

Teaching and Learning



...the THA way

Teaching and Learning Policy 2026 - 2027

Written in line with
Creative Education Trust's Teaching and Learning Framework
Reviewed and updated July 2026

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Our vision

With learning at the centre of all we do at Thistley Hough Academy we are committed to ensuring that **all** students access quality first teaching throughout their curriculum to enable them to achieve the aspirational learning outcomes we have of all our students.

Our virtues

Academy virtues are embedded throughout academy life and instilled throughout the learning process. Students exhibit and develop these essential virtues ensuring that they all become successful and happy learners at THA.

Responsibility



Students take responsibility for their own work, whether that be written, verbal and/or practical. This applies to work in the Academy and that set for homework.



Staff promote and embed responsibility through the application and reinforcement of high expectations in all learning routines and activities.

Resilience



Students demonstrate resilience in the learning process through active engagement throughout the learning cycle. They show resilience as they are challenged through ambitious curriculum content in both timetabled lessons and through independent homework tasks.



Staff promote resilience through the high-quality planning and delivery of appropriately challenging lessons underpinned by ambitious powerful curriculum knowledge. They use their teaching toolkit to expertly challenge all students through a variety of written, verbal, and practical activities, where appropriate.

Respect



Students demonstrate respect for all throughout their learning. All classrooms are learning focussed, filled with high levels of mutual respect between both staff and students, and between students and their peers.



Staff promote the highest levels of respect throughout academy life by presenting themselves as positive role models and applying the behaviour and safeguarding systems effectively to ensure all students remain in a safe and happy learning environment.

What is Learning?

...the THA way

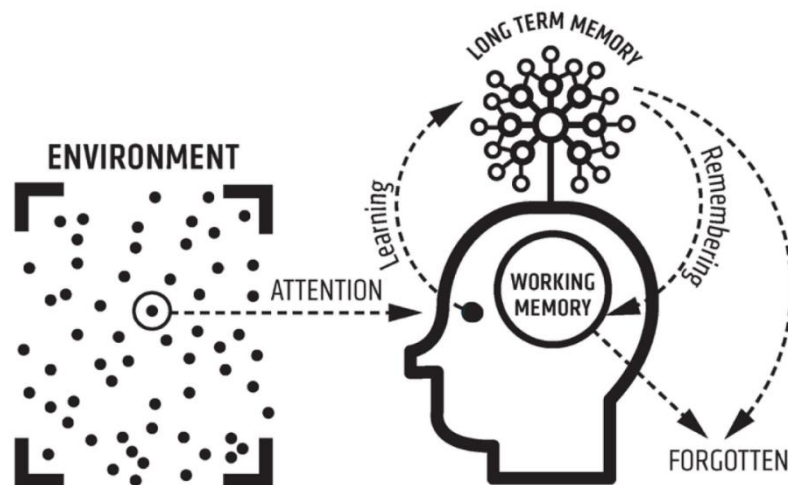
Learning remains the goal of all successful teaching at THA, therefore, it is essential that we understand what learning is and, more importantly, how we know it has happened.

There are several key elements required to ensure successful learning takes place. Consequently, each section of this policy is underpinned by this challenging, but essential concept.

Learning = A change in long-term memory

'If nothing has changed, nothing has been learned'
(Kirschner, Sweller & Clark)

Eight Trust principles have been developed that underpin this policy. Each one focuses on the science of learning and the impact of each to maximise the learning process within the academy. See Appendices.



Information from the classroom environment enters the working memory.

Working memory has limited capacity and so some information is forgotten.

Information which is learnt enters the long-term memory.

Information that has entered the long-term memory but is not revisited can be forgotten, so this is a vital part of the learning process.



Teachers must plan lessons based on explicitly identified powerful knowledge, whilst minimising distractions and subsequently maximising the transfer into the long-term memory.



Powerful knowledge must be clearly identified, explicitly taught in a well-sequenced curriculum, and regularly revisited, to increase the likelihood of it entering the long-term memory.

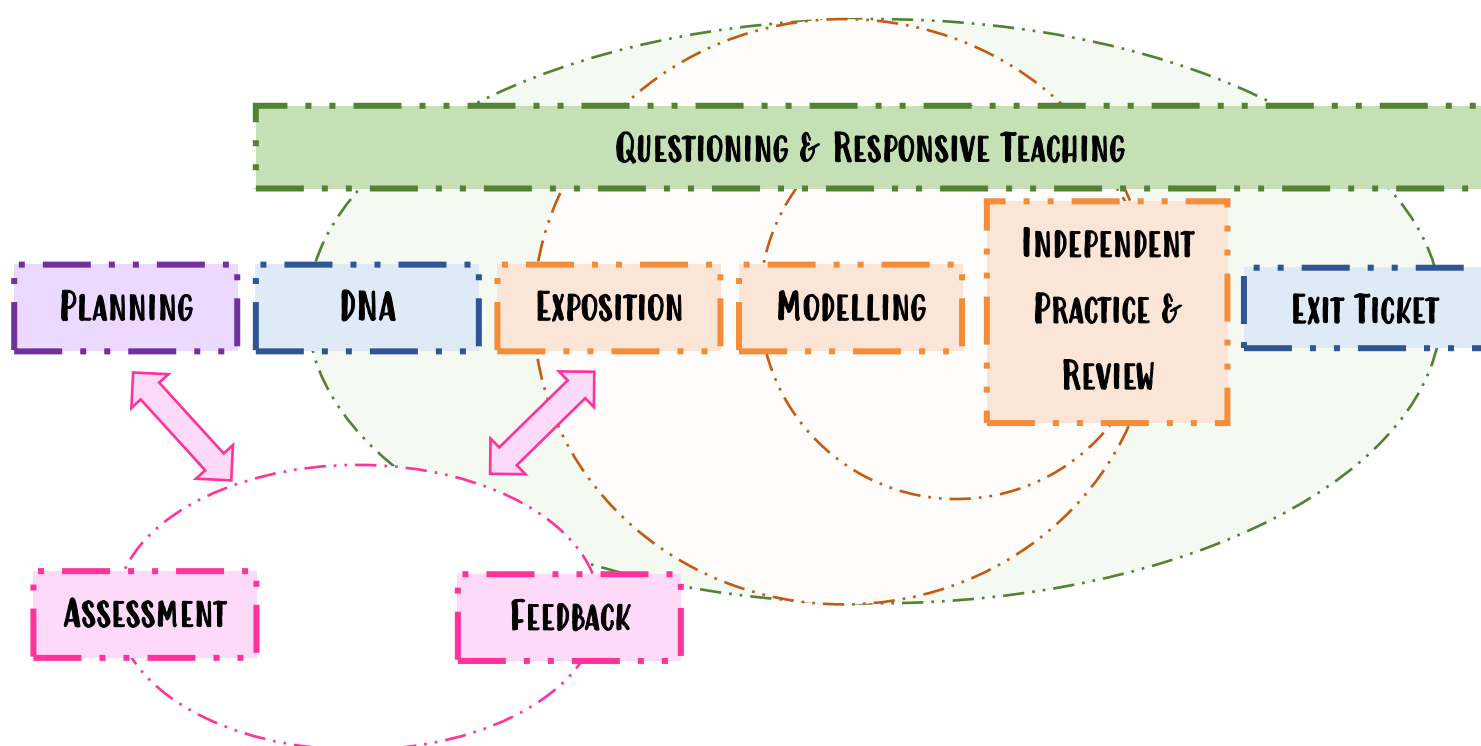
The Learning Cycle

...the THA way

A clear and consistent lesson structure provides students with routine and, importantly, gives them the essential elements to maximise learning.

Unlike a train track, learning is not linear, and therefore neither is teaching.

Therefore, the learning structure at THA is cyclical, despite not being in the following order, and where some components may be repeated, each of the following components are evident in all lessons.



The learning cycle at THA ensures it is inclusive of all Trust components of learning, as outlined in the below table.

Trust Name	THA	Trust Name	THA
Planning	Planning	Responsive Teaching	Responsive Teaching
Start to Lesson	Do Now Activity	Practice + Review	Independent Practice & Review
Exposition	Exposition	End of Lesson	Exit Ticket
Modelling	Modelling	Feedback	Feedback
Questioning	Questioning	Assessment	Assessment

Planning for Learning

...the THA way

Effective lesson planning is one of the first steps to learning success.



All lessons at THA are planned with the end in sight, where the intent is to secure new, powerful knowledge in the long-term memory of each student.



Teachers actively ensure that cognitive overload is avoided by minimising distractions throughout the learning cycle and each stage of their lesson to maximise the opportunity for successful learning

Teachers follow the three steps below when planning each lesson, always beginning with the end in sight:

1

Where do I want the students to be?

Powerful knowledge

Each lesson is underpinned by explicitly identified powerful knowledge that is essential to learning success in their curriculum.



