Teaching and Learning Policy
2023 - 2024

Policy Team: Quality of Education
Author: Daniel Langley

Implemented: September 2023
Review Date: September 2024

"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

Contents

Part 1: Teaching and Learning *in Theory*

Part 2: Teaching and Learning *in Practice*

Vision and Values

Our vision of Teaching & Learning (T&L) is to improve the life chances and life choices of all our pupils through the delivery of outstanding, knowledge-rich lessons, delivered in inclusive classroom environments. Our values of respect, responsibility, resilience, aspiration, and equality underpin everything we do.

Research demonstrates that the quality of T&L is the largest determining factor in pupil achievement[1]. Academic attainment and social enhancement are the keys our pupils need to lead fulfilling and enriching lives[2]. At the heart of this policy are our young people and their futures.

Our approach is informed by the best available evidence, using research outcomes to select strategies which are most likely to improve pupil attainment[3].

Our teachers adapt their lessons to be inclusive by design, rather than as an afterthought so that all pupils can make excellent progress[4]. Pupil needs, listed on pupil passports, drive inclusivity.

Our pupils are entitled to excellent, memorable learning experiences through well-planned, well-taught lessons. We treat teachers as consummate professionals and expect them to strive to achieve this through continuous professional development[5].

Teachers of all levels must meet the teachers' standards[6]. If we feel that the quality of teaching does not meet those standards, then we will use a combination of support and challenge to improve their practice for the benefit of our pupils.

Marc Jordan

Principal   Chair of Governors

[1]Major, L. E. & Higgins, S. (2019). *What Works?* London: Bloomsbury.
[2]Wiliam, D. (2016). *Leadership for Teacher Learning.* West Palm Beach, FL: Learning Science International.
[3]Hendrick, C. & Macpherson, R. (2017). *What Does This Look Like in the Classroom: Bridging the Gap Between Theory and Practice*. Woodbridge: John Catt.
[4]EEF. (2019). *Special Educational Needs in Mainstream Schools: Guidance Report*. London: EEF
[5]See the MKA Professional Development Framework.
[6]Department for education. (2011). *Teachers' standards.* London: DFE.

Creative Education Trust

CET Mission

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

CET Vision

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

CET Values

> **Ambition**
> > We are ambitious in everything because only the best will do
>
> **Excellence**
> > We do not stop at 'good enough'
>
> **Creativity**
> > We connect our knowledge in innovative ways
>
> **Resilience**
> > When the going gets hard, we up our game and reach our goal
>
> **Inclusion**
> > Every child and every colleague matters – we will work for and with them all
>
> **Respect**
> > We value the ideas of others and make sure all voices are heard

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

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

MKA: Three Strategic Priorities

High-quality Teaching and Learning support the academy in achieving its three strategic priorities.
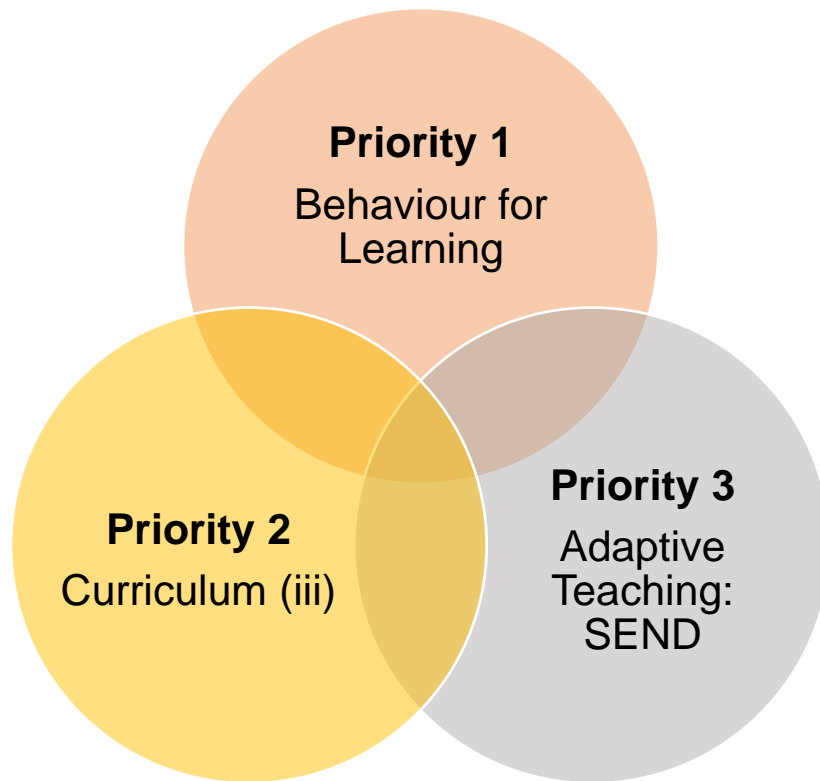
Priority 1

