



St Mark's C of E Junior School

Growing together, becoming all we are created to be

Teaching and Learning Policy

Living our Vision

The **FACE** of St Mark's: **F**orgive, **A**spire, **C**ompassion, **E**ngage

*We, at St Mark's C of E Junior School, are a community of learners. We show **aspiration** in every aspect of our learning: aiming high to achieve the very best we can and actively encouraging others to do the same. Learning more about ourselves, others and our world is seen as a joy and a huge privilege.*

*Through our learning, we deepen our relationships with one another, showing our Christian Values, and specifically **compassion** and **forgiveness**, in all that we do.*

*We **engage** in our learning as we embrace challenges, learn from and with each other and celebrate the success of others which leads to the mutual flourishing of all.*

Our Teaching and Learning approach at St Mark's is inspired by the 'Learning Rainforest' metaphor (*The Learning Rainforest, Tom Sherrington*), Rosenshine's principles of instruction (*Barack Rosenshine, 2010*) and 'Teaching WalkThrus' (*Instructional coaching, Tom Sherrington et al.*). The 'tree analogies' below are a direct reference back to our logo: the school's willow tree and the school's Vision. At St Mark's, we recognise that we all need each other to learn and **grow together** as we aim high and reach out. This rationale is explained below:

Each tree in a forest has three interconnected components that are necessary for its existence:

The Roots: Foundations for learning - tapping into a nutrient-rich soil providing the conditions for healthy growth; the nurturing environment in which each individual feels they belong and has their basic needs met

The Trunk and Branches: How the learning happens - providing the structure that allows the tree to reach great heights before branching off; this represents knowledge in all its forms

The Canopy: Exploring growth and Flourishing - this springs out in different directions, responding to the motivational stimulus of sunlight; the range of ambitions and learning possibilities enables our children and staff to flourish.

Fundamentally, as is the case in a 'Learning Rainforest', each one of us at St Mark's supports each other. None exists without the others and strength in one allows strength in the others.



Teaching and Learning Policy

Teaching WalkThrus

'Teaching WalkThrus' is the core resource to support and develop teaching at St Mark's. Each WalkThru is a 5-step guide to a concept or teaching strategy informed by educational research with a focus on tackling common learning problems that take place in the classroom. Here is one example using think-pair-share:



By making pedagogical approaches clear, concise and actionable, teachers are empowered to refine their practice and enhance pupils' learning as part of their ongoing professional development. The steps within each WalkThru are not intended to be followed as a rigid checklist. Rather, they serve as reference points for deliberate practice and reflection, recognising that multiple WalkThru techniques are often used simultaneously within effective teaching. Robust coaching, feedback and monitoring cycles further support professional development, helping staff understand not only how to implement these pedagogical approaches, but also when and why to use them. Together, these processes ensure a consistent approach to high-quality teaching and learning that enables all children to learn effectively.

The Teaching and Learning Trees

At St Mark's, two images bring our Teaching and Learning Policy to life. Together, they provide a shared language for learning and reflect our vision for **every member of our community to grow and flourish together**.

One image highlights the values, behaviours and actions of adults to create the conditions in which children can flourish. The other image provides children with a clear understanding of different learning processes and the behaviours that help them to grow.

Together, they help children and adults recognise which aspect of the Teaching and Learning Tree is being enacted, developed and strengthened.



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Teaching and Learning Tree for Staff

Teaching and Learning at St Mark's C of E Junior School



The key areas (in bold below) form the basis of whole school foci; this will include training and development. Many of them, teachers will have some familiarity with but this policy has been written to ensure all stakeholders interpret the language the same way so we maintain a consistent understanding of the approach to Teaching and Learning at St Mark's C of E Junior School. The tree imagery serves as a way of capturing the overarching three elements that, if applied effectively, we believe constitutes to great teaching and learning. There are a number of strategies that sit underneath the different sections of the tree (see below), and we recognise that adults must not only be able to enact the strategies effectively, but know when to enact them; this will depend on the child, the barrier, the learning and the context of the situation.



