning reflects our Christian ethos and enables every pupil to flourish academically, socially and spiritually.

Teaching assistants and Cover Supervisors

- The Teaching Assistants at All Saints Academy play essential roles, contributing their skills in helping students to progress, learn and develop into successful members of our community.
- Cover supervisors are integral members of the All Saints Academy community. The contribution that they make to All Saints Academy School is essential to allow for the sustained progression and development of our students.

- Cover supervisors and TAs are welcome to attend all Teaching and Learning CPD sessions where they will have the opportunity to contribute to the CPD programme whilst further supporting their on-going professional learning.

Values and Expectations for high-quality teaching and learning

At All Saints Church of England Secondary Academy, effective teaching and learning is an expression of our Christian vision to *work together to be exceptional in all that we do so that all may live life to the full* (John 10:10). Guided by our values of showing kindness, acting wisely, helping others, building community and embracing opportunities, teaching is underpinned by high expectations, inclusion and ambition for every pupil.

High quality teaching at ASA is characterised by the following:

- Teachers demonstrate secure and developing subject knowledge, enabling them to explain content clearly, anticipate and address misconceptions, and support pupils to build and connect knowledge over time. Teachers subject expertise is used to deepen thinking and extend learning for all pupils.
- Lessons are carefully planned and coherently sequenced in line with agreed schemes of learning and examination requirements, ensuring pupils build knowledge and skills progressively. Teachers planning reflects a deep understanding of curriculum intent and supports long-term retention.
- Teachers use assessment for learning to check pupils' understanding and inform teaching decisions and next steps planning. Assessment is seamlessly embedded and teaching is adapted effectively in response to pupils' needs during and across lessons.
- Teaching is ambitious and adaptive, ensuring that all pupils, including those with SEND and disadvantaged pupils, can access the same curriculum. Appropriate adaptations remove barriers while maintaining high levels of challenge for all.
- Classrooms are calm, purposeful and respectful, reflecting our commitment to kindness and community through consistent routines, positive relationships and clear expectations, where pupils take responsibility for their behaviour and learning.
- Teachers employ a range of evidence-informed teaching approaches to engage pupils and support progress. Strategies are used precisely to maximise learning and independence. Specifically, teachers maximise pupils' thinking and participation through purposeful use of strategies such as Cold Call, Wait Time, Everybody Writes, Turn and Talk and Show Me/MWBs, selecting strategies according to the evidence of understanding required.
- Expectations for learning are consistently high and aspirational for all pupils. Pupils are supported to achieve highly regardless of starting points.

- Purposeful and higher-order questioning is used to check understanding and challenge thinking. Questioning deepens conceptual understanding and supports pupils to articulate and extend their ideas.
- Feedback is timely, clear and focused on learning. Pupils routinely respond to feedback and use it to improve their work and understand.

ASSESSMENT

Assessment for learning is embedded within everyday teaching through retrieval, questioning, Show Me/MWBs, Active Observation, formative tasks and checks for understanding. Assessment of learning takes place in accordance with the Academy assessment cycle, including mid-year and end-of-year assessment. Assessment evidence is used to identify gaps and misconceptions, inform re-teaching, adapt subsequent teaching and refine curriculum planning.

SUPPORTING TEACHING AND LEARNING

A. High Quality CPD

- At All Saints Church of England Academy, professional development is central to improving the quality and consistency of teaching and learning. Our CPD programme is evidence-informed, responsive to need and directly connected to classroom practice. It is informed by school improvement priorities, staff voice, Developmental Drop Ins (DDIs), learning walks, quality assurance findings, student need, departmental feedback and curriculum reviews.
- Whole-school CPD takes place regularly throughout the academic year, including dedicated Wednesday professional development sessions. This is complemented by a weekly Teaching and Learning briefing, with a particular focus where appropriate on SEND, adaptive teaching and responsive classroom practice.
- CPD draws upon high-quality evidence and research, including Rosenshine's Principles of Instruction, Education Endowment Foundation guidance, Teach Like a Champion and other relevant evidence-informed sources. Subject-specific CPD is also provided through departments, external organisations, examination boards and specialist training.
- Where appropriate, whole-school Teaching and Learning CPD is supported by a concise implementation guide or 'one pager' which enables staff to revisit the key principles, strategies and expectations. Subsequent DDIs, learning walks and quality assurance activities are used to evaluate implementation and identify where further support, coaching or professional development is required. All staff have access to The National College to support their ongoing professional development.