Pupils thrive in lessons with consistent routines, adaptive planning and effective organisation, free from distractions and disruptions[7].

Priority 2

Effective teaching allows all pupils to access the curriculum, deepening the knowledge stored in their long-term memory[8].

Priority 3

Pupils with SEND are in most need of excellent teaching, which is inclusive by design and not as an afterthought[9].

[7]Bennett, T. (2020). *Running the Room*. Woodbridge: John Catt.
[8]Ashbee, R. (2021). *Curriculum: Theory, Culture and Subject Specialisms*. Oxon: Routledge.
[9]EEF. (2019). *Special Educational Needs in Mainstream Schools: Guidance Report*. London: EEF.

Roles and Responsibilities

Fulfilling our vision, living our values and achieving our three strategic priorities involves every member of staff.

Classroom Teacher	**Implementation:** To plan and develop individual and sequences of lessons adapted appropriately for the needs of every student and class that you teach following the principles and components outlined in the policy and the T&L Framework. **CPD:** To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy.
Curriculum Leaders	**Implementation:** To ensure the T&L policy is implemented consistently in their areas of responsibility. To plan and develop individual and sequences of lessons suitable and adapted appropriately for the needs of every student and class that you teach. **Quality assurance:** To conduct regular quality assurance, including but not limited to reviewing and providing feedback on individual and sequences of lessons, quality assurance of the curriculum and assessments, quality assurance of teaching and learning (through learning walks, book scrutiny, pupil voice and staff voice). **CPD:** To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To run subject-specific and pedagogical CPD responding to empirical evidence gathered through quality assurance cycles.
The Leader of Vocational Subjects	**Implementation** To actively ensure that the curriculum requirements for all vocational subjects are delivered effectively within a published timetable of submission deadlines. To ensure that teachers understand how vocational qualifications are best delivered through effective T&L. **Quality assurance:** To conduct regular quality assurance, including but not limited to reviewing and providing feedback on individual and sequences of lessons, curriculum and assessments and T&L. For example, through learning walks, book scrutiny and student and staff voice.

	CPD: To ensure that vocational leaders and teachers are continuously developed to fulfil administrative requirements and improve the quality of their delivery to maximise outcomes.
The SENDCO and Teaching Assistants	**Implementation:** To ensure the T&L policy is implemented consistently to support students with specific needs. To ensure that pupil passports are underpinned by the T&L policy. For example, to "ensure Pupil A has a printed copy of the 'Do Now' to eliminate unnecessary copying". **Quality assurance:** To conduct SEND-specific learning walks, pupil voice and work scrutiny to ensure students access and are successful across the curriculum. **CPD:** To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To collaborate with T&L Lead, SLT and Curriculum Leaders to plan and deliver high-quality CPD using the T&L Framework to support SEND learners.
The Senior Leadership Team	**Implementation:** To ensure the T&L policy is implemented consistently in their areas of responsibility. To create a culture of great teaching and learning where professional dialogues about pedagogy and practice are facilitated, encouraged, and celebrated. **Quality assurance:** To conduct regular quality assurance within your remit and for departments which you line manage. This will include but is not limited to quality assurance of the curriculum and assessments, quality assurance of teaching and learning (through learning walks, book scrutiny, pupil voice and staff voice). To conduct collaborative quality assurance with middle and senior leaders to ensure agreement and standardised judgements. **CPD:** To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To support and lead in the delivery of high-quality CPD using the T&L Framework to upskill those whom they line manage and all staff.
The Senior Leader/s	**Implementation:** To ensure the T&L policy is implemented consistently across the

