



Teaching and Learning Policy

2025 - 2026

Policy Team: Quality of Education

Implemented: September 2024

Reviewed: August 2025

“High-quality teaching and learning is the most important factor in improving attainment outcomes, particularly for disadvantaged pupils.”

Education Endowment Foundation (2022)

Respect | Responsibility | Resilience | Aspiration | Equality

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MKA: Vision, Values and Priorities

Our mission is a relentless drive to empower everyone to take control of their future. We inspire each other to:

Dream with high aspirations.

Believe we can achieve through respectful, responsible, and resilient learning.

Succeed and achieve the highest quality outcomes regardless of the starting point.

We are committed to developing everyone at the Academy and wider community through our values:

Respect - We listen to others and their ideas, together creating an environment that champions high quality learning, academic success and understanding of each other.

Responsibility - We take ownership for our actions and choices, through self-regulation, to become leaders of our Academy and wider community.

Resilience - We do not give up. Challenges are embraced, we thrive in developing skills and knowledge to overcome our learning barriers.

Aspiration - We dream big, for ourselves and each other; we will achieve our potential.

Equality - We are proud to be diverse. Our differences make us stronger; we celebrate them.

Our values ensure excellent academic achievement, providing the master key to access future destinations, lifelong learning and make our communities better places.

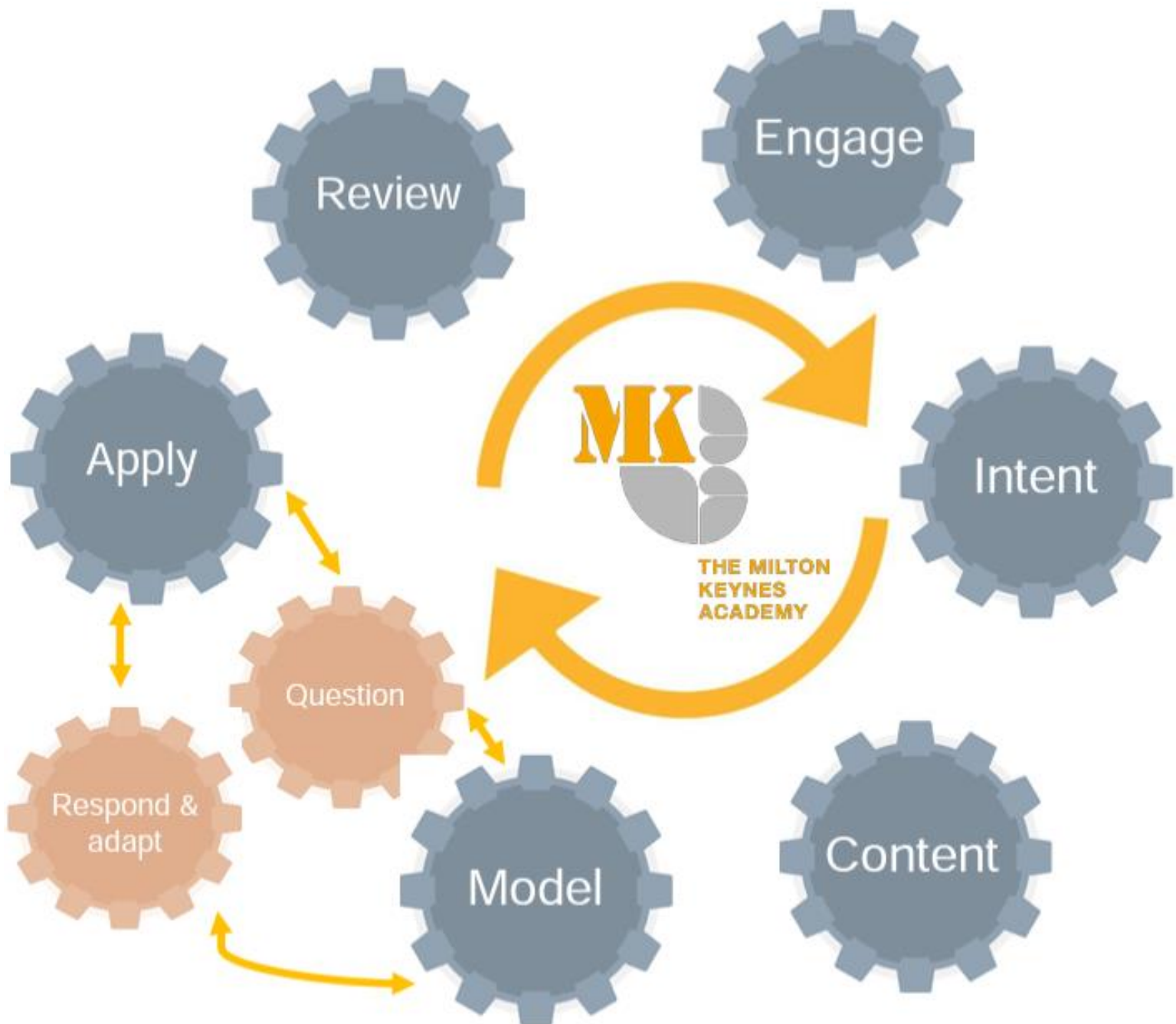


The MKA Learning Cycle

The MKA Learning Cycle is a Teaching and Learning (T&L) framework. It aims to maximise the level of information stored in pupils' long-term memory.

Each phase of the cycle is grounded in the common daily practice of many teachers. They are informed by the principles of cognitive science and how learning happens.

Successful lessons are likely to contain all stages of the learning cycle, which is our default position for a lesson. By “default”, we mean that this should be the norm, but with justification, lessons may deviate from this.



Engage

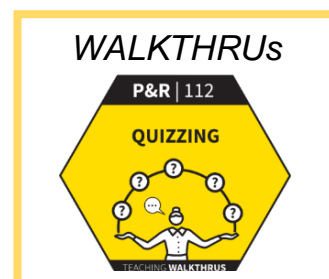
All pupils benefit from classroom environments with clear and consistent entry routines¹

At Milton Keynes Academy, teachers **meet & greet** pupils by standing on the **threshold** of their classrooms. Teachers reinforce behavioural standards in each village by encouraging pupils to move on to their next lesson and to follow the one-way system.