B. Developmental Drop In

- Developmental Drop Ins (DDIs) are an entitlement for all teaching staff and provide regular opportunities to develop and refine classroom practice. DDIs

replace high-stakes, low-frequency lesson observations and do not form part of the appraisal process. DDIs are normally approximately 10–15 minutes and have a clear Teaching and Learning focus. Wherever appropriate, DDI priorities are aligned directly with the most recent whole-school or departmental CPD so that leaders can evaluate how agreed approaches are being implemented in classroom practice.

- DDI focuses may include areas such as entry routines, retrieval practice, checking for understanding, Active Observation, adaptive teaching, modelling, independent practice, feedback and increasing the thinking and participation ratio.
- Following a DDI, staff receive timely developmental feedback which recognises effective practice and identifies one or two clear, actionable next steps. Feedback should normally be provided within two working days. Where an actionable step is identified, this may remain a focus of subsequent DDIs until the practice is securely embedded.
- DDIs are also used to identify strong practice which can be shared through CPD, coaching, peer observation and wider professional development. Findings from DDIs contribute to the Academy's wider evaluation of Teaching and Learning and help inform future CPD priorities.

C. Coaching

- Coaching is an important part of professional growth at All Saints. Staff are able to access coaching through the DDI process, professional dialogue, peer support and subject leadership.
- Where additional support is required, a more structured coaching process may be implemented in accordance with the Trust's procedures. This may include a defined period of focused support, clearly identified targets and success criteria, regular classroom visits and coaching meetings. Targets will be specific, developmental and supported by appropriate resources, modelling and professional reading.
- Curriculum Leaders and Teaching and Learning leaders work collaboratively to ensure that coaching reflects both subject-specific pedagogy and whole-school Teaching and Learning priorities.

D. Peer Observations

We actively encourage staff to visit colleagues' lessons and undertake peer observations to develop their own practice. These can be organised by colleagues or facilitated by the Assistant Vice Principal, Teaching and Learning.

E. Visits to High Performing Schools

Visits to high-performing schools and other external professional development opportunities enable colleagues to observe strong practice, develop subject and pedagogical expertise and share relevant learning with colleagues across the

Academy. External CPD, specialist training and examination board training are also used where appropriate to strengthen curriculum and subject expertise, including for colleagues teaching outside their original subject specialism.

QUALITY ASSURANCE OF TEACHING AND LEARNING

At All Saints Church of England Academy, quality assurance is developmental, evidence-informed and focused on improving the experience of pupils in the classroom. Quality assurance is triangulated through multiple sources of evidence so that no single lesson visit, book look or other activity is used in isolation to make an overall judgement about the quality of teaching. Members of the Senior Leadership Team, Curriculum Leaders and other identified leaders quality assure Teaching and Learning through a range of activities, which may include:

- Developmental Drop Ins
- SLT learning walks
- Curriculum Leader and departmental learning walks
- SLT book looks
- Departmental book looks
- Teaching and Learning book looks
- Student voice
- Assessment outcomes
- Curriculum and department reviews
- Subject reviews

Quality assurance findings are centrally recorded and analysed through Nautilus, enabling leaders to identify whole-school strengths, trends across departments and areas requiring further professional development, coaching or support.

IMPACT

High-quality teaching and learning within every lesson of every day will ensure all students are able to experience teaching that reflects wisdom, compassion and ambition, enabling them to flourish academically, socially and spiritually, and to leave the school well prepared for the next stage of their education and for life beyond school with knowledge, skills, confidence and qualifications aligned to, if not exceeding national standards.

Appendix 1– ASA 5 Part Lesson Structure

ASA 5 Part Lesson Structure

1- ENTRY ROUTINE

Behaviour for Learning

- There is a clear and consistent approach to the entry routine.
- Students are met by staff at the door.
- Teacher ensures that the lesson is planned, equipment checked and materials organised
- The staff have high expectations of students behaviour.
- Students arrive at lessons ready to learn including with correct equipment
- Relationships between staff and students are positive and strong

2- FASTFOUR – 6 mins (4 mins students working, 2 minutes self marking)

Intent

- The sequence of lessons shows that the curriculum is planned and delivered in a coherent way
- The Lesson Outcomes are shared and visible throughout the lesson and frequently referred to.