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Our Roots: Establishing Conditions for growth in a nutrient rich soil

These foundations create the conditions in which effective teaching and learning can flourish. At St Mark's, we recognise that high-quality learning is built upon a shared vision, strong relationships, high expectations and a carefully designed curriculum. Rooted in our Christian vision and FACE Values (Forgiveness, Aspire, Compassion and Engage), these principles underpin all aspects of school life. Therefore, the key elements in focus are:

- **Vision and Values**

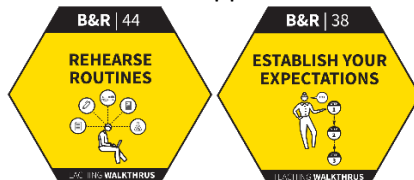
- Model and explicitly teach the St Mark's vision and FACE Values, ensuring they are evident in classrooms, relationships and learning behaviours.
- Foster a culture of high expectations, aspiration and belonging where every child is encouraged to become all they are created to be.

The following Teaching WalkThrus can be referenced to support this:



- Promote forgiveness, compassion and respect, helping children learn from mistakes and develop positive attitudes towards challenge and growth.
- **Environment** - please reference our Environment Fundamentals document for detailed guidance. The purpose of these expectations is to:
 - Create calm, purposeful and inclusive learning environments that minimise cognitive overload and maximise learning, attention and engagement.
 - Establish clear routines, consistent expectations and high standards of presentation, behaviour and effort to support pupils in becoming ready to learn.

The following Teaching WalkThrus can be referenced to support this:



- Ensure classrooms are organised, stimulating and accessible, with resources and displays used intentionally to support learning rather than distract from it.
- **Relationships**
 - Build warm, trusting and respectful relationships that promote emotional safety, wellbeing and a sense of belonging for every child.



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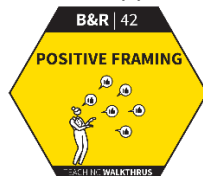
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The following Teaching WalkThru can be referenced to support this:



- Demonstrate compassion and fairness through consistent, relational approaches to behaviour, recognising that positive relationships are fundamental to effective learning.

The following Teaching WalkThru can be referenced to support this:



- Develop a classroom culture where pupils feel confident to contribute, ask questions, take risks and learn from mistakes.
- **Curriculum**
- Deliver a broad, ambitious and engaging curriculum that inspires curiosity, deepens knowledge and enables all pupils to succeed.
- Plan learning sequentially so that new knowledge and skills build purposefully upon prior learning, helping children make meaningful connections over time.
- Use evidence-informed approaches, including retrieval, practice and carefully scaffolded learning, to support long-term retention and secure understanding for all learners.

These four foundations provide the roots from which effective teaching grows, enabling every child to engage, achieve and flourish.

The Trunk and Branches: Building the Knowledge Structure

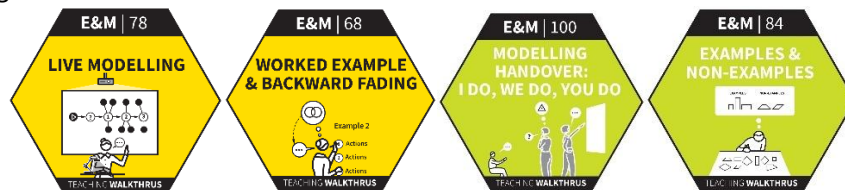
Explaining and modelling are vital elements of any teacher's repertoire of techniques to enable children to develop their knowledge and understanding of concepts and processes and apply their learning to a range of situations. Effective questioning enables the adult to gain a sense of how well children are learning and check for understanding; this, coupled with the use of a range of feedback techniques, helps children to move forward in their learning. Progressive practice improves children's confidence and fluency in applying and understanding a wide range of knowledge and skills; this will include the use of retrieval practice where children retrieve information from their long-term memory to tackle the challenge of forgetting learning. Modelling the thinking and learning (metacognition) out loud enables children to mimic, reflect and be critical. Therefore, the key elements in focus are:

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- Explaining and Modelling**

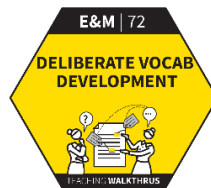
- Break down and model high-quality learning step by step, using a range of concrete, pictorial or abstract examples to support children's understanding, beginning with fully worked examples to then gradually remove support through backward fading, enabling pupils to become increasingly independent.

The following Teaching WalkThrus are in focus here:



- Deliberately and explicitly teach and revisit key vocabulary, ensuring pupils hear, say, read and use subject-specific language accurately.

The following Teaching WalkThrus are in focus here:



- When appropriate, provide carefully planned scaffolds to support understanding of new or abstract concepts; this involves anticipating and addressing common misconceptions and continually reinforcing expectations for presentation, language and content.