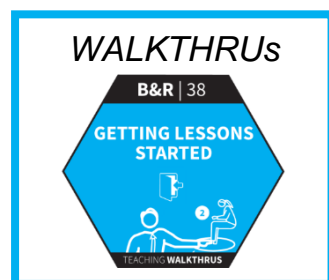
Pupils are always greeted warmly and with the teacher's full attention. Incorrect uniforms are immediately challenged, and issues resolved before pupils enter the classroom. Incorrectly dressed pupils do not attend lessons at MKA.

Lessons start with a **Do Now**² task. All *Do Now* tasks are planned to involve an element of **retrieval practice**. Tasks should retrieve and apply previously taught powerful knowledge. Teachers follow the *Do Now* with a **Review Now** where pupils self-assess their work using a **green pen**. Teachers will use check for understanding strategies to gauge retrieval, address misconceptions and/or inform future planning where necessary.



Do Now Tasks in Practice

A Do Now is a short activity that is on the board and could be handed to pupils in printed form on entry. Either way, pupils start and complete the Do Now automatically in silence with minimal teacher instruction, allowing the teacher to address emerging issues and take the register. Pupils entering the room should not have to ask themselves "What am I supposed to be doing?" The answer, every day, should go without saying: "You should be doing the Do Now because we always start with the Do Now". Pupils use their books as learning resources to find the answers to Do Now tasks if they cannot recall them initially. They are reminded to write the question out in full if they do not know or cannot find the answer as during the Review Now they will be expected to add the correct answers in green pen.



Challenging Misconceptions

A Do Now is not a 'starter'. It should be designed to build schema through retrieving knowledge, not searching for new knowledge as this is likely to require teacher input for success. Normalising errors is important to encourage a culture where pupils feel safe to make mistakes, rather than opting out, ensure that everyone takes part and has to think hard.

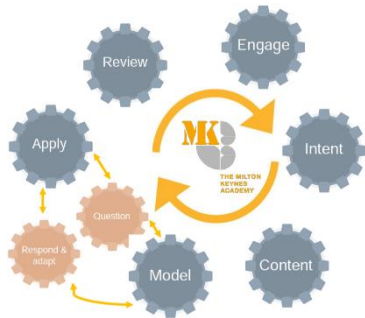
¹Bennett, T. (2020). *Running the Room*. Woodbridge: John Catt.

²Lemov, D. (2015). *Teach Like a Champion 2.0*. San Francisco: Wiley.

Intent

All pupils benefit from understanding how one lesson fits within the sequence of the curriculum, building knowledge over time³

Effective lesson planning is one of the first steps to learning success. All lessons at MKA are planned with the end in sight, where the intent is to secure new, **powerful knowledge** in the long-term memory of each pupil.



Teachers actively ensure that cognitive overload is avoided by minimising distractions throughout the learning cycle and each stage of their lessons to maximise the opportunity for successful learning. Lessons follow the **MKA Learning Cycle** that is supported by the **MKA Slide Deck**. Following the *Do & Review Now* the intent of the lesson will be communicated.

All lessons have an explicit **Learning Objective**, to frame the lesson intent and linked directly to the sequence of learning from the Unit Overview. The learning objective will be preceded by three clearly defined **Learning Goals**, these are the steps to meeting the learning objective. The learning goals are pointers to assess the pupils progress within each lesson. The three learning goals will be posed as questions or statements and where appropriate, include the pre-identified key words to support explicit teaching of **key vocabulary**.

Teachers explain the lesson's intent at the start of every lesson. This means that pupils understand how the lesson links to both **prior and future learning**. This unlocks the curriculum journey for all pupils⁴.

Coherent Mapping in Practice

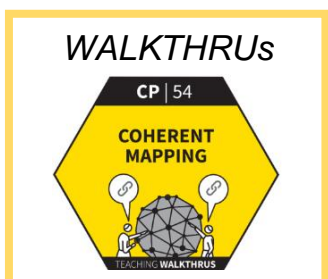
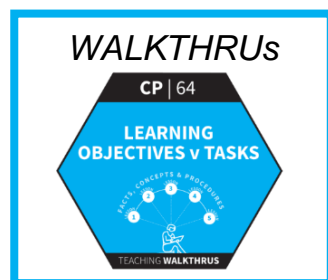
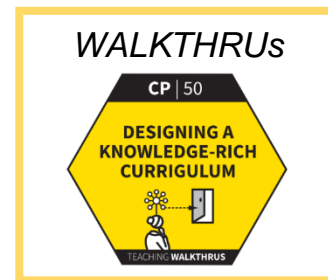
A coherent curriculum weaves knowledge and skills so that pupils gain a strong understanding of the links between new and previously acquired knowledge. Teachers need a strong understanding of the main areas of learning, the hierarchy of core concepts and the sequence in which they should be taught.

Challenging Misconceptions

The intent of the lesson should never be skipped to deliver content quicker. To value the lesson as part of a sequence of learning pupils must be able to understand and articulate what they are learning and why. Therefore, learning objectives and learning goals should be seen as the lynchpin to unlocking learning.

³Ashbee, R. (2021). *Curriculum: Theory, Culture and Subject Specialisms*. Oxon: Routledge.

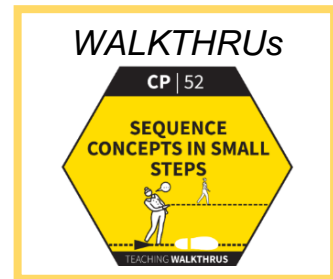
⁴Allison, S. & Tharby, A. (2015). *Making Every Lesson Count*. London: Crown House.



Content

All pupils benefit from *powerful knowledge*⁵ which is built through a well-sequenced and robust curriculum⁶

At Milton Keynes Academy, new powerful knowledge is presented to pupils clearly and is appropriately **chunked**. New material should be delivered step-by-step, it should be presented in small, bite-sized chunks, whilst using **checking for understanding strategies** throughout.



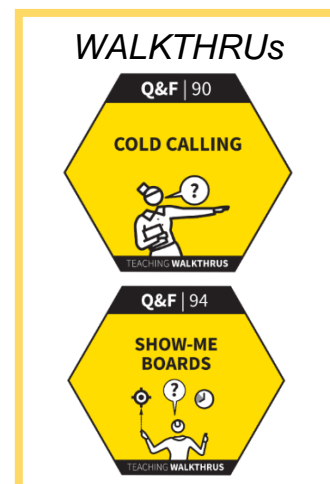
Repetition is used to ensure understanding. Regular checks for understanding are conducted during the content phase. Teachers consistently reflect on their use of **oracy** skills to ensure they speak clearly and at an appropriate volume for all pupils to hear and understand. They break down new knowledge into manageable segments, keeping **explanations concise** and focused.