Retrieval

- Teacher ensures four questions interleave subject content from the current topic and questions covering previous teaching material.
- When reviewing the fast four the teacher ensures that misconceptions on short answer questions are addressed and inform future planning and teaching.
- Use of scaffolding, or further support is in place for LA students to improve retrieval performance.
- Questions are set that challenge HPA students

Behaviour for learning

- Engagement in learning is strong across all students
- Expectations of standards of behaviour in class are high

2. TEACHER INSTRUCTION – 20 mins

Intent

- The sequence of lessons shows that the curriculum is planned and delivered in a coherent way
- Teacher has strong knowledge of all student prior and current attainment and relevant data including the data related to key subgroups and this is used to informing teaching and learning
- The lesson outcomes are shared and frequently referred to.

Behaviour for Learning

- The teacher maintains high expectations
- There is evidence of where expectations are not met it is dealt with consistently and fairly applied in line with school policy.
- Low-level disruption is not tolerated and is managed well to prevent further disruption and interruptions to learning including the use of nonverbal strategies.
- Richly annotated seating plans use pupil passports, Attain data, SEND information, reading ages and prior/current attainment to identify barriers, inform questioning and scaffolding, and target teacher support and challenge.

Teacher Instruction

- Teachers are passionate about what they are teaching and display strong subject knowledge that inspires, enthuses, engages and motivates students.

- Students develop vocabulary (tier 2 and 3) that supports the development of knowledge and skills.
- Procedural instructions are cut down into short, simple sequences.
- Misconceptions do not go unaddressed and are managed accurately with direct feedback.
- Teaching is adapted for more able and those with SEND and EAL, to personalise their learning experience and ensure all make strong progress in each lesson and across time.
- Students are shown examples of high quality work to raise aspirations.

Explanation

- Teacher ensures that all students are silent and attentive before commencing explanations.
- Explanations clearly identify the 'sweet spot' from what the students know/ can do and what they do not know/ cannot do.
- High quality explanations are delivered that introduce new ideas in short, manageable increments.
- Explicit teaching of tier 2 and tier 3 vocabulary including definition, spelling and context
- High-quality explanations are delivered to transform abstract ideas into concrete ones.
- High-quality explanations are delivered that use clear, simple language that focus on the key terminology of what is being taught – keeping the main thing, the main thing.

Modelling and questioning

- Teachers use modelling to engage students and challenge students to achieve well, which is aided by strong questioning and timely feedback.
- Practical work and other activities are carefully modelled.
- Exemplary examples of subject specific products, including writing are deconstructed with the students.
- Subject specific writing is modelled and co-constructed with the students.
- Questioning deepens and develops thinking and checks for common

4. Independent Practice and Feedback (Purple Zone 20 mins)

Student Engagement

- Staff have high expectations and ambitions for students.
- Students engage well in their learning and this is evident through their verbal contribution, standard of presentation in books and quality of work completed.
- Teacher feedback and DIRT work within books ensures that students are responding to teacher's advice and taking responsibility for moving their own learning forwards acting on advice given by staff. This supports strong and rapid progress.
- Work in books provides evidence of strong progress over time
- Students take pride in the standard and presentation of their work and are strong independent learners.

Independent Practice (tasks/activities)

- Teacher provides purposeful and guided tasks that are closely aligned to lesson outcomes.
- Practice and assessment is used to embed and apply knowledge and check understanding and informs future teaching.
- The opportunities for deliberate practice are appropriate for the ability range of the students, provide aspirational challenge, and support where needed through scaffolding.

- Tasks promote the active participation of all students.
- Students complete work in purple pen and in silence
- Teacher ensures that errors are identified; leading to intervention when necessary to ensure that practice is perfect.
- Scaffolding and additional support when necessary support practice.
- Scaffolding and support are removed at the time in order to promote self-regulation and independence.
- The materials used support the intent of the curriculum and are sequenced towards ensuring the students have sufficient knowledge and skills for future learning and employment.