The following Teaching WalkThrus are in focus here:



- Questioning and Feedback**

- Enact think-pair-share, cold calling and show-me boards to engage every pupil in their learning. These repertoire of strategies checks for participation and understanding from all learners, not just volunteers

The following Teaching WalkThrus are in focus here:



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- Routinely check for understanding through carefully planned questions and use probing questions to extend, clarify and challenge pupils' thinking. Children refine responses through "say it again better", helping them develop precise vocabulary, fuller explanations and greater confidence in articulating their ideas.

The following Teaching WalkThrus are in focus here:



- Feedback moves learning forwards by identifying next steps and addressing errors or misconceptions; this will require children to respond to feedback through editing, improving, correcting or extending their verbal responses or written work so that feedback leads directly to improvement.

The following Teaching WalkThrus are in focus here:



• Practice and Retrieval

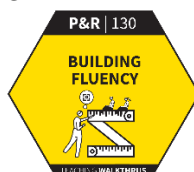
- Model and rehearse learning through guided practice, explicitly modelling knowledge and skills and vocabulary which gradually releases responsibility to pupils to become more independent; this also links to using worked examples and backward fading.

The following Teaching WalkThrus are in focus here:



- Build fluency through cumulative practice to develop accuracy and confidence over time

The following Teaching WalkThrus are in focus here:





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- Use regular quizzing and review to strengthen retrieval incorporating content from previous lessons, knowledge organisers, Weekly Review and Monthly Review to help children retain knowledge in long-term memory.

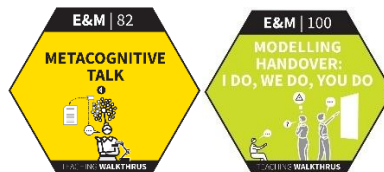
The following Teaching WalkThrus are in focus here:



- **Metacognition**

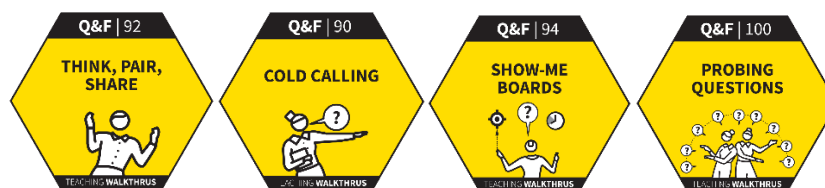
- Explicitly model metacognitive thinking by verbalising the process of applying knowledge and skills to plan, do and review learning.

The following Teaching WalkThrus are in focus here:



- Plan purposeful opportunities for pupils to reflect on their learning through questioning, discussion and feedback.

The following Teaching WalkThrus are in focus here:



- Provide carefully planned verbal and written prompts, questioning and scaffolds that support pupils to articulate their thinking.

The following Teaching WalkThrus are in focus here:





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The Canopy: Exploring Possibilities

Deliberate experiences and opportunities are designed by adults to **enable our learners to grow and flourish**. We have high expectations as adults and high expectations of our children to enable them to reach their goals. By fostering aspirations, encouraging responsibility, developing confident communication through oracy, and broadening understanding of diverse worldviews, we equip children with the knowledge, skills and character needed to flourish in school and beyond. Therefore, the key elements in focus are:

- **Goals & Aspiration**

- Share ambitious learning goals and success criteria so that pupils understand what success looks like and can recognise the steps needed to achieve it. **(Aspire)**
- Model high expectations through teaching, language and classroom culture, fostering a growth mindset and helping pupils develop confidence in their own potential. **(Forgiveness & Aspire)**
- Support pupils to set, monitor and reflect on personal goals, celebrating effort, progress and achievement while encouraging aspiration for future success. **(Forgiveness, Aspire, Compassion, Engage)**

- **Responsibility**

- Create opportunities for pupils to reflect on their learning and behaviour, make choices and help to solve problems **(Forgiveness)** to developing independence, resilience and ownership of their learning journey both in their personal development and academic progress.
- Gradually scaffold and release responsibility, enabling pupils to work independently, seek support appropriately and persevere when faced with challenge.
- Promote leadership, accountability and positive learning behaviours by encouraging pupils to **Engage** and make a difference **(Compassion)** from contributing to classroom routines to collaborative learning or through transformational change in the wider community.