Teachers use a wide range of *strategies* as outlined on our **Checking for Understanding (CfU)** slide throughout their lessons. This alerts the teacher to the pace of learning and allows them to respond accordingly. For example, by stopping the class and addressing a misconception or identifying aspects of the material that might need to be retaught.



Check for Understanding in Practice

Teachers must check pupils' learning regularly and ensure that learning is reviewed against the three bespoke learning goals during the review phase, at the end of every lesson. To support building routines and challenge it is compulsory for our teachers to use our CfU slide in every lesson. The CfU slide contains the following pedagogical techniques; cold-call questioning, mini-whiteboards, the story so far, repeat the instructions, agree-build-challenge and think-pair-share which are all regularly spotlighted in our professional development.



Challenging Misconceptions

Cognitive load is real. Teachers must not expect a group of pupils to all be able to follow along without regular checks for understanding. Checks for understanding are a great tool for gathering feedback to inform both adaptive and responsive teaching.

⁵Young, M. & Muller, J. (2013). 'On the Powers of Powerful Knowledge', *Review of Education*, 1(3), pp. 229 – 250.

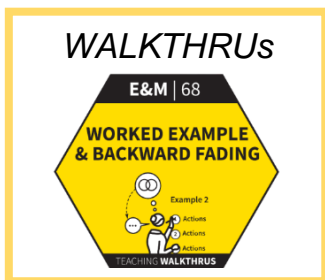
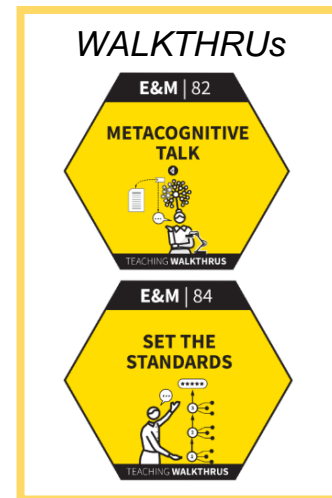
⁶Hirsh, E. D. (2018). *Why Knowledge Matters*. Cambridge, MS: Harvard University Press.

Model

All pupils are supported to build schema when teachers model, scaffold and think aloud to narrate their decisions and choices²⁴

At Milton Keynes Academy, teachers walk through the learning process by **explicitly modelling** and **explaining the learning process**. Teachers ensure their own explanations are accurate, well-articulated and reflective of their **high expectations**.

Teachers consider achieving this using a whiteboard, visualiser, sentence starters or other pre-prepared resources amongst other pedagogical strategies that demonstrate to pupils **how to complete a task independently**. Teachers consider using **metacognitive talk** to narrate their thinking through the task to encourage pupils to **think hard** about the underlying concepts they could use to problem solve.

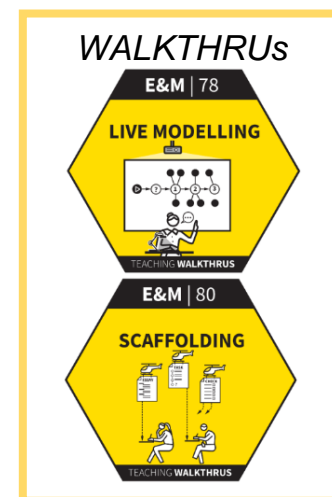


Worked Examples

Teachers release the responsibility of the task to the pupils gradually. Pupils are never set extended writing tasks without explicit modelling first. For example, by using *I do, We do, You Do*⁷.

Modelling in Practice

At this stage of learning, teachers are actively guiding pupils through the process by informing, explaining, and modelling, while ensuring pupils are focused and able to process the new material. Pupils practice with worked examples, correcting misconceptions, and developing a deeper understanding before independently completing an extended Apply task. A clear step-by-step live model is shared with the pupils to demonstrate the successful application of the powerful knowledge delivered in the content phase. Teachers use 'I do' and 'We do' to ensure pupils are effectively scaffolded with a support to complete independent practice. This is an example where checking for understanding strategy should be used to address any errors/misconceptions before pupils attempt the Apply task.



Challenging Misconceptions

Modelling is not about simply providing pupils with an exemplar answer. Instead, modelling requires pupils to observe the construction of an answer whilst the teacher's thinking is narrated out loud.

⁷Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). 'Cognitive Architecture and Instructional Design: 20 Years Later', *Educational Psychology Review*, 31(2), pp. 261 – 292

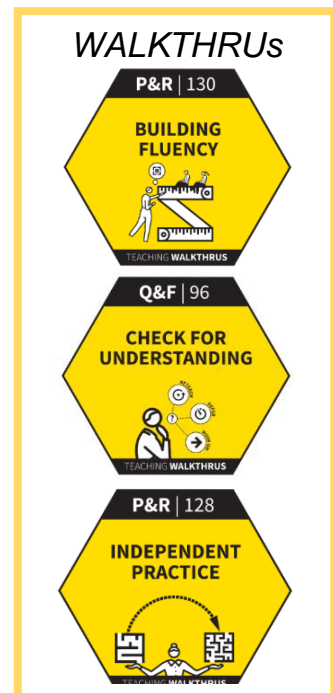
²⁵Sherrington, T. (2021). The Art of Modelling... It's All in the Handover. (Online).

Apply

All pupils benefit from independent practice which builds the fluency and recall they require to attain well²⁶

At Milton Keynes Academy, pupils must be allowed to apply what they have learnt in each lesson. In addition, pupils must be regularly allowed to complete **extended independent practice**. For example, a longer exam question, a complete recipe, a performance to an audience or a full game in PE.

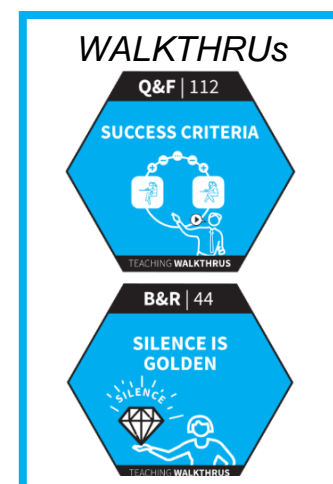
Teachers set activities and questions like those previously modelled and **remove scaffolds gradually**. Teachers **evaluate** pupils' work throughout the lesson to formatively assess understanding and address misconceptions. Teachers can **check for understanding** using the strategies on the Checks for Understanding (CfU) slide or **live marking**. Teachers should live mark using any colour pen, except blue, black or green.