Feedback

- All feedback is motivating, meaningful, manageable and is designed to make students think, instead of simply giving them the answer.
- Live verbal feedback supports all students in making strong progress
- All feedback affects change and moves learning forwards rapidly and sustainably.
- Staff provide individual student feedback to a sub group of students in the form of live feedback, verbally and written.
- Whole class feedback both verbally and written is used for common themes and misconceptions
- High quality feedback through a range of ways that is regularly provided and celebrates success and drives forwards students learning through next steps guidance.
- Students are encouraged to critique the work of their peers utilising the guidance

5. Review Phase (5 mins)

- Students are able to articulate what they have learnt and how this fits in their learning journey.
- Students are able conclude their learning, recognising the progress they have made and identifying personal strengths and areas of development
- Teacher knows which topics to re-teach that were not grasped first time.
- Teachers use assessment, deliberate practice, knowledge of students and feedback to plan future teaching

EXIT ROUTINE

- The exit routine is followed at the end of the lesson
- Students leave in a calm way that ensures they are ready for their next learning

Appendix 2 – Principles of Teaching and Learning

Principles of Teaching and Learning		
1. Climate for Learning		
<i>At ASA, we know that a purposeful classroom climate with no distractions is essential for learning to take place. We foster a positive classroom environment where effective routines for learning are embedded. We build a climate where academic achievement is nurtured, celebrated and ultimately demanded.</i>		
We know that: 1. A successful classroom climate is built upon a range of embedded routines. 2. Teachers are responsible for explicitly teaching these routines so that students can be successful. 3. Teachers are the authority figure in the room and must <i>run</i> their classrooms accordingly. 4. Sustaining a successful classroom climate requires constant reinforcement of positive behaviour and assertive correction of negative behaviour. 5. Our climate is nurtured by an attitude of mutual trust built on positivity, specific praise, and restorative conversations. 6. High-quality teaching has a long- term positive effect on students' life chances, particularly for children from disadvantaged backgrounds.	Core  Habits	What We Do and Say: 1. Plan, explicitly teach and practise critical routines from the first moment pupils enter the classroom. Establish consistent routines for entry, equipment, transitions and dismissal. Use clear signals, countdowns and Brighten the Lines to maximise learning time and make transitions between phases of the lesson explicit. 2. Establish calm authority through clear, concise instructions, confident teacher presence and consistent follow-through. Use an economy of language so expectations are understood quickly and precisely. 3. Ensure every second counts by using least-invasive interventions to address low-level disruption. Use Teacher Radar, Active Observation and Be Seen Looking to maintain awareness of the whole classroom while protecting learning time. 4. Use intentional language to balance 'Warm and Strict' exemplifying 'Because I care about you I expect you to/ you will...' to maintain a classroom of high expectations. 5. Consistently apply rules and rewards, using the 3 Point Behaviour System and acknowledging and praising student effort, normalising compliance and emphasising progress being made by 'Narrating the Positives', 'Using non-verbal cues' and awarding character merits based on our 5 school values (Act Wisely Build Community Show Kindness Help Others Embrace Opportunity)
	Mastery 	What We Do and Say: 1. Create a positive environment with a 'Culture of Error' where making mistakes and learning from them is part of the daily routine. 2. Set high expectations for student responses with 'Push for Precision' 'Right is Right' to ensure resilience is part of classroom culture. 3. Create a culture of No Opt Out by combining Cold Call, targeted questioning, Wait Time and Active Observation so that all pupils are expected and supported to participate successfully.

Additional Reading:

- Lemov, D. Teach Like a Champion 3.0
- Sherrington, T. Teacher WalkThrus 2: 5 step-guide to Instructional Coaching
- Bennett, T. Running the Classroom: The teacher's guide to behaviour
- Hendrick, C. What Does This Look Like in the Classroom: Bridging the Gap Between Research and Practice

2. Making It Stick

At ASA, we know that learning is a permanent change in long-term memory. We also know that memory is the residue of thought. However, ensuring students attend carefully to the content of instruction is tricky. Our curriculum is designed and sequenced to support learning and interleaved to be remembered. In lessons we ensure our students are frequently encouraged to think but we also refine our instruction to limit the load on working memory.

