Mulberry UTC Teaching and Learning Policy

Approval Body:	Mulberry UTC LGB
Approval Date:	June 2024
Implementation Date:	June 2024
Review Date:	June 2025
Policy Version:	5

Version control

Version	Reviewed	Changes since last version
1	Existing	
2	June 2019	• Addition of reference to Mulberry Schools Trust Learning and Teaching Policy statement. • Addition of Homework Guidance, Marking and Feedback Guidance, Learning Walk Guidance, SEF fortnight guidance, Lesson planning proforma and guidance, Lesson observation guidance and PPDP guidance.
3	May 2022	• More specific strategies given: 'clear contributions', 'cold call', added Voice in PADDLE list, Added IS to hwk section and on plan, Added Takes register/checks uniform/eq (during DNA), added staff surveys in SEF monitoring, added industry lnks section to observation form, added MS Teams (IS and LWs) • Removed reference to PDPP and Y10 revision programme, • Staffing changes: added AP for T&L leading SEF cycle, replaced HoFs/Director of Progress with DoLs • Changed SEF cycle starting at start of new term • Edited Learning walk protocol • Edited SEF cycle review
4	May 2023	• Update provided on the current review of the PADDLE Framework. A draft of 'Mulberry UTC's Principles of Great Teaching is currently underway
5	May 2024	•

Mulberry UTC Teaching and Learning Policy

Introduction

Mulberry UTC has adopted the Mulberry Schools Trust Learning and Teaching Policy Statement, which sets out the pedagogy, practice and principles which are followed by all schools within the Trust. This UTC-specific policy should be read alongside that Policy Statement. This policy provides a brief rationale for the approach to learning and teaching which is followed at Mulberry UTC and sets out key documents which are used at the school to support the development and evaluation of learning and teaching.

Rationale

Raising standards in the quality of teaching, learning and progress is key to continuous school improvement. Mulberry UTC is a professional learning community; at this school, every teacher is encouraged to reflect on their own classroom practice and refine it in order to ensure high quality learning for all students. Mulberry UTC is also an inclusive school that is determined to ensure that all students experience an excellent quality of learning and teaching at all times, so that all students can reach their full potential.

All teachers at Mulberry UTC are expected to consider the extent to which they are contributing towards students' development of academic and technical mastery. In relation to technical mastery, this is likely to include practical work and regular opportunities for students to apply knowledge and consider its relevance in real-world contexts. This focus on bringing learning to life for our students through practical, hands-one, applied learning is an essential part of our vision and ethos as a University Technical College.

All teachers at Mulberry UTC to support the achievement of these goals use the following key documents.
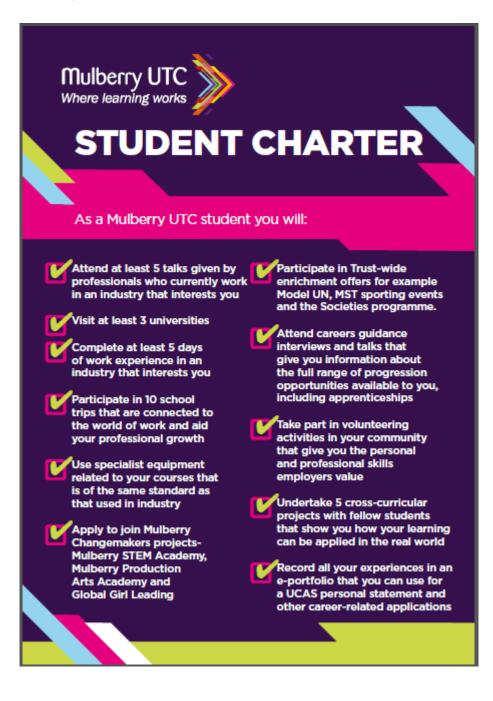
Key documents