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

	inform next steps and to inform CPD
	• To triangulate in-school data with student and pupil voice and feedback accordingly
	CPD:
	To keep up-to-date with research, upskilling senior and middle leaders where areas for development arise. To support and collaborate in delivering high-quality CPD and in scrutinising the impact based on QA mechanisms. To display humility and openness in recognising our own role as a learner while striving to model best practice at every opportunity.

Construction and Compliance

This section outlines when this document will be reviewed and how it fits into the other frameworks and policies in existence.

Trust Teaching and Learning Framework

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

Teaching and Learning Expectations and Goals

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

Academy Teaching and Learning Policy

- In-line with Trust T&L components and includes a mixture of the Trust T&L strategies which the internal T&L lead decides are appropriate for their setting
- Constructed internally in schools with T&L lead at the forefront. Can use existing policies where they are in line with all the above
- Sets out schools learning cycle and components to learning. These may be renamed or further sub-divided from the Trust components but may not re-ordered or left out

Phase/Subject Contextualisation

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

Review Dates

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

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

|	
The last compliance check was completed on:	July 2023
The last compliance check was completed by:	Craig Latimer
The next compliance check is due by:	July 2024

CET T&L Framework Principles

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

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

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

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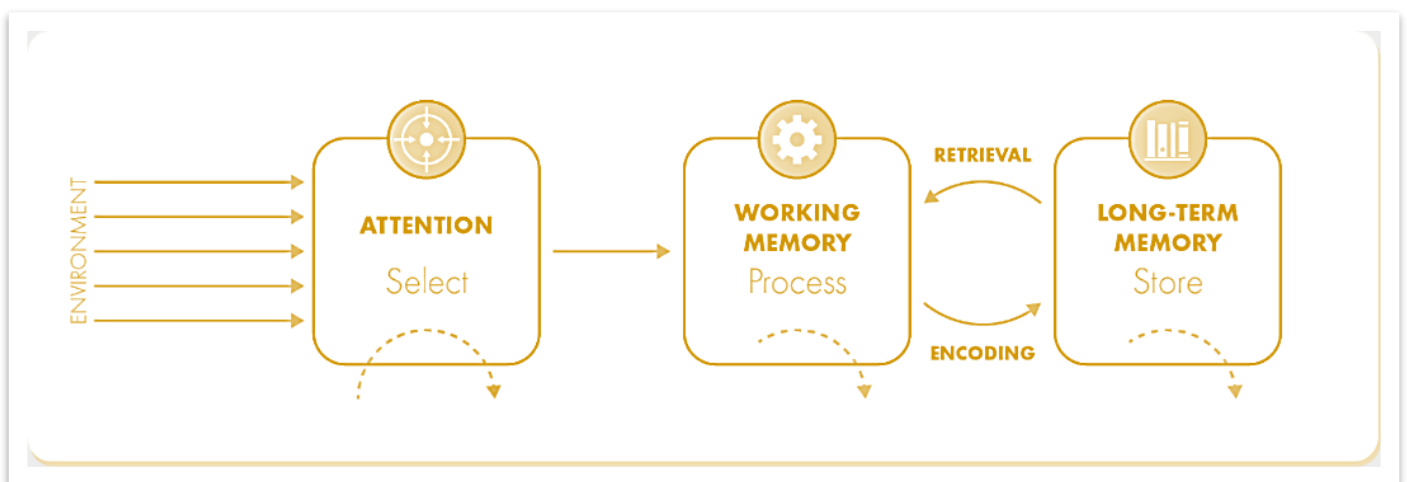
Cognitive Science