Applied Learning Time in Practice

During the Apply phase of learning, teachers should ensure pupils are focused and tracking the teacher. Frontloading all instructions in manageable chunks with a clear success criteria provided. Following checks for understanding pupils complete the task as directed; individually, in pairs, or in groups for an extended period or time (approximately ten minutes), while the teacher avoids talking to prevent disruptions.

For the first 3 three minutes, to allow pupils to have completed some meaningful work, the teacher will stop talking, scan the room and enforce silence. The teacher then starts live marking, walking around the room marking against the success criteria and providing immediate written and verbal feedback. Pupils must respond to the feedback immediately, using green pen. Time reminders and positive praise help keep pupils on track, and if a common error/mistake is identified, the teacher pauses the class to re-teach or clarify as needed.



Challenging Misconceptions

Applied learning is not simply any task pupils complete on their own. Rather, it is when pupils independently practice a similar or identical task to the one that has been previously modelled for them, during the modelling phase of the lesson cycle, to see if they can access it independently with scaffolds removed.

²⁶Lovell, O. (2020). *Sweller's Cognitive Load Theory in Action*. Woodbridge: John Catt.

Review

All pupils benefit from regularly reviewing learning to attenuate forgetting, make connections and secure long-term recall²⁸

At Milton Keynes Academy, teachers review the extent to which the lesson's intent has been achieved at the **end of every lesson**, to inform their planning for the next lesson. Regular checking for understanding and feedback throughout the lesson will help to inform the delivery of this final phase of learning.

Reviewing learning at the end allows teachers to check to what extent pupils have met the **learning objective** and **learning goals** for the lesson. It also supports teachers to identify common misconceptions and gaps in knowledge so that these can be addressed in future planning.

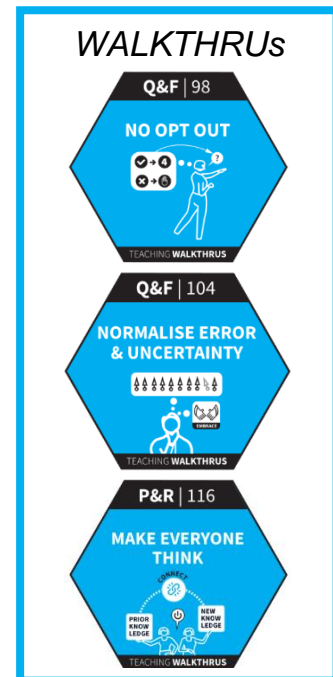
Teachers consider the most effective way of assessing pupils using a repertoire of checks for understanding. **Normalising errors** to encourage a culture where pupils feel safe making and discussing mistakes, making it easier for the teacher to identify and fix them. It is important that pupils experience a **high challenge, low threat environment** to ensure they experience high expectations without fear of failure²⁹.

Reviewing Learning Goals in Practice

Learning should be reviewed at the end of every lesson to help inform future planning. Teachers must check learning is reviewed against the three bespoke learning goals at the end of every lesson. To support building routines and challenge it is compulsory for our teachers to complete this review but the pedagogical techniques they use it at their discretion. For example, cold-call questioning, mini-whiteboards, exit tickets etc.

Challenging Misconceptions

It can be perceived of as 'kinder' not to correct pupils. However, in the long run, failing to address misconceptions facilitates pupils providing the wrong answers in exams and ultimately leads to underachievement. We also expect teachers to use their expertise to provide the correct answers/knowledge to intervene when misconceptions are identified in the review phase.



²⁸Fletcher-Wood, H. (2018). *Responsive Teaching*. Oxon: Routledge.

²⁹Myatt, M. (2016). *High Challenge, Low Threat*. Woodbridge: John Catt.

Adaptive Teaching

Pupils with SEND are in most need of excellent teaching and benefit most when their learning needs are fully understood³⁰

Teachers at Milton Keynes Academy must adapt their lessons to be inclusive by design, rather than as an afterthought. This means that teachers plan lessons with ambitious content and then scaffold them for the needs of pupils, rather than plan a one-size-fits-all lesson with 'bolt-on' activities. This is the most effective way of supporting pupils to achieve their potential³¹.

Adaptive teaching is harmful to no one, helpful to everyone and vital for pupils who are disadvantaged, have additional learning needs and for those with SEND. Teachers must use resources such as Teaching Assistants (TAs), Pupil Passports and Seating Plans to adapt their lessons to maximise impact.

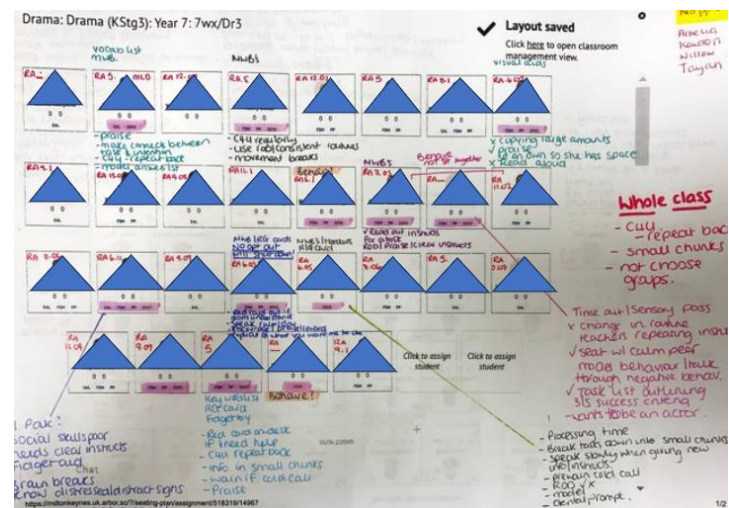
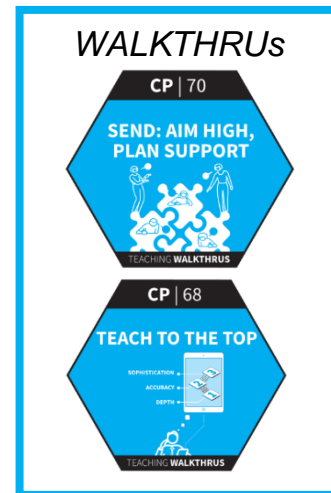
Pupil Passports

Teachers must read, understand and apply the guidance listed on **pupil passports** to adapt teaching for those with **additional needs**. The Inclusion team are crucial members of the T&L team because they are responsible for updating, disseminating and quality assuring the use of Pupil Passports. Teachers always consider the needs of their pupils and provide feedback to the SEND department through the referral process via an [MS Form](#).