2

How will I know when they are there?

Assessment for learning

Regular checks for understanding are planned into lesson, this includes carefully planned questions delivered using mini whiteboards and targeted questioning.



3

How can I get them there?

Exposition, modelling & independent practice

Carefully designed activities are planned and delivered, with adequate challenge and adaptations, to ensure all students achieve learning success.



DO NOW ACTIVITY



Every lesson starts with a DNA.
Teachers carefully plan activities that require students to retrieve and apply previously taught powerful knowledge successfully.
Teachers use AfL carefully to review retrieval, address misconceptions and/or inform future planning where necessary.



Students engage purposefully with the DNA in silence, unless otherwise specified.
Students actively engage in the review, completing all feedback in **green pen**.
Students use their books to find the answers to DNA activities if they cannot recall them initially.

Example DNA activities

DNA – BIG PICTURE



Sky Sports presenter Andy Gray made this comment about Sian Massey a female assistant referee. What effect would this have on the number of women that take on roles in sport? Explain why.

“Can you believe that? Female linesman. Forget what I said - they probably don't know the offside rule”

Pride – Commitment – Respect

DNA – RETRIEVAL GRID

Who was the founder of Egoism?	What is the theory of Deontology?
1 point	3 points
What does Egoism say a person should do to make a moral decision?	
5 points	

Pride – Commitment – Respect

DNA – RETRIEVAL PLACEMAT

What is an overture?

Where are hooks and riffs commonly found?

What is an ostinato?

Pride – Commitment – Respect

DNA – VOCAB GRID

Key term	Definition
LIC	
Tectonic	
Precipitation	
Attrition	

Pride – Commitment – Respect

DNA – RECALL GRID

	“daggers in men's”
	“... of darkness”
	“when you durst do it,”
	“vaulting ambition which...”
	“Hell is ”

Pride – Commitment – Respect

DNA – MINI WHITEBOARD



Pride – Commitment – Respect

EXPOSITION



New powerful knowledge is presented to students clearly and is appropriately chunked.
Links to prior and future learning are explicitly and concisely communicated.
Repetition is used to ensure understanding.
For the exposition of new vocabulary, see the section on 'Explicit Vocabulary Teaching'.
Regular checks for understanding are completed during this phase.

Students actively listen to the teacher throughout the exposition of new knowledge.
Students respond appropriately to questions and activities requiring choral response.
Students ensure key information is presented in their books in a way that will support current and future learning.

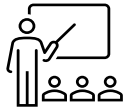
MODELLING



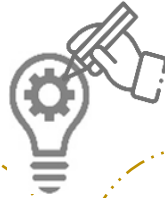
Clear step-by-step live modelling is shared with the students to demonstrate the successful application of the powerful knowledge.
Appropriately challenging scaffolding is provided for all.
Teachers ensure use 'I do' and 'We do' to effectively prepare all students for independent practice.
'I do' - Teachers explicitly model and narrate their thinking at each step of the task in an appropriately chunked manner.
'We do' - Teachers use questioning effectively to engage students in live modelling.
Explicit success criteria supports all students' understanding.

Students actively listen to the teacher throughout the modelling phase.
Students respond appropriately to questions used during the 'We do' stage of modelling.
Students ensure clear examples are presented or neatly glued in their books in a way that will support current and future learning.
Students ask questions if they are unsure in each of the stages of modelling.

INDEPENDENT PRACTICE AND REVIEW



Teachers provide appropriately challenging practice tasks to allow student to apply new knowledge. Tasks are presented with clear and concise instructions to ensure all learners understand the expectations. Teachers circulate the class throughout this phase, provide close supervision, and live formative feedback. Misconceptions are addressed throughout this phase through 1:1, small group or even whole class feedback. Appropriate scaffolding is provided where necessary. Teachers ensure students understand what they have done well and how to improve.



Students actively listen to the teacher as the instructions for the independent tasks are given. Students engage with the task successfully for the full duration. Students ensure all work is presented inline with expectations and can be used to support retrieval when required. Students ask questions if they are unsure during this phase of the lesson. Students review and self-mark or peer-mark work in **green pen**.

EXIT TICKET

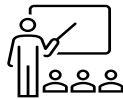


Every lesson ends with an exit ticket. Teachers carefully plan activities that require students to demonstrate the application of the newly taught powerful knowledge. Students have the opportunity to experience high levels of success. Activities are designed to use whole class checks for understanding where possible, e.g. use of mini whiteboards. Teachers identified key misconceptions that inform future planning where necessary.



Students complete the exit ticket in silence, unless otherwise specified. Students use the new knowledge they have gained to demonstrate their levels of understanding to the teacher. Where appropriate, students complete all feedback in **green pen**.

ASSESSMENT



Assessments take place continually in each classroom and throughout the learning cycle.
However, teachers plan and deliver set assessments to gain a greater understanding of student learning across time.

These include, but are not limited to

- End of unit/ topic tests
- Fortnightly assessments
- Low-stakes quizzes
- Trust-wide assessment

These are carried out in line with each department's curriculum map.

Teachers must ensure students are effectively prepared for all assessments through adequate practice.



Students complete all assessment activities to the best of their ability. Students use resources provided, to effectively prepare for assessments, such as revision materials, homework, and classwork.
Students complete all assessments independently and in silence, unless otherwise specified.

FEEDBACK



Teachers provide feedback following assessments in line with department policies.

Teachers identify and share common misconceptions with all relevant stakeholders.

Reteach is well-planned and delivered in a timely manner to ensure misconceptions are addressed and reassessed.

Any written feedback is completed in **purple pen**.



Students actively engage in all given feedback.

Students complete all tasks required in any reteach or reassessment.

Any response to feedback is completed in **green pen**.

ASSESSMENT FOR LEARNING



Teachers use a variety of methods to check understanding throughout every phase of the learning cycle. All information gained is used to identify and address misconceptions at the earliest opportunity. Teachers use whole class checks for understanding to ensure that ALL students understand the knowledge AND the skill required to apply the powerful knowledge. If students do not understand, teachers reteach, re-model and re-assess understanding. See the next page, Responsive Teaching.



Students actively participate in all AfL activities. Students use each opportunity to share their knowledge and application with the teacher. Students listen to any given feedback and complete all necessary tasks to address misconceptions. Any written responses to feedback are completed in **green pen**.

Imagine learning to drive. Driving down the road, approaching a roundabout a little too quickly and you don't know when to brake. The driving instructor does not tell you to put the brakes on quickly enough. What are the potential outcomes?

The quicker feedback is provided, in any situation where an error occurs, the quicker corrections can be made, and the less damage is incurred. This is the same during the learning process.

Addressing misconceptions at the earliest opportunity is important to reducing any potential gaps in knowledge, and ensuring students know more and remember more powerful knowledge.

A good well-delivered question can give you all the information you need.

There is no directed method for Assessment for Learning (AfL) in lessons, however, teachers at THA ensure there are adequate opportunities to check understanding of **all students** throughout their lessons.

Staff receive CPD and support to help them develop their responsive teaching toolkit. This ensures that opportunities for misconceptions to occur are actively reduced and addressed in an instantaneous manner. Some of these are outlined below.

MINI WHITEBOARDS 	As a way of checking the whole class level of understanding, mini whiteboards are used at every appropriate opportunity. A beneficial method of gaining all students' responses at one time. The teacher sets the question, adequate response time is given and then the following verbal and visual cue is provided: '3, 2, 1, show me!' Identify and address misconceptions, use questions to recheck for understanding using a repeat of the process.
TARGETED QUESTIONING	Teachers do not accept hands-up. The teacher poses a well-planned and targeted question to challenge student understanding. Adequate thinking time is given to allow all students to consider the question. A student is then carefully selected (without selecting a willing contributor). Instant feedback is then given. No-opt out questioning (below) is used if required). Teachers then pose and bounce the same or adapted question to other targeted students in the classroom.
NO OPT-OUT QUESTIONING	If a student gets an answer wrong or they say they don't know, teachers will use one of the following strategies to allow them to gain access to the answer: 1. Use their own book to find the answer from prior learning 2. Use a resource, such as a knowledge organiser to find it 3. Ask another student to provide the answer 4. The teacher provides the answer Teachers then go back to the original student at least once during the same lesson, giving them the chance to say the right answer.
SAY IT AGAIN BETTER	When students offer short, half formed or partially incorrect answers, teachers initially use praise and then use questioning to elicit a more extended response using key vocabulary (sounding like a subject specialist).

Supporting ALL Learners ...the THA way

An equitable education is a priority at THA, ensuring that all students access the same ambitious curriculum, regardless of their needs. Students with SEND, EAL and disadvantaged learners are all supported by the explicit implementation of the four key strategies outlined below.