We Know That:	Core Habits	What We Do and Say:
1. Prior knowledge plays an important role in how students learn; committing some key facts to their long-term memory is likely to help students learn more complex ideas. 2. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. Long-term memory can be considered as a store of knowledge that changes as students learn by integrating new ideas with existing knowledge. 3. Where prior knowledge is weak, students are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 4. Regular purposeful practice of what has previously been taught can help consolidate material and help students remember what they have learned.		and overloading working memory by using an array of language, appropriately chunked explanations and worked examples. Explicitly identify and reinforce the most important new information before increasing complexity. Regular retrieval and spacing to strengthen long-term memory. Through Fast Four and other retrieval opportunities, deliberately revisit previously taught knowledge and explicitly connect new learning. Cold Call, targeted questioning, Show Your Work and Active Observation to identify misconceptions and insecure prior knowledge so that instruction can be adapted promptly. Minimise unnecessary distractions and present information clearly. Use precise explanations, well-designed resources and, where helpful, dual coding to support pupils in identifying and organising the important information. 5. Increase the "Thinking and Participation Ratio" so that more of the cognitive load is placed on the students in order to promote deep thought about the content.
5. Requiring students to retrieve information from memory, and spacing practice so that students revisit ideas after a gap are also likely to strengthen recall. 6. Worked examples that take students through each step of a new process are also likely to support students to learn.	Master  y ●	What We Do and Say: 1. Respond to students' level of understanding by rerouting or adapting exposition. 2. Use analogies, metaphors, mnemonics and dual coding to ensure that information sticks. 3. Increase the challenge of retrieval and practice as knowledge becomes more secure by gradually removing scaffolds, increasing the spacing between retrieval opportunities and asking pupils to apply knowledge in increasingly complex contexts.

Additional Reading:

- Principles of Instruction: Research-based strategies that all teachers should know by Barak Rosenshine
- Why don't students like school? By Daniel Willingham
- How to Explain Anything to Absolutely Anyone by Andy Tharby
- Memorable Teaching by Peps McRae
- Dual Coding with Teachers by Oliver Caviglioli
- What every teacher needs to know about psychology by David Didau and N Rose .
- Visible Learning & The Science Of How We Learn by John Hattie and Gregory Yates
- The Learning Scientists: <https://www.learningscientists.org/blog/2019/6/6-1>

3. Subject and Curriculum Mastery

At ASA, the teacher is the expert in the room, having sophisticated knowledge of their subject and the wider

curriculum. Mastery of one's subject enables teachers to successfully enact a challenging curriculum. Chunking learning into composite parts is essential; effective explanation and designing independent practice are integral to lesson planning and delivery.

We know that:

1. An ambitious and well-sequenced curriculum delivered with strong subject knowledge helps teachers to motivate students and explicitly teach students the knowledge to master a subject.
2. Ensuring students master foundational concepts and knowledge before moving on is likely to build students' confidence and help them succeed.
3. Anticipating common misconceptions within particular subjects is vital so they can be planned for and addressed.
4. Students learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
5. Students are likely to struggle to transfer what has been learnt in one context to a new or unfamiliar context.
6. Every teacher can improve students'

Core Habits



What We Do and Say:

1. Identify possible misconceptions by creating the ideal response for the intended end point and plan how to prevent potential gaps from emerging.
2. Break procedural and complex knowledge into manageable steps. Use Think Aloud and I Do–We Do–You Do to model how an expert thinks, solves, reads or writes, using a visualiser or worked example where appropriate.
3. Use a range of examples to make abstract knowledge concrete, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.
4. Develop disciplinary literacy by explicitly teaching Tier 2 and Tier 3 vocabulary and modelling how words, sentences, texts and explanations work within the subject. Plan repeated exposure to important vocabulary and require pupils to use it accurately in speaking and writing.
5. Maintain high expectations for pupils' written work and exercise books. Use modelling, Show Call and examples of excellence to make quality visible and develop a culture in which pupils review, improve and take pride in their work.

Mastery



What We Do and Say:

1. Accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations to explain subject matter.
2. Promote reading within the subject by exposing pupils to high-quality,

literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.		appropriately challenging texts and explicitly teaching the disciplinary reading strategies needed to understand them. Model fluent reading and support pupils to read increasingly independently. 3. Model and require high-quality academic talk. Use Turn and Talk, Cold Call and purposeful classroom discussion to enable pupils to rehearse ideas, explain their thinking and use increasingly precise subject-specific vocabulary before committing ideas to writing.
Additional Reading: • The Curriculum: Gallimaufry to Coherence by Mary Myatt • Huh by Mary Myatt and John Tomsett • Why Knowledge Matters by E.D Hirsch • Curriculum: Theory, Culture and the Subject Specialisms by Ruth Ashbee • Bringing Words to Life: Robust Vocabulary Instruction by Isabelle Beck • The Secret Of Literacy by David Didau • Closing the Vocabulary Gap by Alex Quigley • Symbiosis: The curriculum and the classroom by Kat Howard and Claire Hill • Improving Literacy in Secondary Schools - Education Endowment Foundation: https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/		