Name: XXXXXXXXXX		Year: CAT4 - 92 CAT4 - 92 SEND code - K		10 RA - 14 K							
				SEND							
1. Cognition and Learning (ADHD)				2. Social, Emotional and Mental Health (ADHD)							
Attendance: 93.5		Reward Points: 63		Behaviour Points: 46		SG: No					
		LAC: No		Medical: ADHD		PP: Yes					
						FSM: Yes					
						YC: No					
All teaching staff must follow these non-negotiables to meet the needs of this CYP:											
Classroom strategies to use: <ol style="list-style-type: none"> 321 track Direct instructions Extra processing time 				Triggers to avoid: <ol style="list-style-type: none"> Cover lessons. XXX will take off his coat / jacket when asked. If XXX needs to regulate, he will use his Success Centre pass to go and remove his coat / jacket before returning to the lesson. 				Resources to support: <ol style="list-style-type: none"> Chrome book Printed instructions / PowerPoints/information Success Centre pass EAA – supervised rest breaks/ WP. 			
About me				I can help myself by							
<ul style="list-style-type: none"> I have a supportive <u>family</u> I have ADHD I like animals and want to be a dog trainer 				<ul style="list-style-type: none"> Going straight to lesson Going to the Success Centre if I feel unsettled. Remove my coat / jacket. 							
Target 1: <ol style="list-style-type: none"> XXX will take off his coat / jacket when asked. <u>if XXX</u> needs to regulate, he will use his Success Centre pass to go and remove his coat / jacket before returning to the lesson. Cover lessons – if the lesson is <u>unsuited</u> XXX will work on <u>Sparks</u> to avoid warnings. 				Date of target reviewed - Fully Met- Partially Met- Not Met-							
Staff XXXXX		Date 18/11/24		CYP XXXXX		Date 18/11/24					
All Staff to complete the section below – Reasonable adjustments / adaptations / additional strategies you use in the lesson. (APDR)											

Annotated Seating Plans

Teachers create seating plans with the needs of all pupils in mind. They review them regularly and have printed copies of up-to-date and annotated seating plans available in a folder in their classroom. Annotations may include student data relating to assessment, reading age, **reasonable adjustments** or bespoke teaching strategies. Teachers always consider including a **well-worn path**, which is a physical route through the classroom that passes the pupils in need of most support.



CATs Data Sheets

Every teacher is provided with a data sheet containing the Cognitive Abilities Test Scores (CATs) for their each of their classes. This is kept alongside their Pupils Passports and Annotated Seating Plans. It aims to support teachers in understanding both the potential and learning needs of all their pupils. Adaptations to teaching strategies can then be implemented to reduce cognitive load, support accessing learning and to maximise progress. An adaptations sheet is also provided to reduce cognitive load for teachers and act as prompt to support responsive teaching.

CATS Verbal	CATS Non-Verbal	CATS Quantative	CATS Spatial	CATS Mean
0	0	0	0	0
88	64	82	83	79
79	96	94	80	87
113	96	91	97	99
110	103	110	99	106
69	59	71	77	69
86	96	72	86	85
102	102	101	110	104
86	95	95	103	95

Wave 1 Adaptations to our Teaching & Learning Strategies

Low Verbal Reasoning (thinking with words)	Low Non-verbal Reasoning (thinking with shapes)	Low Quantitative Reasoning (thinking with numbers)	Low Spatial Reasoning (thinking with shapes and spaces)
<ul style="list-style-type: none"> ✓ Learning goals - phrased as questions and constantly reviewed throughs checks for understanding. ✓ Keywords - explain the keywords using concrete examples when they are introduced at the start of the lesson. ✓ Explicit Instruction - provide clear, direct instruction using as few words as possible ✓ 3, 2, 1 Narrated Track – additional prompts and adjustments ✓ Cold Calling – give thinking time/pre-prepare student ✓ Think-Pair-Share – additional scaffolding needed ✓ Chunking - break down texts into manageable parts and discuss meaning. 	<ul style="list-style-type: none"> ✓ Visualiser – narrate thinking while modelling and live marking ✓ Pictures – explain image, as they may not understand the connection or meaning ✓ Pictures – consider including examples and non-examples to rule out misconceptions 	<ul style="list-style-type: none"> ✓ Signposted Learning – over articulate transitions ✓ Do Now – monitor completion/provide prompts ✓ Modelling - Break down multi-step word problems into smaller, manageable steps. ✓ Review – monitor completion of green pen work/ provide prompts ✓ Clutter Free Classrooms – physically clear and tidy environment to minimise overload to working memory 	<ul style="list-style-type: none"> ✓ Dual Coding – support connections by using imagery and text. ✓ Presentation - work layout should be checked on well-worn path. ✓ Tracing – following with finger or ruler when reading text/diagram

Teaching Assistants

The SENDCo is responsible for the CPD and deployment of Teaching Assistants. For lessons in which TAs support, they will have access to medium term plans and lesson content in advance to prepare for their role in the classroom. The SENDCo will consider what TAs specialise in. They may focus on a particular student or department.

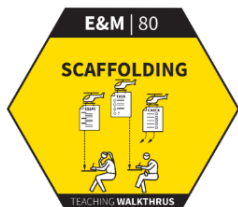
Scaffolding

Teachers always consider scaffolding work so that it is desirably difficult for all pupils³². They provide scaffolds for the remaining pupils to reach the same standard, albeit with more help, guidance and time. Setting the most ambitious goals for all pupils and providing scaffolds, raises the attainment and expectations of the whole class³³.

WALKTHRUS

E&M | 80

SCAFFOLDING

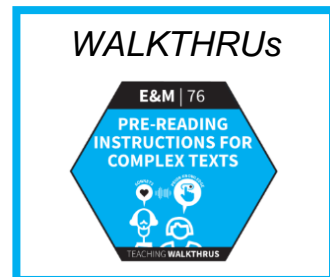


Scaffolding in Practice

Following the first two stages of an I Do, We Do, You Do activity, the teacher now provides all pupils with a writing frame, expecting all pupils to complete an independent answer. More able pupils can work through their answer at a faster pace and complete the entire extract, whereas others complete the same work, but do not get quite so far.