1. **The STAR Framework**

This document sets out our core teaching principles. It is regularly reviewed and was arrived at with the input and agreement of all UTC staff. It is summarised below and the detailed framework is provided as appendix A

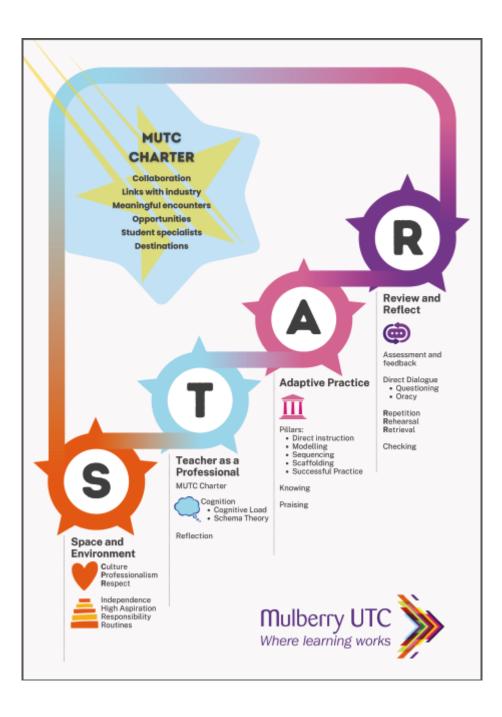| Strand	Sub strands
1 Space and the Learning Environment	1. Creating an environment of respect and professionalism 2. Managing routines and procedures 3. Establishing a culture for learning and aspiration 4. Managing professional expectations
2 Teacher as a professional	1. Subject and industry expertise 2. Evidence informed practice 3. Collaboration with colleagues and the community 4. MUTC Charter
3 Adaptive practice	1. Knowing our learners and meeting their needs 2. Instruction 3. Modelling 4. Plenty of practice
4 Review	1. Review, Rehearsal and Retrieval 2. Questioning 3. Checking for understanding 4. Assessment and Feedback

2. The MUTC Charter

The UTC is not a typical school, we offer a curriculum and a level of personal development which is exceptional and this is set out in our MUTC Charter. The Charter is our promise to students and, whilst its focus is extra-curricular, it permeates our lessons and our teaching and learning strategy.

3. Summary Framework

The Star Framework and Charter are summarised for all teachers and students in this brief summary of our pedagogy and approach to education.

4. Homework guidance for teachers

Mulberry UTC Homework Guidance (this also includes 'independent study' for KS5)

Effective homework has the ability to:

- Consolidate student's learning
- Extend student's learning
- Support students to develop their: organisational and independent learning skills
- Support students to develop their self-discipline

High quality homework should:

- Be planned into SoLs to fit sequentially with the topic/unit
- Have a clear purpose
- Be differentiated
- Provided with feedback – verbal or written

	Number of hours of homework and independent learning per week per subject			
	KS4 (Y10)	KS4 (Y11)	KS5 (A-level subjects)	(KS5 Technical subjects)
Core	2 hours per subject	3 hours per subject	6 hours per subject	Dependent on coursework demands
Non-core	1 hour per subject	2 hours per subject		

Sanctions for not handing in homework:

- First time: Conversation to discuss importance of homework and organisation with student.
- Second time and any occasions after this: Behaviour point, 20-minute detention to complete homework.
- Ongoing: Parents should be informed. Director of Learning monitors behaviour points and will issue sanctions for ongoing incompletion of homework.

Teachers have the responsibility to ensure that:

- Homework is purposeful
- Homework is accessible for all students
- Homework is recorded in student's planners
- Sanctions are put in place for students who do not hand in homework or hand in homework which is of poor quality

HoDs/DoLs have the responsibility to:

- Monitor the homework being set across their department or faculty
- Ensure opportunities for homework are embedded within schemes of learning
- Monitor the impact homework is having the through SEF

DoLs have the responsibility to:

- Support teachers with the sanctions for students who don't hand in homework or hand in homework which is of poor quality
- Monitor students recording of homework across the key stage

5. Marking and Feedback Guidance

Mulberry UTC Marking and Feedback Guidance
This guidance should be read in correspondence with the Mulberry Schools Trust Marking and Feedback policy.