- **Oracy**

- Explicitly teach and model the skills of effective communication, including vocabulary, sentence structures, active listening and respectful dialogue. **(Engage)**
- Plan purposeful opportunities for exploratory, presentational and collaborative talk, enabling pupils to explain their thinking, build on others' ideas and engage in meaningful discussion. **(Aspire)**
- Use the Oracy Framework to develop pupils' confidence, reasoning and self-expression, ensuring all children have equitable opportunities to participate and be heard. **(Compassion & Engage)**



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- **Worldviews**

- Design learning experiences that expose pupils to diverse people, cultures, beliefs and perspectives, reflecting the richness of the wider world and prompting opportunities for response and action where relevant. **(Compassion & Engage)**
- Facilitate respectful dialogue and critical thinking, encouraging pupils to question, reflect upon and appreciate different viewpoints and experiences. **(Aspire)**
- Help pupils make meaningful connections between local, national and global issues, developing empathy, informed understanding and a sense of their place within the world and their response to it. **(Compassion & Engage)**

Teachers cultivate an environment in which all children are empowered to aspire, take responsibility, communicate effectively and develop an informed understanding of the world. Through intentional teaching, rich discussion and high expectations, pupils are supported to grow and flourish both academically and personally.



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Teaching and Learning Tree for Children

Through our Roots, Trunk and Canopy, we describe what successful learning looks like at St Mark's and the behaviours, attitudes and habits that enable every child to grow as a confident, independent and ambitious learner. Together, these elements create a culture of high expectations, positive relationships, curiosity and aspiration, ensuring that every child is supported, challenged and inspired to achieve their very best.

The children's Teaching and Learning Tree is displayed in every classroom and embedded in daily practice, providing a constant point of reference for the learning behaviours that enable every child to grow, flourish and become what they are created to be.

Teaching and Learning at St Mark's C of E Junior School





Teaching and Learning Policy

The Roots: Foundations for learning

Strong foundations are essential to allow our children to grow and flourish. Nurturing a shared vision and values embody the choices and actions we do. Promoting and developing healthy relationships allows our children to feel safe, included and valued in our school community. Children learn best when they feel secure, confident and prepared, therefore we teach habits and create an environment to enable our children to be ready to learn and have a 'can do' attitude. Therefore, the key elements in focus are:

- **Vision and Values (Action: Grow – shape of a tree)**

- Grow together – through the ups and downs, through every season of life
- Show our School Values (FACE and termly values)
- We bring the best out of each other

- **Healthy Relationships (hands clasped together)**

- We work together
- We are respectful
- We show we are safe

- **Ready to Learn (point to head twice with both hands)**

- Ready to try our best
- We have everything we need
- We make good choices for learning

- **Can Do Attitude (Raise hands in the air 3 times)**

- We can!
- We're not afraid to make mistakes – they help us to learn
- We persevere

The Trunk and Branches: How learning happens

- **Engage**

- We join in and play our part
- We give our best

- **Be Curious**

- We ask questions and explore new ideas
- We think hard about our learning



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- **Reflect and Respond**

- We think about what we have learned and how we learned it.
- We're open feedback to improve our work.
- We can say what we are finding tricky and know how where we can go for help

- **Positive and Motivated**

- We are proud of and celebrate success.
- We encourage ourselves and others.
- We show enthusiasm and perseverance in our learning

The Canopy: Growing and Flourishing

- **Goals and Aspiration**

- We aspire and work hard to reach our goals
- We have courage believe in ourselves
- We aim high and look forward to our future.

- **Responsibility**

- We take responsibility for our learning and behaviour.
- We work independently when needed and seek help when we need it
- We work together to change things for the best

- **Oracy**

- We speak clearly and confidently in a range of situations.
- We listen respectfully to other people's ideas.
- We explain our thinking and take part in discussions.

- **Worldviews**

- We learn about different people, beliefs and experiences.
- We respect and celebrate similarities and differences
- We show empathy and learn from others



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SEND and Inclusion at St Mark's (please read in conjunction with the full SEND policy)

The SEND Code of Practice 2014 states:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education, or training.

At St Mark's, we are committed to creating an inclusive culture where every child feels valued, respected and able to participate fully in all aspects of school life. We recognise that high-quality teaching is the foundation of provision for all pupils, including those with Special Educational Needs and Disabilities (SEND). Through an ambitious curriculum, adaptive teaching and inclusive classroom practice, we strive to remove barriers to learning and ensure that all pupils can achieve their full potential.

We have developed a SEND Handbook to support all staff in understanding and meeting the needs of each child. As every learner is unique, our approach is tailored to individual strengths, needs and aspirations. The Handbook provides guidance on identifying needs, implementing effective strategies and ensuring consistent, high-quality provision across the school.