EAL

Teachers always consider allowing short sections of written work to be completed in the pupil's **home language**, which allows more breadth of vocabulary and helps them to feel included. Teachers also identify and pre-teach sophisticated keywords and concepts essential for accessing the curriculum, which goes beyond the **three keywords** taught to every pupil. Teachers consider allowing pupils with EAL more time to complete lesson tasks to support their progress³⁴. Regular checks for understanding will ensure that pupils with EAL receive this time.



Resources

Teachers at Milton Keynes Academy always consider when to use resources from their SEN pack, as well as ensuring power points are dyslexia-friendly and resources are clear and uncluttered, labelled using text and images.

Challenging Misconceptions

Differentiation is a term often used to describe the way in which work is changed to suit different pupils. This can lead to the idea that pupils should be given different work or learning goals, which creates an additional workload and can limit pupil progress.

³⁰EEF. (2019). *Special Educational Needs in Mainstream Schools: Guidance Report*. London: EEF.

³¹Rowland, M. (2021). *Addressing Educational Disadvantage*. Woodbridge: John Catt.

³²Myatt, M. (2016). *High Challenge, Low Threat*. John Catt: Woodbridge.

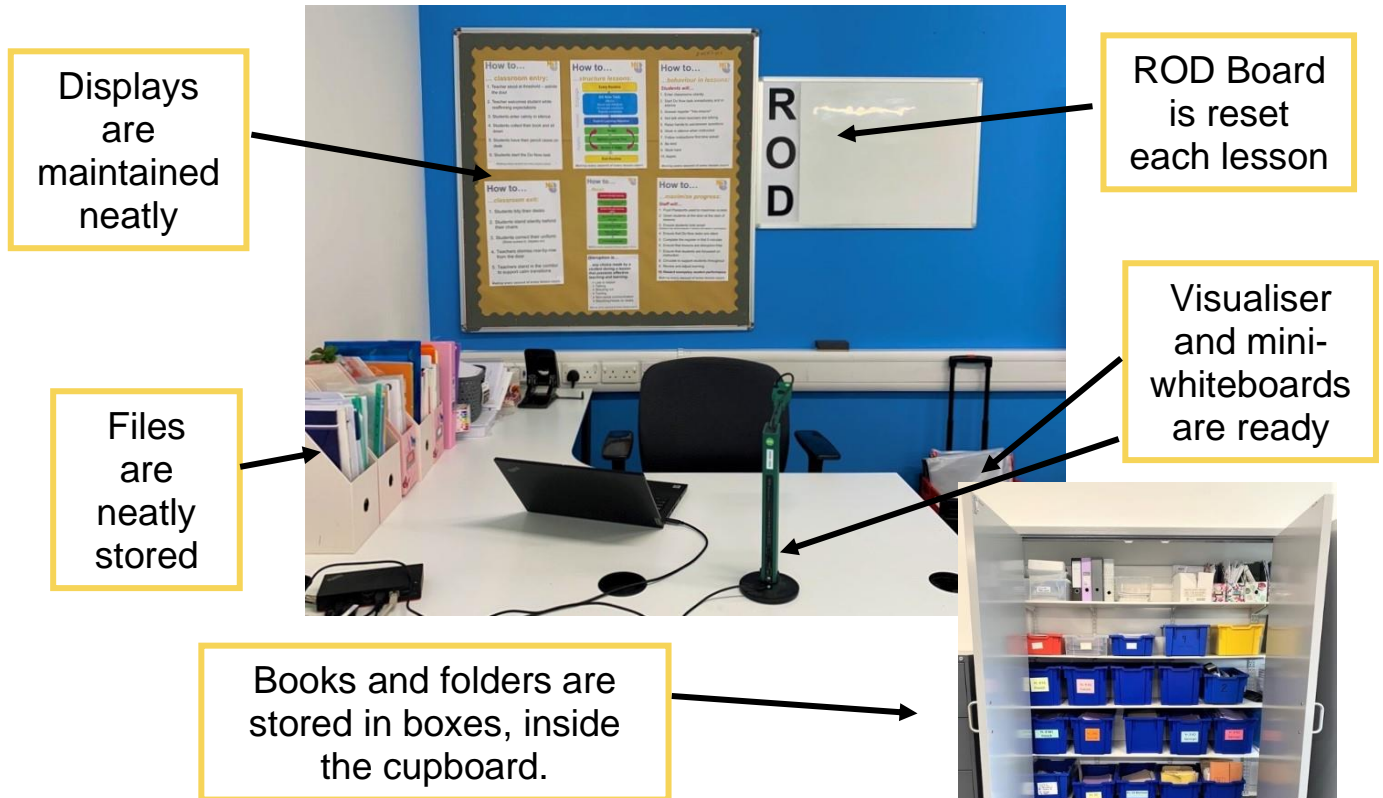
³³Sherrington, T. (2019). *Rosenshine's Principles in Action*. John Catt: Woodbridge.

³⁴Oxley, E. & de Cat, C. (2021). 'A Systematic Review of Language and Literacy Interventions in Children and Adolescents with EAL', *The Language Learning Journal*, 49(3), pp. 265 – 287.

Behaviour for Learning

All pupils at Milton Keynes Academy benefit from safe and secure classroom environments, free from disruptions and distractions⁴³

At Milton Keynes Academy, teachers model excellent preparation for learning by ensuring their classroom is organised for the effective delivery of lessons. This includes desks, walls and storage spaces that are clutter and distraction free.



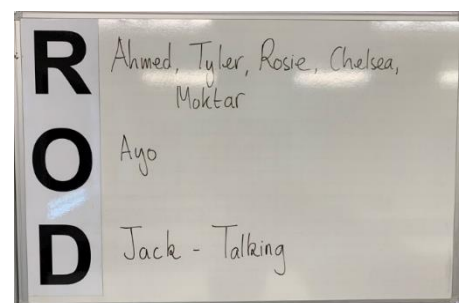
The Reward, Organisation and Discipline (ROD) Board

Teachers apply the Reward, Organisation, Discipline (ROD) board from the outset of the lesson to reward pupils, address lack of equipment or provide warnings for disruption to learning.

ROD Board in Practice

When a student provides an excellent response to a question the teacher writes their name next to the letter 'R'. This shows they have received a reward point which will be added on Arbor.

If a student is disruptive, they are verbally warned and their name and the reason is written on the board next to the letter 'D'. A second warning will result in a 'Tick' being placed next to the name. Any further disruption will result in removal from the lesson to the Reset room.