Rationale

Effective marking and feedback has the ability to:

- Motivate students by showing them that their work is being checked.

- Build relationships with students by praising their efforts.

- Encourage students to take ownership of their progress by providing them direction to improve their work.

- Quickly get to know students who we only meet at KS4.

- Develop students' reading and writing skills.

Feedback

When feedback, both written and verbal, is provided, teachers should:

1. Praise students for their achievements against any applicable success criteria.

2. Provide students with a question or comment to support them to improve their work.

3. Allocate lesson time after each assessment point to enable students to reflect on feedback and improve their work.

Written feedback

- Non-technical qualifications: Teachers should provide students with feedback on work every three weeks.

- Technical qualifications: ongoing formative feedback, which may be written or verbal, and then summative feedback when the assignment is complete. Both formative and summative feedback must be in line with exam board guidance.

- Students' folders and books should also be checked regularly (at least once a half term). The check should focus on: responses to feedback, organisation of work, completion of work.

It is important that there is clarity in terms of the difference between teacher feedback and student feedback. Teachers may wish to use a red pen to provide feedback, whilst students may wish to respond to feedback in a green pen.

Self and peer assessment

Where appropriate assessments will be self and/or peer assessed against applicable success criteria. It should be clearly indicated where self/peer assessment is carried, so this can be distinguished from teacher's marking e.g. PA, or use of another coloured pen.

Presentation of work

Expectations of high standards of presentation must be communicated with students explicitly and regularly including the following:

- Books should be kept in a neat condition

- Work should be dated
- Titles should be underlined
- All sheets secured into books

Marking codes

Teachers should indicate where students have made spelling grammar and punctuation errors. Teachers should use a highlighter and the codes below to do this. Students should correct these mistakes. Departments may also use their own codes for subject specific marking.

Sp-Spelling

P- Punctuation

Gr- Grammar

?-Unclear idea

//-New Paragraph

…- Add more detail

6. Learning Walk Guidance

Rationale

A learning walk is designed to give a snapshot how current practice impacts progress and achievement of particular groups or classes, in order to inform school improvement planning. Learning walks are developmental and constructive; they are not part of the performance management of individuals nor can an official judgement about the quality of teaching and learning be made about an individual during a learning walk.

Protocol

Learning walks are a transparent process and any reports generated by a learning walk should be used to inform the continuous professional development of a team or the school. Therefore, the following protocols will be followed whenever a learning walk is conducted at Mulberry UTC:

1. Learning walks will be continual throughout the year. ELT will be expected to feedback on lessons they have visited during their weekly meeting time, in order to support alignment and understanding of key strengths and areas for development. Learning walks will increase during the SEF monitoring phase, where all members of staff should be seen.

2. The purpose or focus of a learning walk during the SEF monitoring phase should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.

3. Learning walks will be conducted with minimum disruption to teachers and pupils. Teachers are not required to do anything beyond normal, everyday practice and protocols

4. Learning walks will be undertaken in a supportive and professional manner.

5. A maximum of two colleagues will be involved in learning walks at any time.

6. Pupils will not be asked for their views of an individual teacher during learning walks but students can be asked about their perceptions of their own learning and progress.

7. Those teachers whose classes are visited may ask to see any written records which have been made during the learning walk, although there is no time allotted for individualised learning walk feedback. During the SEF monitoring phase, learning walk feedback will be logged on the Teams feedback hub. Teachers will receive a notification and are able to track their feedback on their personal logs. This log can be reviewed by ELT, which is useful in monitoring who has been seen, with what classes, and what the findings were.