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

The simple model of memory contains three main processes:

- **Selecting** the right information from the environment, which involves the direction of attention
- **Processing** this information within working memory, alongside the retrieval of linked prior knowledge

Storing this information in long-term memory through the process of encoding. This allows the development of schema, mental maps that allow the organisation of knowledge structures for specific concepts.
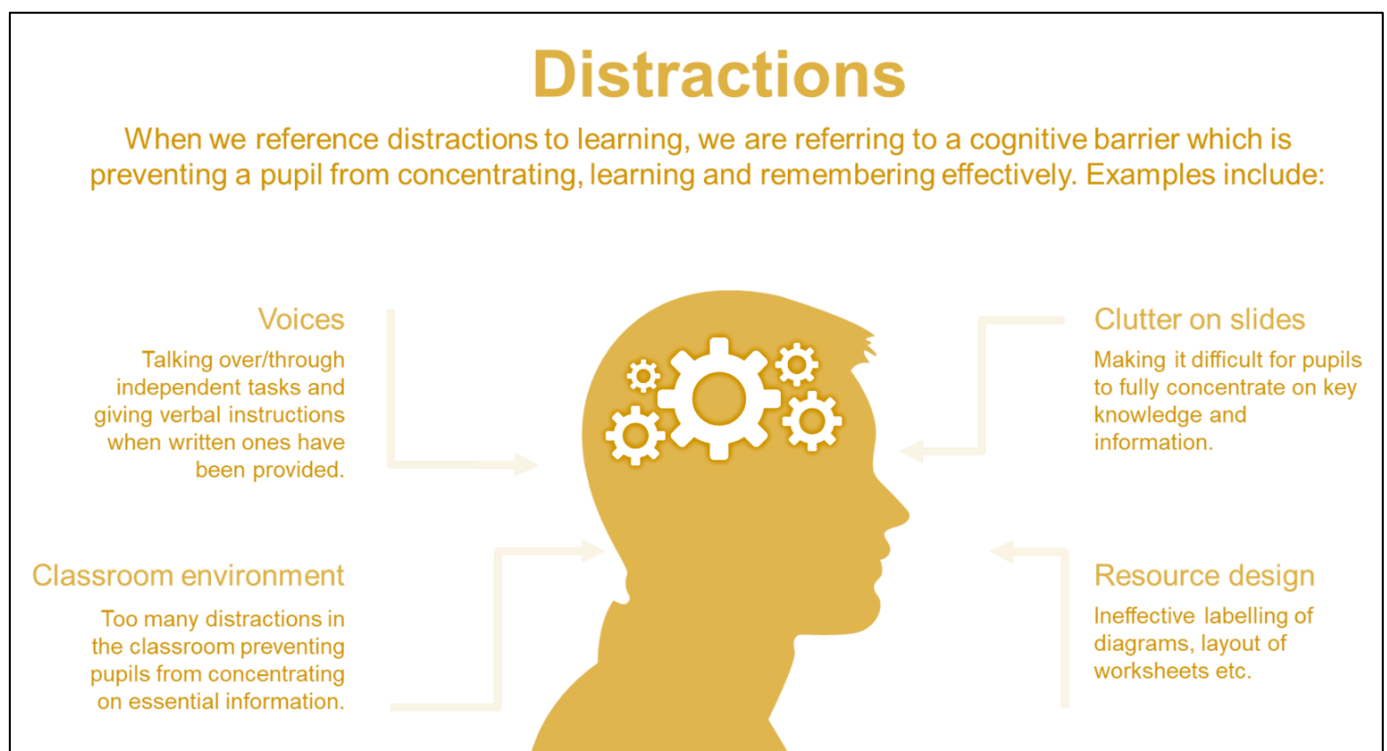
Working memory is made up of three made parts:

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

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

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

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

Distractions

When we reference distractions to learning, we are referring to a cognitive barrier which is preventing a pupil from concentrating, learning and remembering effectively. Examples include:

Voices
Talking over/through independent tasks and giving verbal instructions when written ones have been provided.