Where a child is identified as having SEND, we will take action to:

- **Maintain high expectations for all pupils** through high-quality, inclusive teaching that supports and challenges every learner to succeed.
- **Remove barriers to learning and participation** through a clear understanding of a pupil's strengths, needs and individual learning profile.
- **Implement evidence-informed provision** through adaptive teaching, appropriate scaffolding and, where necessary, targeted interventions that supplement rather than replace classroom learning.
- **Work in partnership with parents and carers** to develop a shared understanding of need and ensure effective communication and support between home and school.
- **Promote independence, confidence and belonging** so that all pupils can actively participate in the life of the school and wider community.

Our approach is informed by the Education Endowment Foundation's guidance on SEND and the **EEF Five-a-Day Principles**, which form part of our universal provision for all learners:

- **Explicit Instruction** through clear explanations, modelling and guided practice.
- **Cognitive and Metacognitive Strategies** that help pupils plan, monitor and evaluate their learning.
- **Scaffolding** that provides temporary support while promoting independence.
- **Flexible Grouping** that supports learning through purposeful and responsive grouping arrangements.
- **Using Technology** to improve access, participation, communication and independence where appropriate.



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These approaches sit alongside other inclusive classroom practices, including the use of visual supports, pre-teaching and revisiting vocabulary, chunking learning into manageable steps, reducing cognitive load, retrieval practice, structured talk opportunities and adapted resources where needed.

Within our SEND Handbook, guidance is provided for each of the four broad areas of need: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health**, and **Sensory and/or Physical Needs**. For each area, staff are supported with information about common presentations, indicators of need, effective classroom strategies, reasonable adjustments and possible targeted interventions.

Through a graduated approach of **Assess, Plan, Do, Review**, and by working collaboratively with pupils, families and external professionals, St Mark's aims to provide an inclusive learning environment where all children can thrive, achieve their best and develop the knowledge, skills and confidence needed for their future lives.



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Cultural Capital

According to their school inspection handbook, Ofsted's definition of cultural capital is:

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'"

Cultural Capital - St Mark's Approach

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

At St Mark's, we recognise that for children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a child's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

*For further information, please refer our Cultural Capital Policy in **ANNEX A** of this policy*



Teaching and Learning Policy

ANNEX A

What is Cultural Capital?

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Policy Rationale

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Summary of the key areas of coverage for each area of Cultural Capital Development:

Personal development

1. Values based learning
2. Personal, Social and Health Education provision
3. The school's wider pastoral framework;
4. 'Growth mindset' support – through Teaching and Learning policy;
5. Transition support (Year 2/3 and Year 6/7);
6. Work to develop confidence through positive relationships (Behaviour and Personal Development Policy);
7. Activities focused on building self-esteem
8. Mental Health & well-being provision.

Social Development

1. Personal, Social and Health Education provision;
2. Volunteering and charitable work – eg. raising funds for charities (Local, National and Global charities chosen by school communities ; links with Wittington House Residential Home
3. Pupil Voice –School Council, House Captains, Prefects
4. Child and Family Support Worker support;
5. Provisions linked to working towards school's accreditation of the Mental Health Award
6. Pastoral support from all staff



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Physical Development

1. The Physical Education curriculum;
2. Healthy Eating policies and catering provision;
3. Anti-bullying and safeguarding policies and strategies, including the child-friendly policy
4. The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;
5. The extra-curricular clubs related to sports and well-being (Outdoor Learning);
6. The celebration of sporting achievement including personal fitness and competitive sport (Sports Awards);
7. Activity-based residential visits.
8. Design and Technology units related to food preparation and nutrition;

Spiritual Development

1. The Religious Education Curriculum;
2. Our Acts of Collective worship Class Worship
3. Mirrors, Windows, Doors Reflection (spirituality book)
4. Support for the expression of individual faiths;
5. Inter-faith and faith-specific activities – Major Christian, Jewish, Islam, Hindu festivals taught marked
6. Visits to religious buildings and centres, including regular visits to St Mark's C of E Church

Moral Development

1. School's Christian Values Led Approach
2. The Religious Education Curriculum;
3. The school's Behaviour policy;
4. Contributions to local, national and international charitable projects.

Cultural Development

1. Commitment to focusing on Global issue within each topic
2. Citizenship education through PSHE;
3. Arts education including Music and Drama;
4. Access to the languages and cultures of other countries through the Geography and MFL curriculum;
5. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Each curriculum area makes its own contribution to children's cultural capital development and supports SMSC across the school.