STUDENTS ARE KNOWN

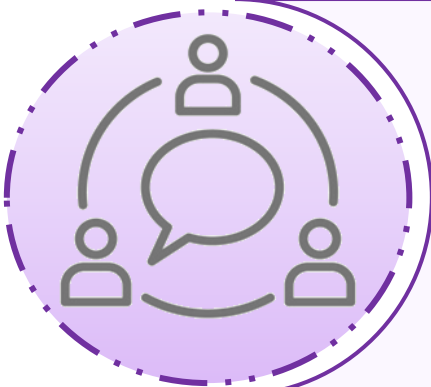
Seating plans and class profiles are used to identify and implement effective strategies to support vulnerable learners in each classroom. This information is used by teachers during the planning of all lessons.

Whole class checks for understanding are used regularly to monitor the learning of all students.



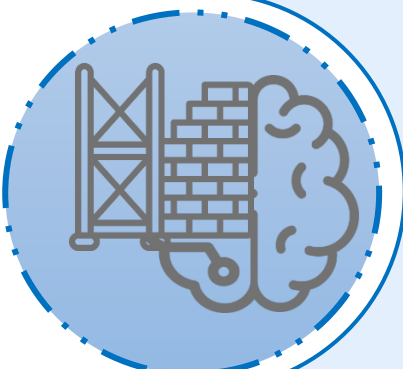
CONSISTENT LEARNING ROUTINES

Learning routines grounded in high expectations are consistently applied across the academy, including the lesson cycle, presentation of work, gaining attention, lesson entry and exits and application of the behaviour system.



EXPLICIT INSTRUCTION

Clear and concise instructions are given to all students throughout every phase of the lesson, strategies to repeat and reinforce instructions are used effectively to support all learners. Students give their full attention when instructions are given. Distractions are also minimised through learning resources such as PowerPoint slides and worksheets.



SCAFFOLDING

Support is given during live modelling and independent phases to ensure students gain success when applying knowledge. Examples such as sentence starters, structure strips and writing frames can be used. Support is gradually reduced to as students develop the necessary skills to work independently.

Good practice for students with SEND is good practice for all students.

Quality first teaching has the greatest impact on student learning, therefore CPD is provided for staff to ensure they continue to develop their classroom practice, regardless of their career stage.

There is no 'one-size-fits-all' strategy to support our students and therefore it is a priority that all students are known by their teacher, as outlined in one of our key T&L principles on the page above.

Staff use adaptive teaching when planning and implementing the curriculum in a way that allows all students, regardless of need or ability, to know more and remember more powerful knowledge.

To ensure this is in place all staff utilise:

-  1. **SEATING PLANS** - Have a clearly planned seating plan to ensure that learning is maximised and both disruption and distraction are minimised.
-  2. **CLASS PROFILES** - A class profile that identifies all vulnerable learners, reading ages and key strategies that are implemented to support them in accessing the curriculum. Student passports are used to inform effective strategies implementation.
-  3. **CPD** - Adequate CPD to support them develop the ability to use adaptive teaching to support all learners to gain learning success.
-  4. **CONSISTENT LEARNING ROUTINES** - Clear and consistent routines to support students with understanding and meeting expectations across the academy and therefore avoid disruption and distraction from learning.
-  5. **EXPLICIT INSTRUCTION** - Explicit instruction is used to unsure understanding, repeated instructions and use of questioning is applied to support student understanding of learning expectations.
-  6. **SCAFFOLDING** - Lessons and content are chunked appropriately into manageable steps, in order to gain and retain engagement and motivation in learning, whilst reducing cognitive overload.

Well established routines that are shrouded in high expectations are essential in maximising learning in the classroom. These routines extend beyond just the classroom and are embedded from each morning roll call through to dismissal at the end of the school day.

Routines outside of the classroom environment are outlined clearly in the THA Behaviour Policy.

Please see learning routines embedded in the classroom clearly outlined below.



LESSON ENTRY



- Students enter the room calmly and put their equipment on the desk.
- Write the date and title in immediately, following DUMTUMS.
- Complete the DNA that is displayed on the board.

- Staff meet and greet in the V-position at the door.
- Ensure resources and routines are in place for an immediate start (e.g. students give out books, DNA displayed)



GAINING ATTENTION



- Students acknowledge the countdown immediately.
- All equipment is put down.
- Students actively listen to all given instructions.

- Staff use a '3,2,1' countdown to gain students' attention.
- Ensure all students are actively listening, with no distractions
- Instructions are given with clarity and checking of understanding



PRESENTATION OF WORK



- Students present their work following DUMTUMS, see Appendices.

- Staff circulate and ensure all students present work following DUMTUMS.
- Immediate feedback given where necessary



LESSON EXIT



- Students pack away books and equipment only when asked to do so.
- Tuck in and stand behind chairs.
- Leave calmly when dismissed.

- Give clear packing away instructions.
- Dismiss the class in an orderly manner.
- Ensure students leave calmly.
- Ensure the classroom is tidy.

Presentation of Work

...the THA way

Taking pride in work at THA is a priority for all students, the emotive connection with what we learn strengthens its capacity to transfer into the long-term memory.

Clearly titled and dated work makes all students book an incredibly powerful learning resource with easy to find powerful knowledge and its application to support with retrieval in both lesson time and at home.

All work at THA is presented following the below variation of DUMTUMS. All staff monitor and feedback to students regularly to ensure the below expectations are met every lesson.

PRESENTING OUR WORK...

...the THA way!

Date - in full 

Underline - with a ruler!



Miss a line

Title

Underline - with a ruler!



Miss a line

Start your **DoNowActivity**

All completed on the
LEFT side 



Write in pen

Draw in pencil



Pride

-

Commitment

-

Respect



Presentation of Work

...the THA way

Using DUMTUMS ...the THA way!

Date written in full



Tuesday 14th February 2023
Drawing time series and line graphs
DNA

1) $4 < x \leq 9 = 5, 6, 7, 8, 9$
 2) $1 \leq x < 5 = 1, 2, 3, 4$
 3) $16 \leq x \leq 21 = 16, 17, 18, 19, 20, 21$
 4) $42 < x \leq 52 = 43, 44, 45, 46, 47, 48, 49, 50, 51$
 5) $-2 \leq x < 2 = -2, -1, 0, 1$
 6) $-8 \leq x \leq -3 = -8, -7, -6, -5, -4, -3$

Date and title underlined with a ruler



Wednesday 17th October 2022
Variables
DNA

Spot the Safety Hazards!



At concerts should be wearing safety goggles.
 Long hair should be tied back.
 All mobile phones should be fully charged.
 No smoking allowed at the site.

Variable - difference between two points of the same quantity

Unit: vinyl-sept ferret
Les universitaires
DNA

1. 1, 3, 5, 9 = un, trois, cinq, neuf ✓
 2. 5, 10, 20 = cinq, dix, vingt ✓
 3. 4, 12, 16 = quatre, douze, seize ✓

Start your DoNowActivity





Pride - Commitment - Respect



Using student books:



Students actively use their books to further support their learning and strengthen their retrieval when needed. During any phase of the learning cycle, students will utilise their books to recall key prior knowledge required for a given task.



In addition to DUMTUMS, students ensure all worksheets are glued into their books.



Teachers encourage students to look back in their books to find powerful prior knowledge required to be successful in their learning.



Teachers encourage independence and help students to develop resilience in their learning by creating an environment where students strive for the correct answer, even if it is incorrect in the first instance.

Explicit Vocabulary Teaching ...the THA way

Words are essentially like building blocks, used to create anything from the smallest of sheds to the grandest of mansions. The more blocks available to you, and the more secure they are, the richer your vision of the world is, the broader your imagination and the greater your ability to express yourself.



There is overwhelming educational research that shows a strong vocabulary in childhood is linked to future success and happiness.

In his book 'Closing the Vocabulary Gap', Alex Quigley quotes a statistic that for a text to be understood by the reader, 95% of the words in the text must be known.

Therefore, at THA it is every teacher's responsibility to develop literacy through explicit vocabulary teaching.

Alongside powerful knowledge, key vocabulary is also explicitly identified for each unit of work.

Teachers deliver all key vocabulary using the following strategies.

SEE IT, SAY IT, UNDERSTAND IT 	New key vocabulary is presented in the following stages 1. The new word is visually presented to the students 2. Choral response is used to develop oracy of the key word (see below) The teacher clearly pronounces the word and students repeat the word on cue. This is repeated until the teacher is confident the word is accurately verbalised Visual cues of the syllables are used to support the students. 3. A clear definition is shared with students. Etymology is used to support students with sub-sections of the word where necessary.
CHORAL RESPONSE 	Choral response is used to develop oracy of the key word and phrases 1. The teacher clearly pronounces the word or phrase 2. All students repeat the word or phrase on cue. 3. This is repeated until the teacher is confident the word is accurately verbalised. 4. Visual cues of the syllables are used to support the students.