Clutter on slides
Making it difficult for pupils to fully concentrate on key knowledge and information.

Classroom environment
Too many distractions in the classroom preventing pupils from concentrating on essential information.

Resource design
Ineffective labelling of diagrams, layout of worksheets etc.

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

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

Disruptions

When we reference disruptions to learning, we are referring to a conduct related issue where there has been a breach of the academy behaviour for learning policy.

Poor behaviour

Underlying SEND needs

Pastoral / wellbeing concerns

Safeguarding concerns

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

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

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

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

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

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

Our eight key principles:

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

1: Removing Distractors

Distractions exist in multiple forms within the classroom. They can be displays on the walls, resources around the room, or even how the teacher presents information or interrupts students' learning. Numerous areas of research support the removal of distractors from the learning process.

Eliminate the redundancy effect

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

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

The redundancy effect can be reduced by eliminating unnecessary information.

Reduce the split-attention effect

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

The split-attention effect can be reduced by combining information.

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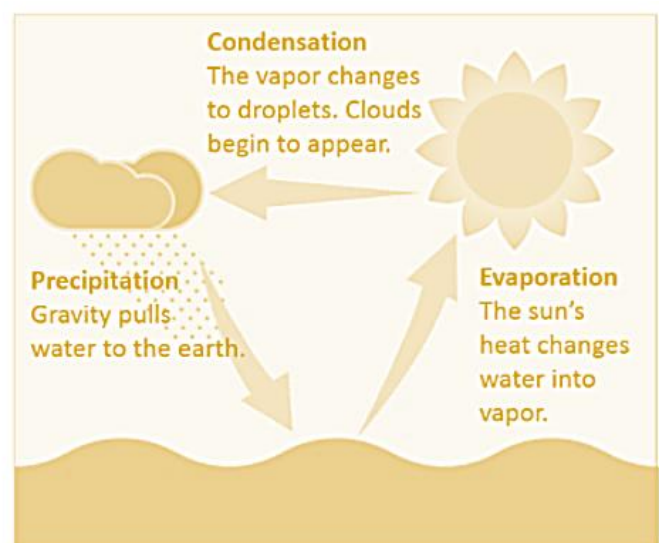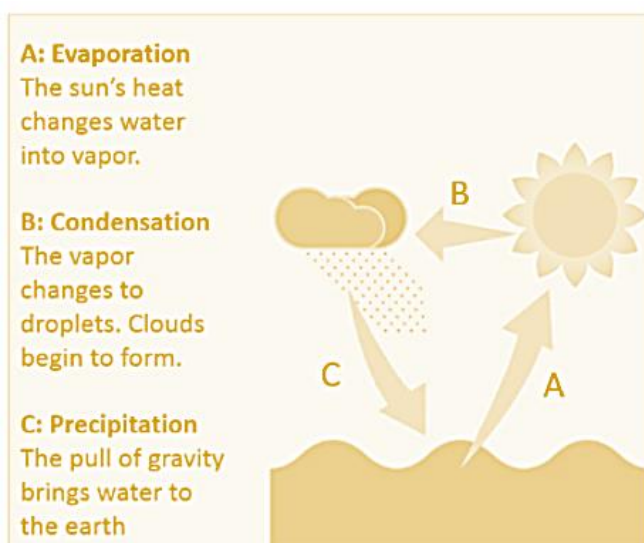
Reduce transient information