Learning Walks can achieve many different functions. It is important that members of staff conducting learning walks decide in advance how to prioritise, so that they can focus on what is most important in order to improve the quality of teaching, learning and assessment.

7. Lesson Feedback Document

This document is to be used for any formal observations, for example for performance management. It draws together the elements of the STAR framework.

Mulberry UTC – Lesson Feedback

Observed Teacher		Class	
Observer		Date	

	Retrieval	Direct Instruction (including modelling)	Checking for understanding	Deliberate Practice	MUTC Charter (Careers in the curriculum)
Mastering					
Secure					
Developing					

WWW	EBI

Summary of lesson:

Appendix: STAR Framework

Space and Learning Environment		
	Developing	**Securing**	**Mastering**
S1: Creating an environment of respect and professionalism		
S	• Classroom climate is emerging, but yet to be established with some individuals or groups. Inconsistency can lead to loss of learning time. • The teacher understands student's emotions and how these present in the classroom. They attempt to build trusting relationships and they manage their own emotions to positively influence student's attitudes and behaviours. • There are attempts to deal with disrespectful behaviour with varied outcomes. Interactions may often be negative.	• Positive, purposeful classroom climate is well established and consistent for all year groups. • The teacher creates a safe environment based on respect and can deal appropriately with individual and group emotional needs when they arise. They manage their own mental state effectively. • Students listen and respond positively to each other and to the teacher. Interactions are friendly and students offer ideas and contributions.	• The teacher's relationships and actions ensure students believe they can be successful. Students demonstrate high professional standards and respect to all, and can link this to industry. • The teacher is highly attuned to student's emotional needs and can predict how they will think and feel in the classroom, responding fluently and effectively. • Students participate and are comfortable challenging and correcting each other, both with learning or professionalism. There is no disrespectful behaviour. Interactions are warm and show genuine care and respect for each other.
S2: Managing routines and procedures		
S	• The teacher attempts to establish procedures for key moments in the lesson, based on their vision for their classroom. • The teacher prompts and repeats instructions for routines regularly, including basic routines. Students may rely on these reminders to manage their behaviour. • Learning time is lost and time is sometimes spent off task.	• Routines are clear, explicitly taught and mostly embedded. The students understand the routines and the purpose of them. Transitions between activities are generally smooth. • Routines contribute to effective learning in most lessons, with little loss of learning time. Students are responsive to teachers' instructions and cues. Students use technical spaces practically and effectively.	• Routines are unobtrusive allowing the focus to be on learning and key moments may happen without any prompting from the teacher. • No learning time is lost. Where purposeful, students use specialist and technical spaces professionally and confidently. • Students make effective use of their time and take responsibility for their own behaviour and professionalism; and are motivated by a desire to learn.

S3: Establishing a culture for learning and aspiration

S

- The classroom is welcoming, and the teacher attempts to develop student's attitudes to learning.

- Hard work is not always expected or valued. The focus is on ability rather than effort or hard work.

- Students focus on completing tasks rather than producing high quality work. Students do not attempt harder activities.

- Student's books demonstrate that care is mostly taken over work, and they are generally well presented. Their work is mostly complete and to a good standard.

- The teacher develops student's belief in themselves and their relationship with the subject. They consistently role model the behaviours they expect of students, including having a growth mind-set.

- Students feel comfortable to take risks and share difficulties because the environment is safe and secure. Students develop confidence as learners and can articulate their aspirations.

- Students understand their role as learners and consistently put effort into their learning.

- Student's books demonstrate pride in the quality and quantity of work.

- There is a shared belief about the importance of learning. The teacher models a strong passion and love of learning which influences student's attitudes and aspirations positively.

- Students take responsibility for their learning through reviewing and making improvements to their work.

- All students have high levels of independence and enjoy academic rigour and challenge.

- Students support each other in their learning and are able to give valuable feedback enabling them to progress.