Marking & Feedback

...the THA way

Feedback is essential to development, especially in learning. Therefore, at THA all marking and feedback is completed to maximise learning for every student, whilst ensuring staff workload is considered.



Marking and feedback is completed in line with **department policies** which indicate the following activities.

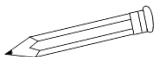
Timescale 	Expectation 
Every lesson	Teachers use AfL through the learning cycle to provide feedback to all students. Feedback is predominantly verbal, but in some cases may be written. Any written feedback is completed in purple pen , with students responding in green pen . Peer and self-marking throughout different stages of the lesson and completed in green pen .
Half-termly / Termly (dependent on timetable allocation)	Teachers check student books and correct literacy errors and to identify misconceptions. Staff use the literacy marking code to ensure students are developing their ability to use and develop subject specific vocabulary, punctuation, and grammar with accuracy. Teachers adapt lessons in response to identified misconceptions. All written feedback is completed in purple pen .
Formative assessments	Teachers ensure all formative assessments are marked in line with department expectation. All self or peer-marking is completed in green pen . All teacher feedback is completed in purple pen . All student responses to feedback are completed in green pen .
Summative assessments	Teachers ensure all summative assessments are marked in line with department and Trust expectation. All self or peer-marking is completed in green pen . All teacher feedback is completed in purple pen . All student responses to feedback are completed in green pen .

Marking & Feedback

...the THA way

Literacy in writing is an integral element to every subject and is essential for student development. Literacy feedback must be marked in students' books regularly.

Misconceptions with spellings, grammar and punctuation needs to be clearly labelled by the class teacher using the marking codes and students will correct these errors at the earliest opportunity.

Marking Code 	Meaning 	Explanation 
SP	Spelling	Write the correct spelling in the margin with (x3) next to the word. The student will write the correct spelling three times in green pen .
P	Punctuation	Next to the symbol, put the punctuation mark that should have been used. Student will add this in green pen .
^	Missing Word	Student will add the missing word with a green pen .
T	Wrong Tense	Where a student has used the wrong tense, circle the error, and put a 'T' next to it. Student will correct this with a green pen .
GR	Grammar	Correct the grammatical error and the student will rewrite the sentence in green pen .
//	New Paragraph	Shows the student that they should have moved on to a new paragraph to separate their ideas.
?	Doesn't make sense	Students may need the teacher to verbalise the error. Student will rewrite this part in green pen .
CL	Capital Letter	Circle the word and write CL next to it. Student will write a capital letter in green pen .
WW	Wrong Word	Circle the word and write the correct word next to 'WW'. Student will rewrite the sentence with a green pen . Students should always be challenged to include higher tier and subject specific vocabulary in their writing.

The development of Teaching and Learning at THA is a collaborative process. HODs play a vital role in developing the steps required to ensure quality first teaching throughout the curriculum. Learning remains at the heart of all QA activities, through the explicit identification of powerful knowledge.

There are no formal observations of lessons at THA, instead leaders from across the school regularly learning walk, where they drop into lessons for short periods of time. The focus of these visits is to both support staff and ascertain the levels and opportunities for learning in place for our students.

In addition to this, fortnightly line management meetings with SLT line managers, HODs complete QA activities to check the quality of education within their curriculum areas.

Like learning itself, the checking of its occurrence requires a number of key elements, these include;

- Learning walks
- Book looks
- Student voice
- Assessment reviews
- Results analysis
- Behaviour analysis



This evidence is then used to provide teachers and leaders with feedback required to improve the quality of education within their departments.

Review of Quality of Education is a standing item during department line management meetings so leaders at all levels are fully aware of the strengths, areas of development and next steps for their areas.

Research shows that effective homework can advance student progress by up to an additional 5 months. Therefore, promoting independent practice, alongside instilling intellectual curiosity, beyond the classroom is a key responsibility for teachers.



At THA, homework is set to consolidate learning, allowing students to practice the retrieval and application of powerful knowledge and procedures.

Teachers set homework tasks in line with their department policy (see frequency table below).

A variety of tasks may be set for homework, designed to encourage students to explore a range of resources, including in many cases digital learning platforms.

Appropriate feedback is given to students in a timely manner, which allows for misconceptions to be identified and addressed.

We adopt a graduated approach to homework across Key Stage 3 and into Key Stage 4 that supports the primary to secondary transition.

Year 7	Frequency	Format
ENGLISH	Weekly	Sparx Reader Online Platform
MATHS	Weekly	Sparx Maths Online Platform
SCIENCE	Weekly	SENECA Online Platform
Year 8 & 9	Frequency	Format
ENGLISH	Weekly	Sparx Reader Online Platform
MATHS	Weekly	Sparx Maths Online Platform
SCIENCE	Weekly	SENECA Online Platform
HISTORY	Weekly	Educake online platform
GEOGRAPHY	Weekly	Educake online platform
MFL	Weekly	Memrise online platform
Year 10 & 11	Frequency	Format
ENGLISH	Weekly	Sparx Reader Online Platform
MATHS	Weekly	Sparx Maths Online Platform
SCIENCE	Weekly	SENECA Online Platform
OPTION SUBJECTS	Weekly	Exam based learning or development of work to support NEA



At THA we believe that regardless of career stage, continued professional development is an both an entitlement and necessity for staff. Providing a quality first education for all students remains at the heart of our vision for CPD.

The Academy CPD calendar supports staff development and supports the progress towards each academy target. The calendar is designed with a combination of whole-academy training, dedicated HOD, HOY and department time, and one-to-one instructional coaching.

Whole Academy CPD

Every week all staff are provided with one session of whole-academy CPD based on AIP targets and emerging needs throughout academy life. The CPD calendar is organised by the Senior Leadership Team. Where appropriate, this is delivered in career-stage groups. Regular T&L CPD is delivered through a range of methods and by different staff.

Within CPD sessions staff will have the opportunity to observe best practice, access success criteria and have the opportunity for deliberate practice.

Subject Specific CPD

Each department has dedicated meeting time per week. This content is set by the Head of Department and agreed with their SLT line manager during their fortnightly meetings. The majority of these sessions are the tracking and monitoring of day-to-day admin but each has a standing agenda item for the delivery of a T&L summary with associated CPD activities where necessary.

Teaching and Learning Coaching

Teaching and Learning Coaches are used to support the development of individual and small group teaching practice. Coaching conversations are informed by learning walk activities and focus on a specific, and high leverage aspect of their teaching practice.

Live and instructional coaching will be used where appropriate to provide on the spot, supportive feedback to improve the teaching and learning experience in every classroom.

A 'spot the spinach' ethos is adopted by all staff in the academy. If anything is observed that requires improvement, from reinforcing behaviour expectations on the corridor to the delivery of the exposition phase of a lesson, observing staff will address this there and then, in a supportive manner in order to provide instantaneous feedback and improve practice. Where appropriate, staff will model good practice for others.

Appendices

Construction and Compliance

Across all Creative Education Trust, a teaching and learning framework has been created with the support of all academies. This collaborative approach has ensured that a shared language is in place to allow all academies in the trust to discuss teaching and learning.

All academy level teaching and learning policies must be compliant with the teaching and learning framework.

Trust Teaching and Learning Framework

- Co-constructed with external experts and Trust Education Team
- 8 research and evidence-informed principles which will underpin the Trust T&L Framework
- 10 components of a lesson, set out in a typical lesson cycle, with overviews of what these are and how they can be effective

Teaching and Learning Expectations and Goals

- Co-constructed with external experts, Trust Education Team and internal T&L leads
- Expectations are things each academy may expect in every lesson whereas goals refer to specific techniques which may be used in a given moment
- These will form the basis of school's T&L policies
- All goals will be housed on Steplab for reference and could be used for instructional coaching purpose

Academy Teaching and Learning Policy

- In-line with Trust T&L components and includes a mixture of the Trust T&L strategies which the internal T&L lead decides are appropriate for their setting
- Constructed internally in schools with T&L lead at the forefront.
- Explicitly identified the academy learning cycle, components to learning and teaching and learning expectations

Phase/Subject Contextualisation

- In-line with academy's T&L policy
- Clarifies where department-level or phase-specific adjustments have been made and what they are
- Constructed by the leaders within the phase/subject

The last compliance check was completed on:	
The last compliance check was completed by:	
The next compliance check is due by:	

Roles and Responsibilities

The roles and responsibilities of those accountable for implementing our Teaching & Learning policy are outlined below:

Role	Responsibility
Classroom Teacher	Implementation: To plan and develop individual and sequences of lessons adapted appropriately for the needs of every student and class that you teach following the principles and components outlined in the policy and the T&L Framework. CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy.
Curriculum Leaders and those with T&L TLR Roles	Implementation: To ensure the T&L policy is implemented consistently in their areas of responsibility. To plan and develop individual and sequences of lessons suitable and adapted appropriately for the needs of every student and class that you teach. Quality assurance: To conduct regular quality assurance, including but not limited to reviewing and providing feedback on individual and sequences of lessons, quality assurance of the curriculum and assessments, quality assurance of teaching and learning (through learning walks, book scrutiny, pupil voice and staff voice). CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To run subject specific and pedagogical CPD responding to empirical evidence gathered through quality assurance cycles.
The SENDCO and Teaching Assistants	Implementation: To ensure the T&L policy is implemented consistently to support students with specific needs. To ensure that pupil passports are underpinned by the T&L policy (for example: Ensure Pupil A has a printed copy of the 'Do Now' to eliminate unnecessary copying). Quality assurance: To conduct SEND specific learning walks, pupil voice and work scrutiny to ensure students access and are successful across the curriculum. CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To collaborate with T&L Lead, SLT and Curriculum Leaders to plan and deliver high quality CPD using the T&L Framework to support SEND learners.
The Senior Leadership Team	Implementation: To ensure the T&L policy is implemented consistently in their areas of responsibility. To create a culture of great teaching and learning where professional dialogues about pedagogy and practice is facilitated, encouraged, and celebrated. Quality assurance: To conduct regular quality assurance within your remit and for departments which you line manage. This will include but is not limited to quality assurance of the curriculum and assessments, quality assurance of teaching and learning (through learning walks, book scrutiny, pupil voice and staff voice). To conduct

	collaborative quality assurance with middle and senior leaders to ensure agreement and standardised judgements. CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To support and lead in the delivery of high quality CPD using the T&L Framework to upskill those whom they line manage and all staff.
The Senior Leader/s with strategic oversight for Teaching and Learning	Implementation: To ensure the T&L policy is implemented consistently across the whole school. To keep up-to date with research and to refine pedagogies and practices in light of this. To support curriculum leaders (either directly or through their line managers) to improve and develop the consistency and effectiveness of their curriculum implementation. Quality assurance: To ensure the T&L policy is implemented with fidelity, coordinating timely and standardised quality assurance cycles, including, but not limited to: • Calendaring quality assurance cycles, analysing data, feeding back to relevant stakeholders and producing action plans in response to findings • Conducting collaborative learning walks with middle and senior leaders to ensure standardised judgements • Completing structured cycles of work scrutiny • Analyse data gathered from QA cycles to plan and inform academy wide CPD • To run regular student voice, and staff feedback to identify areas of strength and areas for development • To co-observe with all key leaders to ensure consistent standards of QA. CPD: To coordinate, deliver and quality assure high-quality, research informed CPD which is appropriate to the needs of practitioners in your setting based on data gleaned from quality assurance cycles. To ensure CPD provided to all practitioners (including ECTs) is of the highest possible quality. To display humility and openness in recognising our own role as a learner while striving to model best practice at every opportunity.
Members of the Education Team from Creative Education Trust	Implementation: To ensure the T&L policy is implemented consistently across the Trust. Quality assurance: To ensure the T&L policy is implemented with fidelity across all academies. To quality assure each academy's QA cycle, ensuring that systems are standardised. • To conduct learning walks to triangulate in-academy findings • To conduct collaborative learning walks with middle and senior leaders to ensure accuracy and agreed judgements • To interrogate how data gathered from QA cycles is used to inform next steps and to inform CPD • To triangulate in-school data with student and pupil voice and feedback accordingly CPD: To keep up-to date with research, upskilling senior and middle leaders where areas for development arise. To support and collaborate in the delivery of high-quality CPD and to scrutinise the impact based on QA mechanisms. To display humility and openness in recognising our own role as a learner while striving to model best practice at every opportunity.

CET Vision and Values

Our Mission

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities

Our Vision

To send out into the world educated, creative, confident and responsible young people, who can succeed in their ambitions and make their communities better places

Our Values

Ambition

We are ambitious in everything because only the best will do

Excellence

We do not stop at 'good enough'

Creativity

We connect our knowledge in innovative ways

Resilience

When the going gets hard, we up our game and reach our goal

Inclusion

Every child and every colleague matters – we will work for and with them all

Respect

We value the ideas of others and make sure all voices are heard



The purpose of the teaching and learning framework is to ensure that every classroom in every Creative Education Trust school is free from distraction and disruption, and is led by a subject expert who:

- Has deep subject knowledge
- Is an expert in how pupils learn
- Understands how to effectively adapt pedagogy for their subject
- Utilises the highest leverage sources of evidence/research
- Meets the needs of all pupils

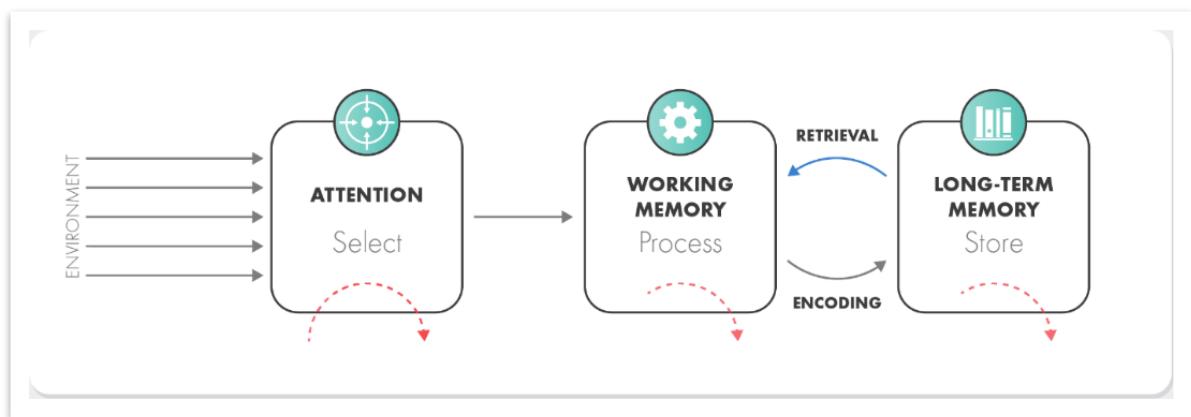
Principles

The Principles

Within all classrooms in the Creative Education Trust, pupils are entitled to an experience where they are learning new content through effective teaching practice. There have been many attempts to define teaching and learning. As a Trust we agree:

“The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned.” (Kirschner, Sweller, & Clarke, 2006 p. 77)

Using the above, we can define learning as a change in long-term memory and teaching as the instructional processes that lead to these changes taking place. The core principles that form the teaching and learning framework at the Creative Education Trust are underpinned by the science of learning. This includes a simple model of memory, and how this is related to cognitive load.



(Evidence Based Education, Science of Learning Programme, 2022)

Cognitive Science

Cognitive load is limited; effective processes must be put in place to direct pupils' attention to select the right knowledge, chunk knowledge appropriately to ensure efficient processing in working memory and store these chunks with prior learning in long-term memory.

The simple model of memory contains three main processes:

- **Selecting** the right information from the environment, which involves the direction of attention
- **Processing** this information within working memory, alongside the retrieval of linked prior knowledge
- **Storing** this information in long-term memory through the process of encoding

This allows the development of schema, mental maps that allow the organisation of the structures of knowledge for specific concepts.

Working memory is made up of three made parts:

- **Extraneous load**, which distracts working memory away from processing new information
- **Intrinsic load**, which is related to the complexity of the information
- **Germane load**, which is devoted to the deep processing of this new information by relating it to prior learning.

For learning to take place, classrooms need to be free from distraction, and instructional design needs to be effective.

To this end, distraction and disruption free learning is crucial. Please see our definitions of these in the infographics provided.

Effective instructional design ensures that new content is delivered using methods that lead to long-term retention.

In the classroom, during the learning process, we will:

- Reduce extraneous load via **distraction and disruption free learning**
- Simplify intrinsic load whilst maximising germane loads through **effective instructional design**

If learning is a change in long-term memory, it is important to consider, once the stage is set, how we can make this as efficient as possible.

The two main processes to consider are retrieval, where prior learning is reactivated, before new learning is added to it, and encoding, where schema are developed around ideas and concepts. Through a consistent process of retrieving knowledge, pupils will be able to recall this information with fluency and will be more likely to embed this knowledge.