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

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

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

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

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

Utilise the modality effect

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

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

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

Once this has happened, a labelled diagram can appear to overcome the transient information effect.
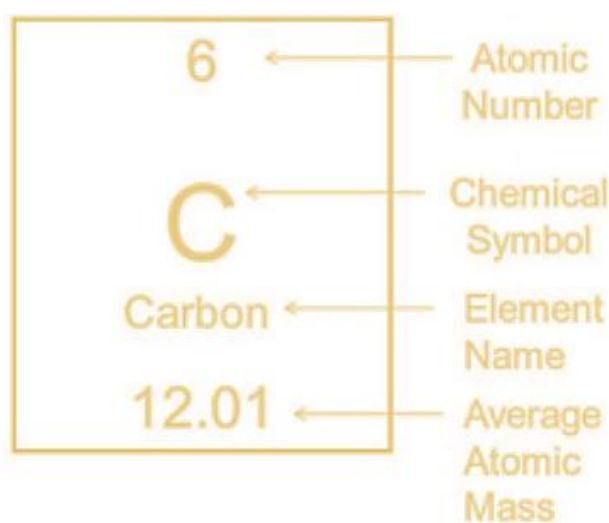
2: Establishing Routines

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

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

He also describes the process of creating routines. They contain a **cue**, to prompt an initial **action**, which will lead to a **chain** of events. It is important to note that for routines to be effective across an academy, the explicit nature of the cue, action and chain need to be devised centrally and shared across the school. An example of an effective learning routine could be using mini whiteboards. The question that pupils are set to answer could be asked twice, before being followed by the **cue** to write "in 3, 2, 1… go". Once pupils have completed the **action** of writing their answers a secondary **cue** of "3, 2, 1… show me" could be used to prompt the **action** of all pupils showing their answers at once which begins the **chain** of the teacher responding to the emerging needs of the pupils.
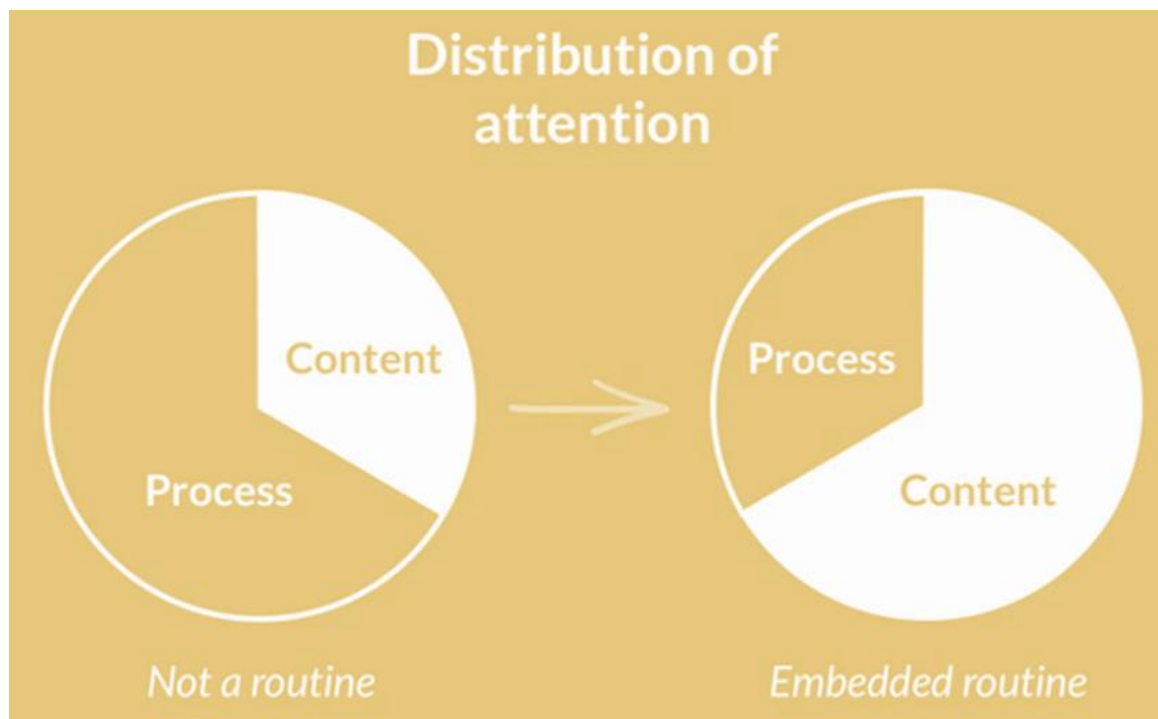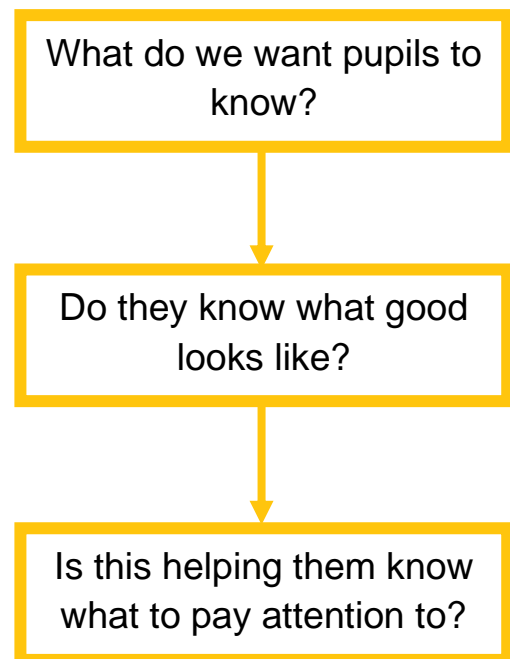
3: Directing Attention