- Work demonstrates that students value their books/folders as a resource to support future learning towards their aspirations.

S4: Managing professional expectations

S

- The teacher attempts to respond and deploy strategies appropriately following issues around behaviour in order to de-escalate a situation. The teacher reminds students of the importance of professionalism.

- The teacher uses interventions as a response to low-level disruption with the goal of preventing situations from escalating.

- The teacher can articulate their

- Incidents of disruption are rare because the teacher manages professional behaviour proactively, anticipating difficultly. They are consistent in their responses to student's behaviour.

- The teacher intervenes early and effectively to prevent escalation.

- The teacher has consistently high expectations for professional behaviour and applies sanctions and rewards consistently in all

- Disruption is highly unusual because the teacher knows their classes extremely well and is highly attuned to student's cues. Professional standards and industry links are made explicit to students when managing behaviour ('work-ready mindset').

- The teacher reacts swiftly and flexibly to student's behaviour, and they are several steps ahead of their class so that learning never loses momentum.

- The teacher's daily practice is a model and exemplar for other teachers, and they use their expertise and experience to coach

	expectations for professional behaviour and takes responsibility for their classroom. They have a planned system for reward and sanction which is used fairly.	classrooms. They link sanction and reward to learning and aspiration so that students understand the impact of behaviour on learning.	and develop colleagues to establish effective climate for learning.

Teacher as a Professional

	Developing	Securing	Mastering
T1: Subject and industry expertise			
T	• The teacher has engaged with knowledge and skills required for assessments and examinations. • The teacher has considered this through a planned sequence of lessons. • The teacher uses subject specific language and encourages students to apply this in their own work. • The teacher connects content studied to careers and transferable skills on a basic level. • In vocational subjects, the teacher makes reference to specialist equipment but usage is not embedded fully into the working practices of the curriculum. • The teacher has some links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit students. • The teacher has an understanding of a range of possible destinations for students within the subject area.	• The teacher's subject knowledge is evident in the planning and sequencing of lessons and schemes of learning, with clear thought to the what, why, when and how. The teacher has engaged with other colleagues and/or training to develop their expertise. • The teacher uses subject specific language confidently and students to do the same in their contributions and written work. This is embedded as part of the classroom dialogue. The teacher provides opportunities for specialist reading. • The teacher connects content to careers and transferable skills in a meaningful and engaging way so that students can see the how their learning connects to the wider world. • In vocational courses, the teacher makes use of specialist equipment in lessons so students are engaging in experiences of industry within their learning. • The teacher has a range of links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit students. • Students are encouraged to consider their futures through regular dialogue. The teacher models passion for their subject to	• The teacher regularly engages with exam board specifications, requirements and feedback, supporting a clear knowledge of what success looks like. The teacher is seen as an expert in their field, and seeks opportunities to support other colleagues with their practice. • Students develop their own specialisms and lines of enquiry and exploration within their subject. This is evident through discussion, responses to questions and independent learning. The teacher regularly

| | | inspire students towards future possible destinations. | provides reading material which is relevant to their specialism and industry.

- The teacher uses a range of up-to-date information, including LMI, to infused learning about careers and transferable skills into the curriculum in a meaningful and engaging way to promote excitement about the future and to raise aspirations.

- In vocational subjects, the teacher actively integrates the use of specialist equipment into their lessons to ensure that students have a deep and meaningful understanding of how industry works.

- The teacher has a range of well-established links to industry and HE and has utilised these links by organising key |
|---|---|---|---|

		speaker sessions, trips and/or university trips to benefit the students. This includes working on meaningful projects. • The teacher has a deep up-to-date knowledge of their specialism, and they regularly draw on links with industry professionals. Students consider their futures carefully and the teacher models a high level of passion and drive for their subject. • Many students go on to study the subject further in a range of successful future destinations.