Narrated Countdowns using Track

At Milton Keynes Academy, teachers transition between phases of learning in a consistent way to limit the extraneous cognitive load on pupils. Teachers use a **narrated countdown of '3, 2, 1, Track'**. 'Track' means the pupils pay physical attention to the person or object the teacher indicates, such as the teacher, a pupil who has been posed a question or the .

Narrated Countdowns in Practice

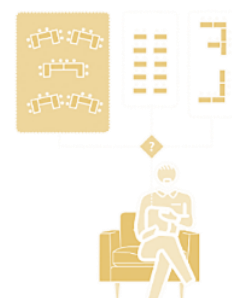
Teachers front load their instructions by narrating their countdown, telling pupils what they want them to do: “Okay class, finish the sentence you’re on and be ready to Track in **three**, pens down now please, **two**, well done to the front two rows, everybody looking this way showing me your ready, **one** and **Track**”.

Physical Behaviours During Track	
Expected Behaviours	Disruptive Behaviours
Sitting up	Turning around
Head off the desk	Slouching
Looking at the person or object they have been told to track	Fidgeting (unless a fidget toy is listed on a Pupil Passport)
Not talking	Talking
	Refusing Instructions

Reasonable Adjustments

At Milton Keynes Academy, teachers **must** make reasonable adjustments by reading pupil passports and implementing non-negotiable strategies. Reasonable adjustments **must** be planned for and clearly annotated on seating plans.

Teachers **must** have copies of annotated seating plans and pupil passports with them in a confidential folder, which is available to view during lessons.



Challenging Misconception (321 track)

Teachers may sometimes rush through the countdown without giving students enough time to process the transition from their current activity to listening and tracking, causing a breakdown in attention and compliance. The strategy is most effective when teachers clearly communicate the expectation that by the time "1" is reached, all students are focused, quiet, and visually engaged.



Start and End of the Lesson Routines

Engage: starting a lesson

At the start of the lesson, the teacher stands at the doorway, monitoring both the classroom and the surrounding area. Pupils are expected to enter calmly without lining up outside. The teacher designates two responsible students to distribute materials, while students take their assigned seats, placing coats on their chairs and bags under the desks. A **Do Now** activity is displayed on the board and pupils begin their Do Now immediately. The teacher completes the register in the first five minutes and pupils respond respectfully with “Yes Sir/Miss.”

Ending a lesson

Lessons at MKA are concluded in a structured manner. The teacher signals the end of the narrated countdown. Pupils pass their work down the rows, which is then collected by two responsible students and stored away neatly. After the teacher instructs the class to stand behind their chairs, pupils put on their coats and bags, tuck in their chairs and wait patiently. Pupils are then dismissed row by row in a calm, orderly manner. The teacher is the last to leave the room, ensuring it is locked for safeguarding purposes, unless another staff member is present. Movement in the surround area is actively monitored to ensure safety and discourage loitering.

⁴³Bennett, T. (2020). *Running the Room*. Woodbridge: John Catt.

Presentation Expectations

All pupils benefit from teachers' high expectations of the pride and care pupils are expected to take in the quality of their books.

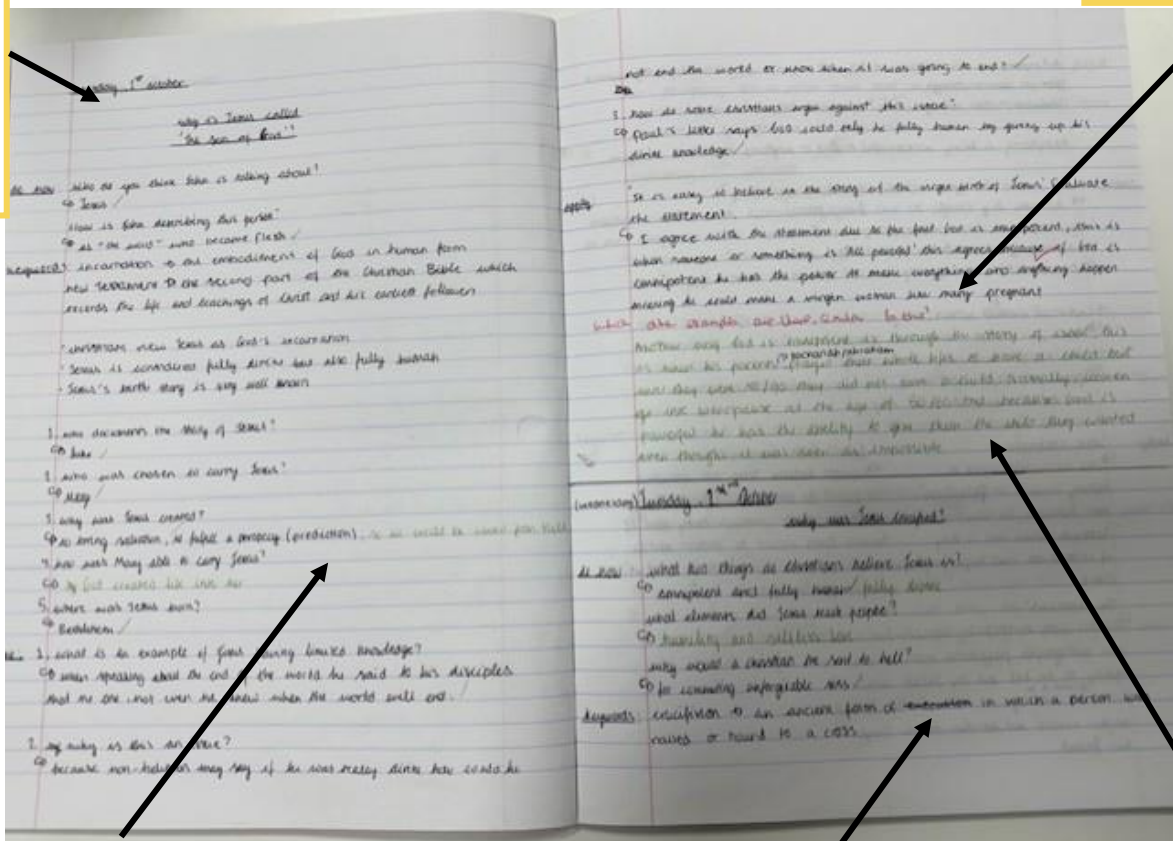
At Milton Keynes Academy, teachers reinforce **high presentation standards** in pupils' books. Pupils are expected to take pride and care in the presentation of their work and teachers must pick up any issues as they arise.