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

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

D.T. Willingham

Removing distractors is an important step to maximise attention. However, we must also direct pupils' attention. A common misconception that some teachers have, is that pupils know what they should focus on. Often this is not the case, and without explicit instruction, **clear learning goals** and **success criteria**, our pupils' attention could be anywhere, and their interpretation of success could be anything.

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

> What do we want pupils to know?
>
> ↓
>
> Do they know what good looks like?
>
> ↓
>
> Is this helping them know what to pay attention to?

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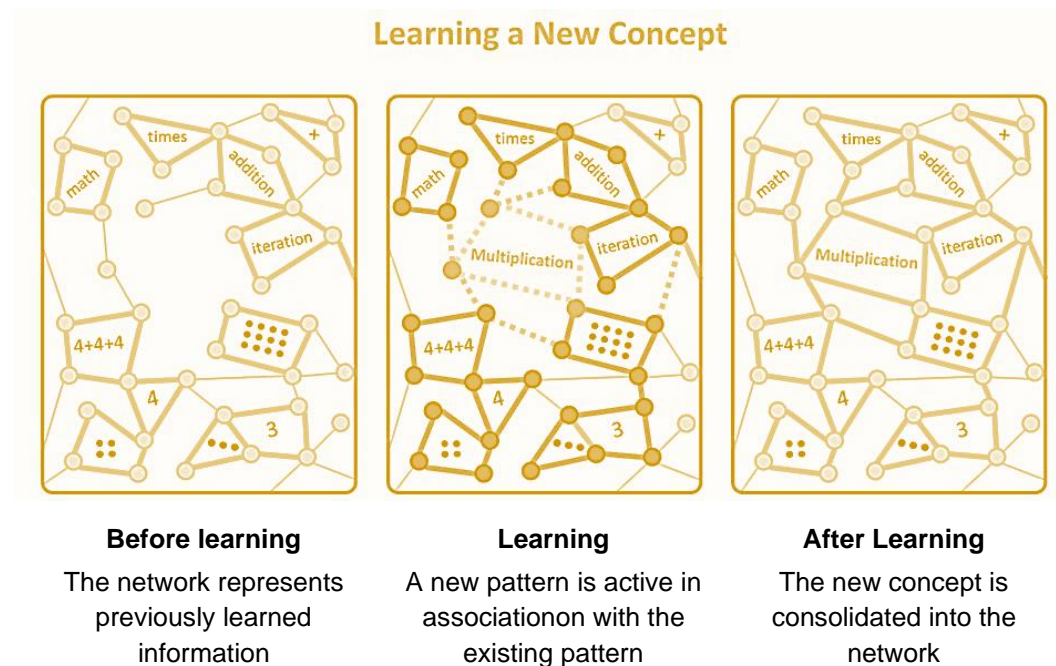
4. Relating to Prior Knowledge