T2: Evidence informed practice

T	• The teacher is interested in educational debate, developing their knowledge from training, suggested texts, and sources. • The teacher has a theoretical understanding of how students learn and uses their understanding to ensure they do not overload working memory. • The teacher engages with professional development. They	• The teacher is able to contribute to educational debate from a solid evidence base and makes connections with their own practice. • The teacher has a secure grasp of the implications of cognitive science for teachers and uses this knowledge to plan lessons, which aim to manage working and long-term memory. The teacher has a	• The teacher is a respected voice in the education debate and is likely to be involved in shaping and influencing thinking at a trust, network

know when it is appropriate to draw on support from others. Through discussion, the teacher reflects upon their practice and is able to make some changes as a result.	good understanding of how students learn and effectively plans lessons, which actively support retention and recall of key knowledge. The teacher regularly evaluates their impact and seeks out feedback to help them to grow. They respond positively and actively to feedback. Reflections and solutions are both theory and practice based.	or regional level. - The teacher uses key principles of cognitive load theory to design lessons, which enable children to build wider and deeper schema and to develop fluency so that they retain and develop knowledge and understanding over time. - The teacher balances the pursuit of depth and breadth in their development, continuously seeking new areas of insight but never at the expense of their existing practice. - When reflecting, the teacher is able to find solutions for their own and other's practice. The teacher willingly shares expertise and experience with others in the pursuit of a common goal of excellence.
T3: Collaboration with colleagues and the community		

T			
	• The teacher builds effective relationships with parents and guardians based on a good understanding of the communities they serve. • The teacher is aware of the range of channels available for support and identifies the most appropriate. • The teacher values opportunities to work in collaboration with others. • The teacher conducts himself or herself in a manner appropriate for a professional environment. • They as a form tutor set the 'tone' everyday, by creating a positive ethos, establishing good relationships, encouraging a good form group spirit and identity aligned to the school's values and based on success, aspiration and learning together.	• The teacher works in partnership with parents and guardians and builds relationships based on mutual respect. The communication they have with parents has an impact on the progress of students. • The teacher sees collaboration as an essential part of being a successful professional. They share their time and expertise to support colleagues and develop their practice. • The teacher regularly participates in professional development and school initiatives, which supports students. They are a positive presence across the school community. • They as a form tutor use a range of strategies regularly to enforce a positive form identity and culture (e.g., communicating with other staff about student successes and concerns, use of reward and display). Tutor time is used effectively and students understand the importance of this.	• The teacher creates trusting and candid relationships with parents and guardians and actively seeks out their contributions. • The teacher proactively seeks out and provides learning opportunities to develop self and student progress. • The teacher has a robust and reflective professional persona and acts as a professional role model to all others within the school. • The teacher actively supports colleagues in all aspects of their work and is able to support them towards practical solutions. • The teacher is proud of their school and works to increase the engagement of the school with the community and stakeholders. • The teacher relishes the

		opportunity to work with external industries and is likely to initiate or lead key strategic aspects of professional collaborative working. • They as a form tutor are an expert in their students as individuals, making and maintaining personal contact, monitoring progress, handling groups and administrative functions. Tutor time is used exceptionally effectively.

Adaptive practice		
Developing	**Securing**	**Mastering**
A1: Knowing the students and meeting their needs (our diverse learners)		
A • The teacher is aware of the diverse context in which they teach. • The teacher is aware of most student needs and has a seating plan in place, but it is not always effective and purposeful towards learning in the lesson. • The teacher communicates with additional adults in the classroom in order to guide	• The teacher positively promotes the diverse context of the students and community in which they teach (e.g. referring to diverse practitioners and case studies). • The teacher has considered students' needs, strengths and areas for development, and uses this knowledge to plan an effective seating plan for all students. • The teacher knows what factors inhibit learning and what strategies	• The teacher has a deep knowledge of the diverse context in which they teach, and positively promotes this through a range of strategies (e.g. providing opportunities for students to engage with