In the classroom, during the learning process, we will:

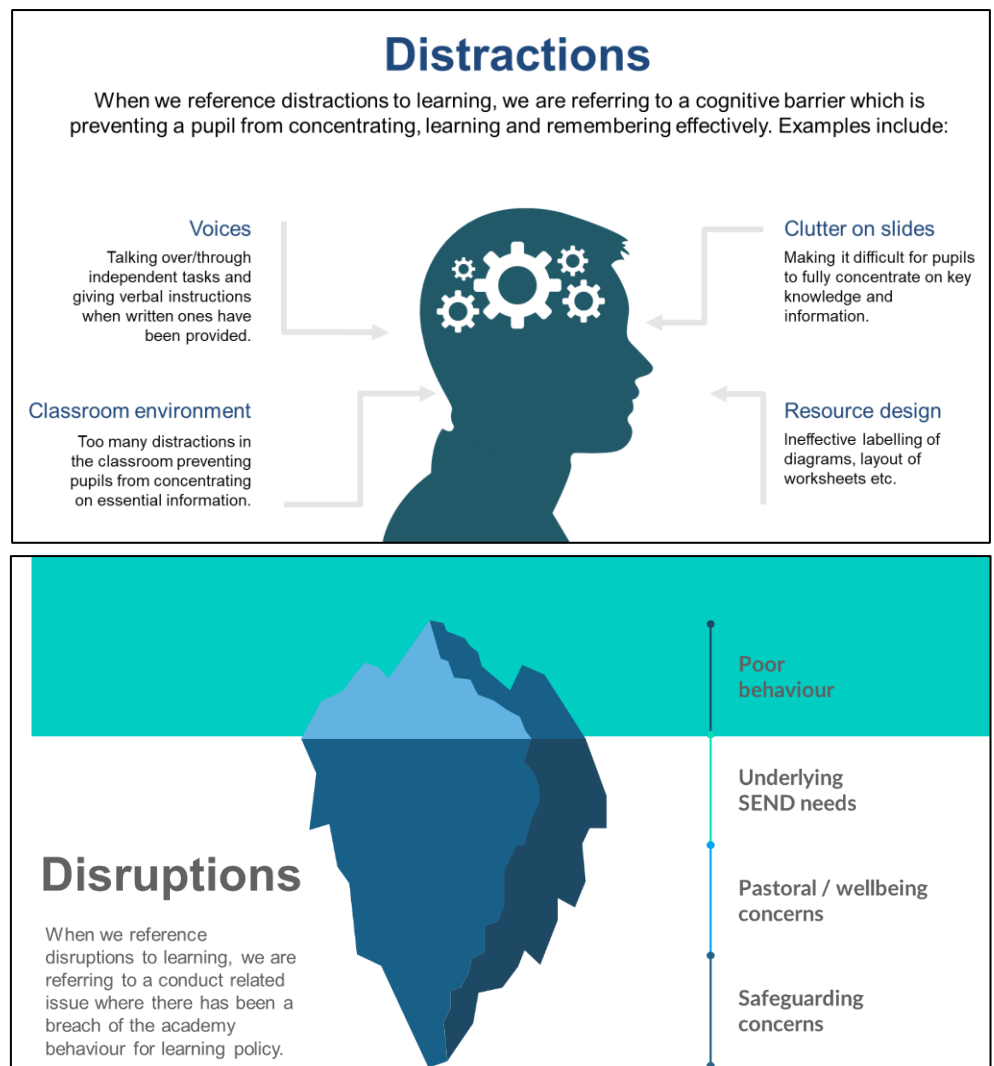
- Through **effective instructional design**, maximise the encoding process
- Use **effective retrieval strategies** to recall and embed prior knowledge

A point to note about retrieval is that during the learning process, the retrieval of unrelated knowledge can be problematic. Retrieving unrelated knowledge is useful as a desirable difficulty during the testing process. However during instruction, retrieval should be based on related knowledge, that can then be built upon within the lesson.

Findings from cognitive science can link to key areas in teaching and learning, each with their own related principle. These form the basis of the framework at Creative Education Trust.

Our 8 key principles:

1. Removing distractors
2. Establishing routines
3. Directing attention
4. Relating to prior knowledge
5. Responsive teaching
6. Adaptive teaching
7. Ebbinghaus, forgetting and practice
8. Success and motivation



Principle 1

Removing distractors

What we attend to is what we learn, but maintaining attention is difficult. Remove all sources of potential distraction from the learning process.

Distractions exist in multiple forms within the classroom. They can be displays on the walls, resources around the room, or even in the way the teacher presents information or interrupts pupils' learning. There are numerous areas of research that support the removal of distractors from the learning process.

Eliminate the redundancy effect

The **redundancy effect** occurs when information is presented concurrently in multiple forms or is unnecessarily elaborated on. It suggests that redundant material interferes with, rather than facilitates, learning.

Examples of the redundancy effect include having too many words on slides, narrating over your slides rather than giving time for pupils to read it, having too many PowerPoint animations or having music playing while pupils are learning or revising.

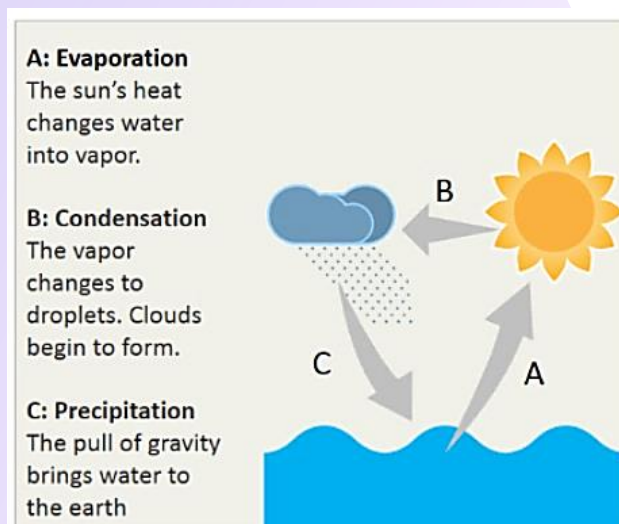
The redundancy effect can be reduced by eliminating unnecessary information.

Reduce the split-attention effect

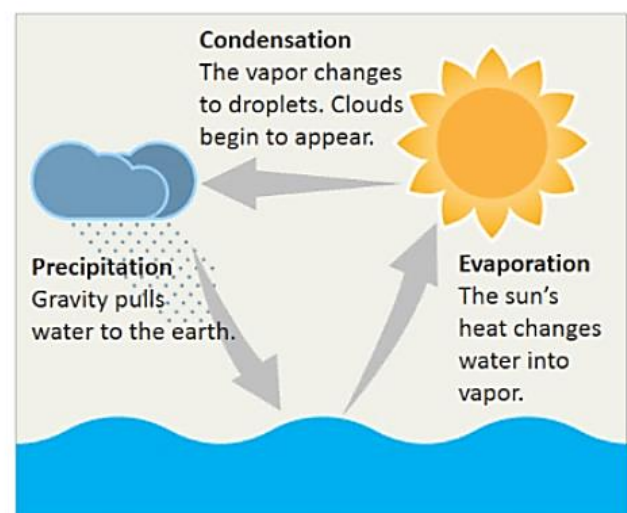
The **split-attention effect** is where multiple sources of information are competing for attention. Research into this suggests that information presented from multiple sources leads to pupils having to switch between stimuli, which takes time, energy, and cognitive effort.

The split-attention effect can be reduced by combining information

An example of the split-attention effect is when a labelled diagram has a separate key, when the labels can be present on the diagram itself:



Reduce transient information



Utilise the modality effect

Transient information is impermanent (such as speech). Multi-step tasks should always be presented in a permanent (written) form to reduce cognitive load. Ensure detailed instructions are presented in an accessible, written format.

When a detailed series of instructions are verbally stated. Pupils would be trying to remember the instructions in their working memory, while also retrieving prior learning about the set task.

The transient information effect can be reduced by limiting how often pertinent information for learning tasks disappears, and when unavoidable, ensure that it is presented in small chunks so pupils can hold it in their working memory.



All spoken information is transient. Unless it is written down, recorded, or repeated it disappears.



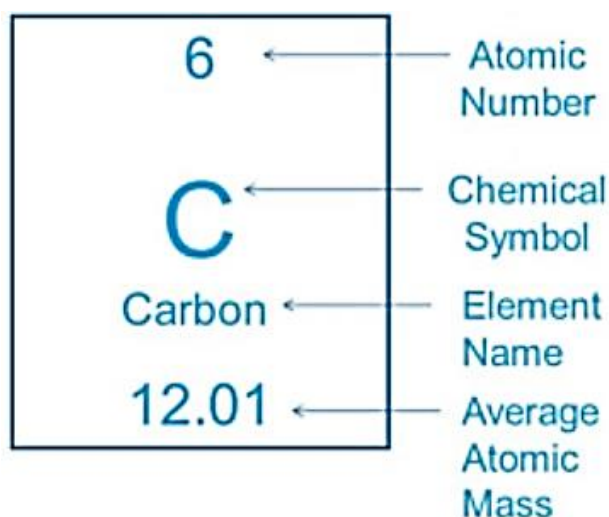
Learners experience **heavy demands on cognitive load** when they have to remember lots of spoken information

The **modality effect** occurs when information is presented via auditory and visual channels in tandem to eliminate visual split-attention to free up working memory capacity. The spoken word should dominate auditory attention, while the visual displayed should dominate spatial attention. Because of this, it is important that visuals, when first introduced, do not contain a lot of words. Note that reading and being spoken to both take up the same space in the pupil's auditory loop and so expecting students to do both simultaneously, should be avoided where possible.