4. Planning for Progress

At ASA, we understand that an expertly planned lesson will drive learning towards our desired endpoints. We know that every second counts in the classroom and therefore think carefully about instruction, assessment opportunity and deliberate practice. We think hard about what the teacher does and what the students must do and in this process we think carefully about exemplification of quality work.

We know that:

1. Effective teaching can transform students' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps students understand new processes and ideas; guides, scaffolds and worked examples can help students apply new ideas but should be gradually removed as student expertise increases.
4. Explicitly teaching students metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
5. Planning questioning is an essential tool for teachers; high-quality classroom talk can support students to articulate key ideas, consolidate understanding and extend their vocabulary; practice is an integral part of effective teaching that, with appropriate guidance and support, increases success.
6. Homework can improve student outcomes; checking and testing the homework set by your department policy and study materials in lessons supports the development of knowledge

Core Habits



What We Do and Say:

1. Plan effective lessons 'Beginning with the End' by getting clear on the end point and provide sufficient opportunity for students to consolidate and practise applying new knowledge.
2. Break complex learning into constituent parts and use I Do–We Do–You Do to move pupils from explicit modelling, through guided practice, towards deliberate independent practice. Use worked examples and non-examples to expose common pitfalls before pupils work independently. Protect sufficient time within the **Purple Zone** for pupils to practise and apply learning independently.
3. Plan specific and purposeful questions before the lesson. Include retrieval, conceptual and diagnostic questions and decide when Cold Call, Wait Time, Everybody Writes, Turn and Talk or Show Me/MWBs will provide the strongest evidence of understanding.
4. 'Double plan' by planning what you will teach and what students will do throughout the lesson to get clear on students outcomes.
5. 'Plan for error' by pre-empting common mistakes and misconceptions so you can re-route the lesson and adapt when teaching.

Mastery



What We Do and Say:

1. Model replicable thinking steps that children can follow to break down procedural knowledge and ensure students can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).
2. Recognise the Curse of the Expert: knowledge and processes that feel obvious to an expert may not be obvious to a novice. Work backwards from the

and scholarship in students.		intended endpoint and identify the component knowledge and steps that pupils need to master. 3. Develop deeper thinking (Why parrot) by probing initial responses using prompts such as “Tell me more”, “What makes you think that?”, “How do you know?”, “Why is that important?” and “Can you build on that?”. Return to pupils who were initially uncertain so that the learning loop is closed.
Additional Reading: ➤ How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice by Kirschner and Hendrick ➤ Lean Lesson Planning: A practical approach to doing less and achieving more in the classroom by Peps McRae ➤ Closing The Writing Gap; Closing the Reading Gap; Closing the Reading Gap by Alex Quigley ➤ Teacher Walkthrus 2 by Tom Sherrington ➤ A Dialogic Teaching Companion, London: Routledge by R Alexander ➤ The Science of Learning by Deans for Impact https://deansforimpact.org/resources/the-science-oflearning/ ➤ The Battle Hymn of the Tiger Teachers by Katharine Birbalsingh		

5. Adaptive Teaching		
<i>At ASA, we recognise that all students have different starting points and yet all must learn the curriculum. Planning for the right balance between support and challenge within a lesson is key. We ensure instruction is pitched to the top with appropriate scaffolding provided to ensure all students successfully work towards the desired end point.</i>		
We know that: 1. Students are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand students’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to students who are	Core Habits 	What We Do and Say: 1. Regularly check the understanding of all pupils using Cold Call, targeted questioning, Show Me/MWBs, Everybody Writes and Active Observation. Use the evidence gathered to adapt, re-model or re-route instruction where necessary. 2. Make complex and abstract content accessible through clear explanations, an economy of language, worked examples, visual representations and carefully chosen scaffolds while maintaining the same ambitious curriculum endpoint. 3. Use Turn and Talk strategically before whole-class questioning where rehearsal will support thinking. Provide a clear question, prompt or success criterion and use Active Observation to listen for understanding, misconceptions