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References used in this policy

Teaching WalkThrus, Five-step guides to instructional coaching – Tom Sherrington et al.

Rosenshine's Principles of Instruction: <https://teacherofsci.com/principles-of-instruction/>

https://www.educationworld.com/a_curr/teaching-strategies-deeper-learning.shtml deeper learning

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/> - MetaCognition Education Endowment Foundation – [Click here for Summary](#)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> - Teaching and Learning Toolkit

<https://exceedacademiestrust.co.uk/vocabularygap/> -

<https://education.gov.scot/improvement/learning-resources/dylan-wiliam-collaborative-learning/> - Collaborative Learning

<https://learningpowerkids.com/challenging-learning/> - Challenge

<https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/>



http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf



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The Learning Rainforest | teacherhead.com/2017/09/06/the-learning-rainforest/

EXPLORE THE POSSIBILITIES

RELATIONSHIPS AND BEHAVIOUR

- C 6 FOSTER RELATIONSHIPS POSITIVE, GIVING AND DEFINED
- C 7 ESTABLISH ROUTINES FOR EXCELLENCE
- C 8 SIGNAL, PAUSE, INSIST
- C 9 POSITIVE FRAMING
- C 10 USE THE SYSTEM AS A LEVER, NOT A WEAPON
- C 11 SILENCE IS GOLDEN
- C 12 KEEP PERSPECTIVE

PLANNING THE CURRICULUM

- C 13 BIG PICTURE, SMALL PICTURE
- C 14 PLAN THE STEPS
- C 15 SPECIFY THE KNOWLEDGE
- C 16 OBJECTIVES v TASKS
- C 17 SCAFFOLDS AND STABILISERS
- C 18 SKILLS AND DRILLS
- C 19 BUILD THE WORDS, PLAN THE READING
- C 20 BUILD A TIMELINE

ATTITUDES: HABITS FOR EXCELLENCE

- C 1 JOY, AWE AND WONDER
- C 2 TEACH TO THE TOP
- C 3 RIGOUR
- C 4 PITCH IT UP
- C 5 PYGMALION

EXPLORE THE POSSIBILITIES

EXPLAIN, MODEL, PRACTISE, QUESTION, FEEDBACK, ASSESS

- K 11 EXPLAINING
- K 12 MODELLING AND METACOGNITION
- K 13 CHECK FOR UNDERSTANDING
- K 14 PROBING
- K 15 GO DIALOGIC

FEEDBACK AND REVIEW

- K 11 VERBAL FEEDBACK
- K 12 RESPONSIVE TEACHING
- K 13 MARKING: KEEP IT LEAN
- K 14 WHOLE CLASS FEEDBACK
- K 15 CLOSE THE GAP
- K 16 TEACH FOR MEMORY
- K 17 DAILY, WEEKLY, MONTHLY REVIEW
- K 18 FACE IT
- K 19 LEARNING BY HEART
- K 20 HOMEWORK = GUIDED STUDY

EXPLORE THE POSSIBILITIES

PROJECTS AND HANDS-ON LEARNING

- P 1 HANDSON
- P 2 AMBIGUITY AND UNCERTAINTY
- P 3 PLAY DETECTIVE
- P 4 DEEP END
- P 5 GROUPS, GOALS AND ROLES

FURTHER POSSIBILITIES

- P 11 CLASS FORUM
- P 12 RECIPROCAL TEACHING
- P 13 FLIPPED LEARNING
- P 14 ONLINE TUTORIALS
- P 15 CO-CONSTRUCTION: SIDEREKERS
- P 16 INDEPENDENCE: TOOLS AND TRICKS
- P 17 STRUCTURED SPEECH EVENTS
- P 18 DEBATE
- P 19 THIRD TIME FOR EXCELLENCE
- P 20 EXCELLENCE EXHIBITION

PROJECTS

- P 16 PROJECTS
- P 17 KEEP IT REAL: AUTHENTIC PROJECTS, PRODUCTS, EXPERIENCES
- P 18 GET CREATIVE: LEARN TO CHOOSE
- P 19 "DAZZLE ME": KEEPING IT OPEN
- P 20 OFF PISTE

<https://teacherhead.com/2017/09/06/the-learning-rainforest/>

Signed:  (Headteacher)

Date of this Policy: Autumn 2026

Responsible: SLT & Full Governing Board

Next Review: Autumn 2027