Examples of where this can be utilised effectively include where text and visuals are used together.

The example below has reduced the split-attention effect by labelling each part of the symbol. However, when first teaching, the labels should be removed, and each part of the symbol should be spoken through to ensure the modality effect is adhered to.

Once this has happened, a labelled diagram can appear in order to overcome the transient information effect.



Principle 2

Establishing Routines

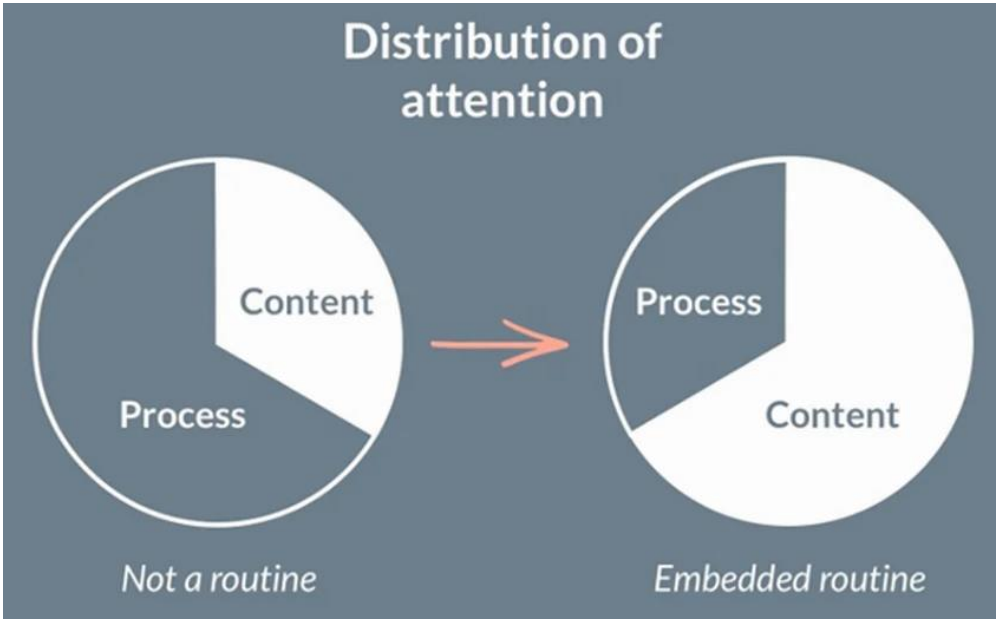
Habitualised routines save time and free up space in working memory. This allows pupils to focus more on learning, and staff to concentrate more on the multitude of decisions effective teaching requires.

Cue	Action	Chain
Design effective cues that prompt an action	The desired response to the cue	A sequence of actions or a procedure

As Mccrea (2020) describes “**instructional routines** help pupils make the most of learning opportunities. For example, carefully designed questioning or discussion protocols... Routines make the process of learning easier, which allows the content to maintain a level of challenge.”

He also describes the process of creating routines. They contain a **cue**, to prompt an initial **action**, which will lead to a **chain** of events. It is important to note that for routines to be effective across an academy, the explicit nature of the cue, action and chain need devising centrally and sharing across the school.

An example of an effective learning routine could be for the use of mini whiteboards. The question that pupils are set to answer could be asked twice, before being following by the **cue** to write “in 3, 2, 1... go”. Once pupils have completed the **action** of writing their answers a secondary **cue** of “3, 2, 1... show me” could be used to prompt the **action** of all pupils showing their answers at once which begins the **chain** of the teacher responding to the emerging needs of the pupils.



Principle 3

Directing attention

When we're clear where we're headed, we get there quicker. Explicitly state what you want pupils to learn from each phase of learning.

Attention takes effort—it is an active process that requires conscious awareness of learning goals. Yet by engaging ourselves toward learning and making experiences meaningful, we can easily encourage ourselves and others to learn new things..."

A. Shimamura

"Memory is the residue of thought. To teach well, you should pay careful attention to what an assignment will make pupils think about (not what you hope they will think about), because that is what they will remember."

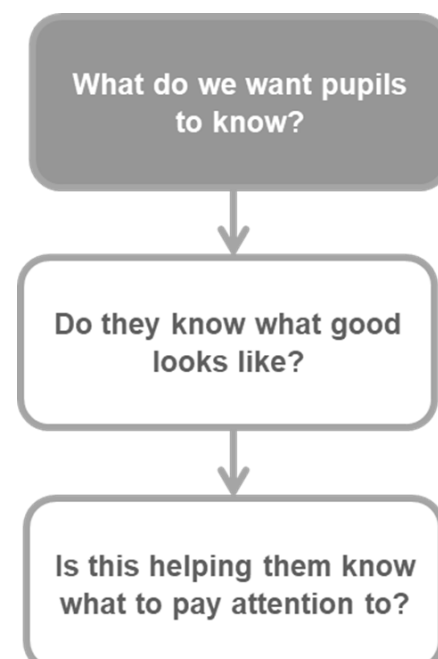
D.T. Willingham

In his seminal paper, *MARGE: A Whole-Brain Learning Approach for Pupils and Teachers*, Arthur Shimamura states that "Attention takes effort—it is an active process that requires conscious awareness of learning goals. Yet by engaging ourselves toward learning and making experiences meaningful, we can easily encourage ourselves and others to learn new things..."

An example of this would be creating and **sharing success criteria** with pupils. Before the lesson, the teacher will be aware of what they want the lesson outcome to be and plan for it appropriately. Pupils will then be able to track their progress and, where appropriate, either the pupil or a teacher may re-direct attention and efforts towards these success criteria throughout the lesson.

A key conclusion from this quote is that pupil's attention not only needs to be directed, but that it also needs to be **framed in line with a learning goal**, or success criteria.

D.T. Willingham states in "Why Don't Pupils Like School?" that "Memory is the residue of thought. To teach well, you should pay careful attention to what an assignment will make pupils think about (not what you hope



Principle 4

Relating to prior knowledge

Knowledge builds on knowledge. Activate relevant knowledge prior to learning and build new ideas with existing.

“When we experience something new, information enters the brain through processes of sensation and perception giving rise to certain patterns of neuronal activity. At the same time, already existing patterns are activated as one attempts to decipher the new experience in terms of the things that are already stored in the brain. Potentially, following the learning experience, a new representation of a new concept will be formed, as well as new connections to existing information.”

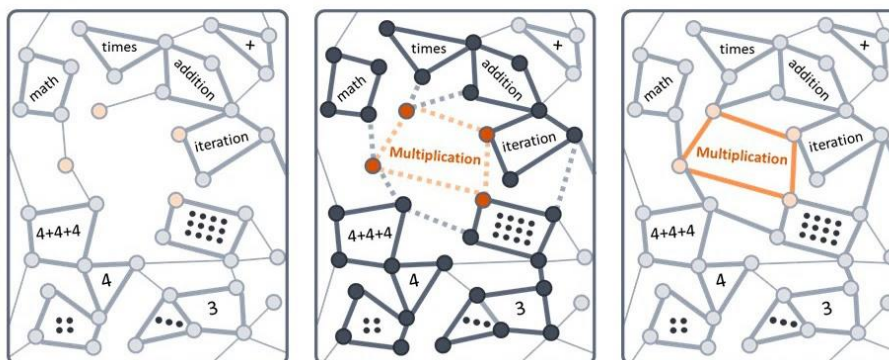
E. Furst

The conclusion from this quote is that new learning builds seamlessly into previous learning. The process of learning requires links to be made between what key knowledge is known about the topic being taught (prerequisite knowledge), and what new learning is taking place.

An example of this would be to use the start of the lesson to activate prerequisite knowledge whilst identifying and addressing any gaps before delivering new content in a lesson.

A GCSE lesson on photosynthesis requires prior knowledge that pupils know what a plant is (KS1 and 2), know that photosynthesis is a chemical reaction (KS3), and that the reaction requires carbon dioxide to diffuse into the leaf (KS4). The activation of all these building blocks in their schema will allow pupils to have a deep understanding of photosynthesis. Gaps in any of these blocks can prevent a fully developed schema from being produced and allow misconceptions to develop.

Learning a New Concept



Before learning

The network represents previously learning information

Learning

New pattern (multiplication) is active in association with existing pattern

After Learning

The new concept is consolidated into the network

Principle 5

Responsive teaching

Instruction can be misunderstood. Check for understanding and respond to the emerging needs of pupils.