their support for individual children. • The teacher attempts to adapt their teaching during lessons to address gaps.	and adjustments to make and implement to overcome these. The teacher collaborates with other relevant colleagues to develop their understanding of their students. • The teacher diagnoses gaps in children's knowledge accurately during lessons and adapts their teaching in response.	diverse industry professionals). • The teacher is fully knowledgeable of all student needs, using data effectively to inform this. The teacher has carefully planned a highly effective seating plan in response to this. The teacher routinely refers to and reflects upon information and data to ensure all students are making progress. This information includes strategies, attainment, gender, ethnicity, and other relevant groupings. • The teacher sophisticatedly deploys relevant strategies and adjustments from SEND documentation (IEPs, EHCPs) and other learning preferences purposefully and effectively to support all students. • The teacher accurately predicts where errors and misconceptions may emerge during lessons and is responsive to

			subtle clues from students about their understanding.
A2: Instruction			
A	• The teacher mostly gives clear WTDs to their students. • The teacher has attempted to break down the material being presented into small manageable learning steps that the students can process in their working memory. • The teacher introduces material that students can practice after each step has been explained and assists them as they practice the material. • The teacher provides instructional support by providing sufficient practice and helping students when they make errors. • General praise is given to students.	• The teacher shows evidence of having examined the curriculum by demonstrating a clear understanding of what the learning steps look like, to inform their instructions. • The teacher effectively scripts instructions for tasks by limiting the amount of material students receive at any one time. • The teacher demonstrates awareness of and acts upon sequential progress made by students: follow progress made by students to the next step, only after recognising evidence that students have mastered the previous step. • The teacher provides sufficient instruction and students confidently work independently. They understand the purpose of this, and can link this to their wider learning journey and futures. • Praise is specific and there is evidence that it is linked to learning.	• The teacher gives specific instruction and is able to identify potential learning steps showing evidence of in-depth knowledge of the curriculum material. • The teacher always provides specific, concrete, sequential and observable WTDs throughout the lesson showing evidence of how they have considered the sequencing of steps they are introducing. • The teacher employs appropriate scaffolding for steps by; providing additional explanations and using multiple examples when checking for student understanding (individually as well as whole class) and always demonstrates awareness of student progress by

A3: Modelling		using appropriate follow up instructions to guide student practice. • The teacher is able to enforce clear instructions by staying at the front before circulating, not engaging with any students to support the task being silent and independent where necessary. Teachers are aware of student destinations, how to get them there and utilise this knowledge to instruct students better and provide them with appropriate aspirational examples. • Praise is meaningful and highly specific to learning tasks, achievement and learning targets. Students are able to articulate exactly what they are doing and why when asked.

A	• The teacher demonstrates their thinking when asking students to engage in a task by use of explicit verbal exposition. • Attempts at modelling are evidenced by producing examples of completed tasks: exemplars.	• Narration of decisions and choices is made by the teacher when completing a particular task and there is evidence of supporting students to make their own mental models and gain confidence with the decisions they make when working on a task. • The teacher incorporates teacher and student exemplars into the lesson where appropriate by varied formats: e.g. use of a visualiser (teacher models and student spotlighting).	• The teacher effectively uses modelling techniques to ensure that students are able to relate new knowledge to what is already known: compare, contrast, categorise. • The teacher shows that they always recognise when students are stuck and is able to "demonstrate another example" to help students in their understanding and is able to link abstract knowledge to experiential knowledge by using experiential 'hands on' activities after the basic material is learned.