struggling, is likely to increase student success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of students or to set lower expectations for particular students. 5. There is a common misconception that students have distinct and identifiable learning styles. This is not supported by evidence attempting to tailor lessons to learning styles is unlikely to be beneficial. 6. Students with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and students to understand barriers and identify effective strategies is essential.	Mastery 	and the quality of academic language. 4. Maintain high expectations and appropriate challenge for all pupils. Make models of excellence visible, expect high-quality work and avoid reducing curriculum ambition for pupils who require additional support. 5. Know the pupils you teach. Use SEND information, assessment evidence, reading information and knowledge of prior attainment to inform seating plans, questioning, scaffolding and teacher circulation. Work effectively with Teaching Assistants and the SEND team so that support promotes access, participation and increasing independence. What we Do and Say: 1. Plan to connect new content with students' existing knowledge or provide additional pre-teaching if students lack critical knowledge. 2. Adapt questions responsively by reframing, prompting or providing additional scaffolding where necessary, while also extending secure responses through greater depth and challenge. Maintain ambitious expectations for every pupil. 3. Use errors and misconceptions as opportunities for whole-class learning. Where appropriate, use Show Call or a visualiser to analyse an error, model the thinking that caused it and demonstrate how the response can be improved. (Excavate the error)
Additional Reading: ➤ <i>The Myth of Learning Styles</i> by Daniel Willingham ➤ <i>The Reading Mind</i> by Daniel Willingham ➤ <i>Teach to the Top: Aiming High for Every Learner</i> by Megan Mansworth ➤ <i>Rosenshine's Principles in Action</i> by Tom Sherrington ➤ <i>Learning without Labels</i> by Marc Rowland ➤ <i>Thinking Reading: What Every Teacher Needs to Know About Reading</i> by James and Dianne Murphy ➤ <i>Special Educational Needs: An evidence-informed guide for teachers</i>		

6. Effective Feedback

At ASA, we use evidence about student learning to adapt our teaching and meet student needs. Learning is maximised by eliciting evidence of student understanding and then providing targeted feedback to move learning forward. Feedback is most effective when precise, timely and immediately actionable for the student.

We know that:

1. Effective assessment is critical to teaching because it provides teachers with information about students' understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy students appear.
3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, students must be able to act on feedback for it to have an effect.
5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. Over time, feedback should

Core Habits



What We Do and Say:

1. Plan diagnostic questions, low-stakes quizzes and formative tasks to identify knowledge gaps and misconceptions (e.g., by testing for common misconceptions within multiple-choice questions after instruction).
2. Use Active Observation during independent practice to compare pupil work against an explicit success criterion, model of excellence or anticipated misconceptions. Decide in advance what you are looking for rather than simply circulating.
3. Prioritise timely, actionable feedback. Use live verbal feedback, Show Me/MWBs, sticker devices, Show Call and whole-class feedback where these enable pupils to improve immediately, rather than relying unnecessarily on extensive written feedback after the lesson.
4. Use an appropriate final learning check, such as an exit ticket, short written response, retrieval question or Show Me activity, to establish how securely pupils have reached the intended lesson endpoint.
5. Plan formative assessment points within curriculum sequences. Identify patterns of error and use these to inform whole-class green feedback sheet, reteaching, future Fast Four retrieval and subsequent lesson planning.

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What We Do and Say:

1. Teach pupils to act on feedback by correcting, improving, revising and redrafting their work. Over time, develop pupils' ability to identify and improve aspects of their own work increasingly independently.
2. Use assessment information and knowledge (class charts, pupil passports) of individual pupils to inform seating plans, questioning and Active Observation so that teacher attention is directed towards the pupils and misconceptions that most require it.
3. Draw conclusions about what students have learned over time by looking at patterns of performance in

support students to monitor and regulate their own learning. 6. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.		books and over a number of assessments (e.g., appreciating that assessments draw inferences about learning from performance).
Additional Reading: ➤ <i>Making Good Progress: The Future of Assessment for Learning</i> by Daisy Christodoulou ➤ <i>Seven Myths about Education</i> by Daisy Christodoulou ➤ <i>The Power of Feedback</i> by John Hattie and H Timperley ➤ <i>The Craft of Assessment</i> by Michael Chiles ➤ <i>The Feedback Pendulum</i> by Michael Chiles		