“The more effective teachers frequently checked to see if all the pupils were learning the new material. These checks provided some of the processing needed to move new learning into long-term memory [and] to let teachers know if pupils were developing misconceptions.”

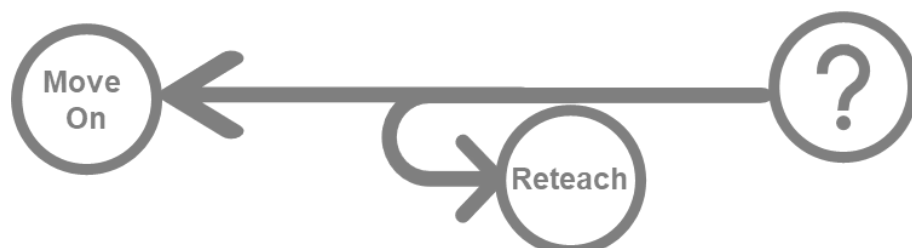
B. Rosenshine

When summarising his principle “check for pupil understanding”, Rosenshine stated “The more effective teachers frequently checked to see if all the pupils were learning the new material. These checks provided some of the processing needed to move new learning into long-term memory [and] to let teachers know if pupils were developing misconceptions”.

Effective checks for understanding mean that pupils and teachers obtain real-time information about learning which they can respond to in the moment. This is different to the kind of information included in graded assessments and will be largely made up of in-class questions and answers. Staff should use this information to adapt their instruction, responding to the needs that their questioning identifies.

Dylan Wiliam reminds us that ““If students learned what they were taught, we would never need to assess; we could instead just keep records of what we had taught. But as every teacher knows, many students do not learn what they are taught. Indeed, when we look at their work, we sometimes wonder if they were even present in the classroom. That is why assessment is the bridge between teaching and learning—it is only through assessment that we can find out whether what has happened ... [and] produced the learning we intended.”

Where assessments (either in-class or otherwise) show the desired learning hasn't happened yet, the need to be responsive is then essential in delivering the aims of any curriculum.



Principle 6

Adaptive teaching

Pupils are not all the same and will not all learn at the same rate. Adapt teaching materials and instruction so all pupils access the curriculum equitably.

“Adapt teaching to respond to the strengths and needs of all pupils”

DFE

The needs of some pupils may go beyond that of responsive teaching due to additional requirements that the pupils may have. While responding to the knowledge gaps of pupils should always be considered, pupils with special education needs and disabilities may need resources or instruction **adapting to allow them to access the curriculum** content at the **same level as their peers**.

When implementing these adaptations, it is important to consider whether they would be **beneficial for all pupils**. If this is the case, then the adaptations should be made for all. If it is not the case that this is beneficial to all pupils but solely an individual, it is still our duty as inclusive practitioners to make those adaptations.

An example of adaptive teaching is tailoring the lesson for the needs of the pupils in your class. Seating plans are an important source of information on individual and class needs. They are live documents which may include information such as: NGRT reading ages, SEND diagnosis and needs, KS2 data as well as recent summative assessment data.

Adaptive practitioners will edit seating plans to include information that they gather on their class including, but not limited to, prompts such as which pupils may need instructions clarifying, verbal cues for struggling pupils and how to support individual pupils.

Barriers

- Gaps in prior knowledge
- Gaps in vocabulary
- Support with production skills e.g. writing
- Specific SEND needs
- Limited working memory
- Variety of cultural experiences
- A common misconception

Plans to address

- Read text in advance
- Contextualise vocabulary
- Discussions within the class
- Explicit teach learning behaviours
- Utilise verbal, written and visual or scaffolds
- Deploy targeted TA support

Principle 7

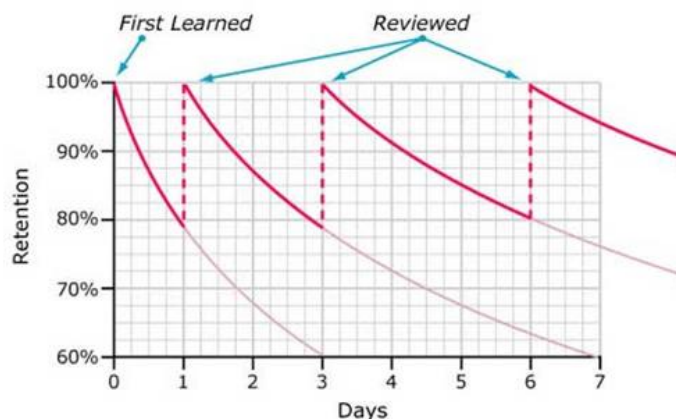
Ebbinghaus, forgetting and practice

Memory is fragile. Concepts need planting firmly, repeating and retrieving for information to be securely stored in long-term memory

“... the Forgetting curve tells us that ... as soon as you learn something, you begin forgetting it almost immediately.”

Lemov

Typical Forgetting Curve for Newly Learned Information



The Ebbinghaus Forgetting Curve is one of the most well-known aspects of cognitive science. Ebbinghaus plotted the actual rate at which he was able to remember a series of nonsense syllables after learning them. The same theory can be applied to the knowledge that we teach pupils within classrooms. As Doug Lemov states:

“... the Forgetting Curve tells us that:

- as soon as you learn something, you begin forgetting it almost immediately.
- the rate of forgetting is often shockingly high; a few hours after learning something, people routinely remember only a small fraction of it.
- each time you (successfully) practise recalling what you know, the rate and amount of forgetting is reduced somewhat.

- retrieving something back into working memory slows the rate of forgetting, but how and when the retrieval happens is important.”

Pupils may have appeared to have mastered content in the moment but practise of this both in the lesson and over time is vital as our aim is to securely embed learning in long-term memory. It is vital that for this process to be effective pupils must be able to successfully retrieve the content themselves.

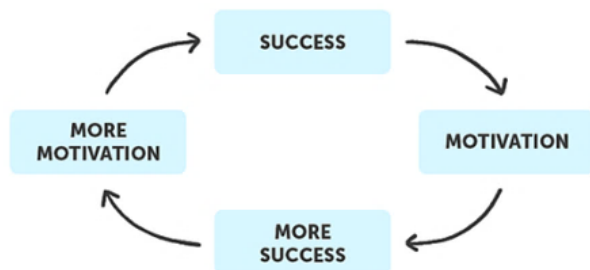
Examples of this include focused independent practice in lessons, retrieval starters, low stakes quizzing, and the interleaving or interweaving of content throughout a curriculum.

Principle 8

Success and motivation

Motivation is fuel for learning. Secure high success through scaffolding content, and the encouragement and recognition of hard work, as well as ability.

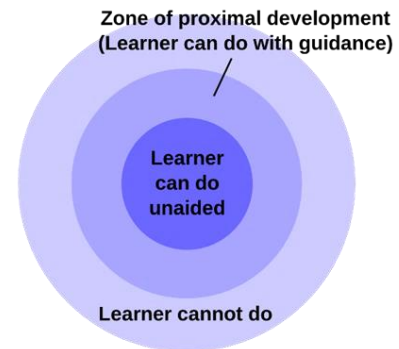
Motivation Success cycle



It is our belief that every pupil in mainstream education has the potential to learn and develop their understanding of all concepts. We are aware that pupils may have had experiences in their life which have led them to believe that they may not be able to be successful in their ventures, academic or otherwise. In these cases, we need to get pupils into a success/motivation cycle. If pupils are lacking motivation, it is our job to remedy this. If, in the short term, it means making them feel successful by altering the pace of curriculum delivery, then we know that this can pay off in the long run and is worth the initial investment in time. Where possible, this feeling of success will come from appropriately pitching the content from the curriculum through scaffolding content, and clearly defining what success looks like so pupils can recognise it when they achieve it.

Mccrea states in Motivated Teaching that we should frame success by stating what it looks like and what it doesn't look like, use the right metric so we are focussing on the learning behind the performance and ensure learners self-reference against themselves, rather than comparing to their peers. This will ensure that all learners can experience success, which will motivate them to experience more success.

Zone of Proximal Development



We are aware that new learning happens best when content is placed just at the periphery of pupils' current schema. To ensure that all pupils have the best possible experience with us, all learning is pitched to an appropriate level or adequate intervention is in place to ensure that, when in class, pupils are always working in their Zone of Proximal Development (ZPD). Vygotsky defines the ZPD as:

"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers"

Effective scaffolding of curriculum content and its delivery will ensure that pupils are consistently working in their ZPD. Work pitched outside of this will most likely not be successfully completed by pupils and may lead to them becoming demotivated.

Examples of scaffolding for tasks which may seem daunting, and therefore potentially demotivating, include use of sentence starters, structure strips, successful retrieval questions, and clear models. These strategies aid in creating pupils who are successful, and therefore motivated, and therefore successful, and therefore....