A4: Plenty of practice

A	• The teacher is able to identify less confident learners in the class and is able to monitor and engage students with assigned learning tasks. • The teacher plans and teaches in small steps with student practice after each step.	• The teacher shows evidence of constant in-lesson assessment of student progress by: rephrasing, elaborating, summarising new material presented as necessary. • The teacher shows evidence of constant in-lesson assessment of student progress by: rephrasing, elaborating, summarising new material presented.	• The teacher is responsive to student's progress and provides learning tasks that adjusts to individual students needs and are sometimes independent of

• The teacher is able to guide all students during initial practice and is able to recognise when the less confident learner requires additional guidance.	• The teacher prepares students for independent practice by successfully guiding students during initial practice and recognising when the less confident learner requires additional guidance.	teacher assistance. • The teacher shows that they have planned for student misconceptions and errors (practicing mistakes) and will incorporate adaptive strategies to address this in the lesson. • The teacher ensures that all students experience a high level of successful practice by: circulating and successfully identifying errors or/and successfully directing students to appropriate independent learning strategies, teaching explicit strategies for checking work against a set of standards (e.g. using exemplars, mark schemes etc.).

Review		
Developing	**Securing**	**Mastering**
R1: Review, Rehearsal and Retrieval		
R • Attempts are made to review previous learning • Some students engage in some review during the lesson • Students are given an opportunity to rehearse material	• Evidence of routine and systematic review can be seen. • Students can demonstrate rehearsal and retrieval techniques, including 'call and response' • Review is used to guide sequencing of learning activities in the lesson	• All students are included in daily, weekly and monthly reviews. Students can articulate the purpose of this. • Reviews are generative, and related to a clear core curriculum of knowledge and skills • A range of effective review and retrieval techniques are worked seamlessly into lessons. • Students rehearse key concepts, key words and key skills each lesson; interleaving is used. • Spaced repetition is used to combat the 'forgetting curve'.
R2: Questioning		
R • Attempts are made to question students and elicit responses. Teacher helps guide students (e.g. 'say it again, say it better'). • Techniques are used to ensure participation is not self-selecting. • Most students are included in the questioning process, a range/sample of abilities and prior attainments.	• Questioning is an intrinsic and routine part of each lesson. Some questions show evidence of having been planned in advance to shape the learning of the lesson. • All students participate in the questioning, even if not all will be responding at all times, all students are involved in listening and learning from the questioning activities. • Routines are being developed for questioning – 'track the speaker' and 'whole class respectful.' Teachers 'stick with it' if students are at first unsure.	• 'More questions to more students more often'. Directed questioning is embedded, with clear routines around respect and tracking. A 'push for perfection' in evidence. A culture of oracy. • Routine and systematic use of whole class response (e.g.

R		
		MWBs), hinge questions, cold-calling, no opt-out; techniques to allow thinking time (e.g. think-pair-share). • Questions are planned and their response informs the learning of students ('hinge questions') • Metacognitive questions are in evidence, which clearly impact learning and creating a work-ready, professional mind-set.

R3: Assessment and Feedback

R		
• Assessments are carried out and students receive feedback. • Sometimes students are given the chance to react to their feedback. • Consistent techniques (such as exam questions) are used to routinise assessment.	• Assessments are carried out on a regular basis, and students know when assessments are upcoming and how they can best prepare for them. • A range of assessment techniques are used within and between lessons. • Feedback allows for students to improve their work with clear assessment criteria.	• Assessment is part of the learning process – students use assessment to advance their learning, by responding to assessment (including use of 'green sheets') and responding to improvement activities. • Feedback is timely and directly shapes lesson planning. • Use of a range of assessment and feedback techniques (e.g. 'live marking') is used to close the loop between assessment and feedback.

R4: Success

R		
• Students occasionally succeed and success is occasionally celebrated in the classroom.	• Students are given the opportunity to succeed, and success rate is around 70%. • Students know that success will be celebrated and that there will be opportunities to succeed and produce high quality work.	• A success rate of 80% is evident in the classroom, on activities and assessments. • There is a culture of celebration,

		success of specific skills and achievements, specific praise, and a collaborative, supportive environment in the classroom. • An 'ethic of excellence' models and expects high quality and rigorous work at all times, creating an aura of professionalism and high performance.