Pupils always write in their neatest handwriting using a black or blue pen. Self, peer assessment, corrections and responses to live marking are to be in green pen, whilst teacher feedback is in any other colour, except black/blue/green. Drawings are completed in pencil. Mistakes are crossed out using a single line. Work should be free from graffiti, doodles and scribbles.

Underlined
date, title
and
signposted
phases of
learning

Live Marking



Corrections in
green pen

Errors are crossed
out with a single line

Green pen
response to Live
Marking

Challenging Misconceptions

Signposting of learning in both teaching resources and pupils workbooks is to provide a structure to support the cognition of learning. In pupil workbooks, as a minimum in every lesson the; Title, Date, Do Now and Apply phase must be signposted in the book. The other phases of learning are at the discretion of the teacher.

CPD and Steplab

All pupils benefit from teachers, leaders and support staff who engage in a process of continuous professional learning⁴⁴.

At Milton Keynes Academy, teachers actively participate in developmental CPD, displaying humility, openness and the highest sense of professionalism by recognising that we can all improve in our practice. We believe that regardless of career stage, CPD is an both an entitlement and necessity for staff. Providing a quality first education for all pupils remains at the heart of our vision for CPD.



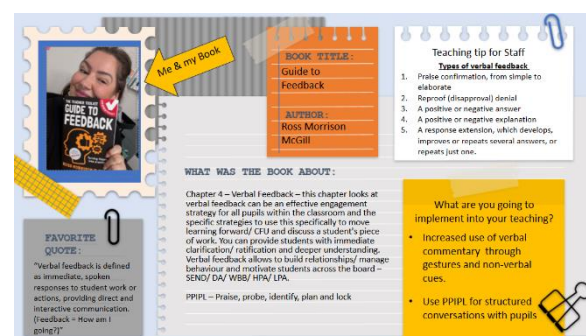
Our directed time CPD curriculum is evidence-informed, drawing on the latest educational research to ensure that the strategies and approaches promoted have the most significant impact on student attainment. Our training calendar is published at the start of the academic year to support workload planning and wellbeing, the content is mapped against our whole school priorities with contingency time built in to allow for reactive training where needs are identified through staff voice or quality assurance.

Spotlight Briefing

Every Friday morning we host a T&L spotlight briefing for all teachers. This provides a weekly touch point too spotlight Steplab shout outs, pedagogy from our T&L Policy and then partake in deliberate practice. Teachers are provided with worked examples or scripts of the strategy in action to ensure maximal success and consistency across our classrooms.

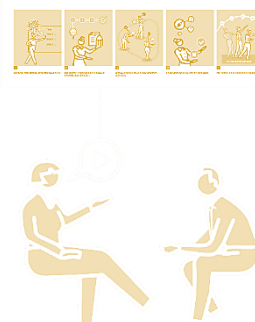
Book Reviews

We encourage all staff to engage with educational research and model the importance of academic literature. We have a well-resourced T&L library and regularly provide bespoke literature to colleagues relevant to their remit. Our Spotlight briefings always start with a book review, lead by a volunteer, which spotlights the 'top tips' and 'key takeaways' from their chosen text.



Walkthrus/ TLAC

Tom Sherrington and Doug Lemov were key influences on our T&L policy. As such, each member of staff is provided with a copy of the 'WALKTHRUS' books when they start at the academy and there are several copies of 'Teach Like A Champion' in the T&L library. Both texts are referenced throughout the CPD sessions, on Steplab and throughout our feedback conversations.



⁴⁴ Kennedy, M. M. (2016). 'How does Professional Development Improve Teaching?' *Review of Educational Research*, 86(4), pp. 945 – 980.

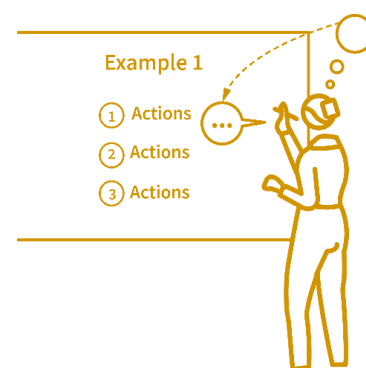
Departmental & Subject Specific CPD

Departmental professional development empowers teachers to improve their domain-specific practice. Each department has dedicated meeting time per week with a standardised agenda as well as additional extended meetings to support high quality moderation, book looks and a CPD.



Early Career Teachers (ECTs) and ITT's

ECTs at Milton Keynes Academy always consider the skills and knowledge provided through specific support to become confident, reflective practitioners. ECTs complete and engage with study materials provided by Teach First as part of their Early Careers Framework and engage with weekly (ECT 1) or fortnightly (ECT 2) Instructional Coaching sessions with their mentor to develop their practice. ITTs engage with a weekly supplementary programme focused on the MKA Teaching and Learning policy. Both ECTs and ITTs are supported by the Induction Tutor, mentors and curriculum leads in department to apply to MKA teaching and learning policy.



Steplab Coaching

Steplab is used to support instructional coaching across the school. We have a number of trained coaches who support the development of an individual or potentially a small group of teachers. Coaching conversations are informed by learning walk activities and focus on a specific, high leverage aspect of their teaching practice. Instructional coaching will be used where appropriate to provide on the spot, supportive feedback to improve the teaching and learning experience in every classroom.

Steplab Drop Ins

We have an open-door policy and welcome people into our classrooms. We have normalised leaders dropping in, usually for between 5 – 15 minutes, to engage with staff development and improve teaching practice. Following a lesson drop in it's reasonable for teacher to expect some constructive feedback via the Steplab platform. The feedback will follow the WWW/EBI format highlighting some excellent practice while also suggesting an actionable step to address a missed learning opportunity or to tweak a routine. Steplab Drop In feedback is private, between the teacher, observer and Curriculum Leader.

Steplab Shout Outs

Where best practice is seen during a Drop In a Shout Out will likely be given. Shout Outs are positive and public. We champion staff who successfully implement our policies and try to promote this as much as possible.

♥ Shoutout

Loved how proud and enthusiastic the students were to show off their new 'modelling' workbook for their 'I do We do! Even better they could articulate the quadrants model to me :)

♥ Shoutout

Strong routines and sky high expectations ensuring 100% completion of Do Now task and green pen Review Now .