Knowledge builds on knowledge. Activate relevant knowledge before learning and build new ideas within existing.

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

E. Furst

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

An example of this would be to use the start of the lesson to activate prerequisite knowledge whilst identifying and addressing any gaps before delivering new content in a lesson. A GCSE lesson on photosynthesis requires prior knowledge that pupils know what a plant is (KS1 and 2), know that photosynthesis is a chemical reaction (KS3), and that the reaction requires carbon dioxide to diffuse into the leaf (KS4). The activation of all these building blocks in their schema will allow pupils to have a deep understanding of photosynthesis. Gaps in any of these blocks can prevent a fully developed schema from being produced and allow misconceptions to develop.

Learning a New Concept

Before learning	Learning	After Learning
The network represents previously learned information	A new pattern is active in associationon with the existing pattern	The new concept is consolidated into the network

5: Responsive Teaching

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

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

B. Rosenshine

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

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

Dylan Wiliam reminds us that "If students learned what they were taught, we would never need to assess; we could instead just keep records of what we had taught. But as every teacher knows, many students do not learn what they are taught. Indeed, when we look at their work, we sometimes wonder if they were even present in the classroom. That is why assessment is the bridge between teaching and learning."

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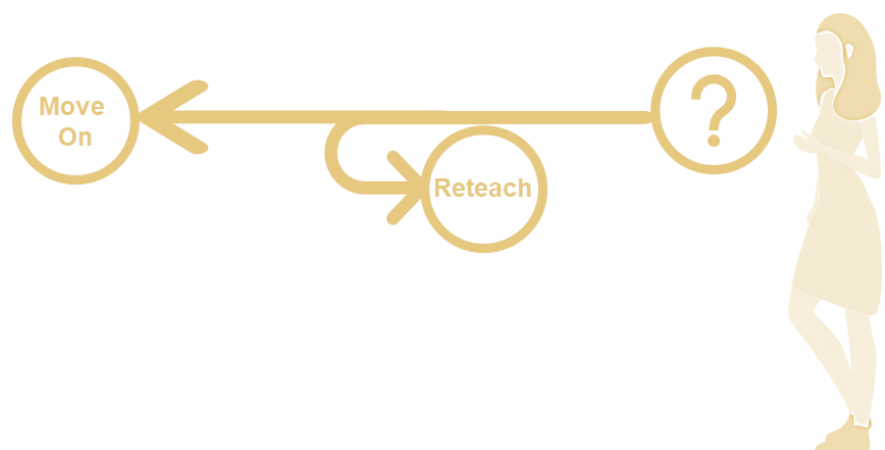
6. Adaptive Teaching

Pupils are all different and will all learn at different rates. Adapt teaching material and instruction so all pupils access the curriculum equitably.

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

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

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

Adaptive practitioners will edit seating plans to include information they gather on their class, including prompts such as which pupils may need instructions clarifying, which students may need to sit closer to the board, verbal cues for struggling pupils and how to support individual pupils.

| Barriers	Plans to address
Gaps in prior knowledge Gaps in vocabulary Support with production skills e.g. writing Specific SEND needs Limited working memory Variety of cultural experiences A common misconception	Read text in advance Contextualise vocabulary Discussions within the class Explicit teach learning behaviours Utilise verbal, written and visual or scaffolds Deploy targeted TA support

7: Ebbinghaus, forgetting and practice

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

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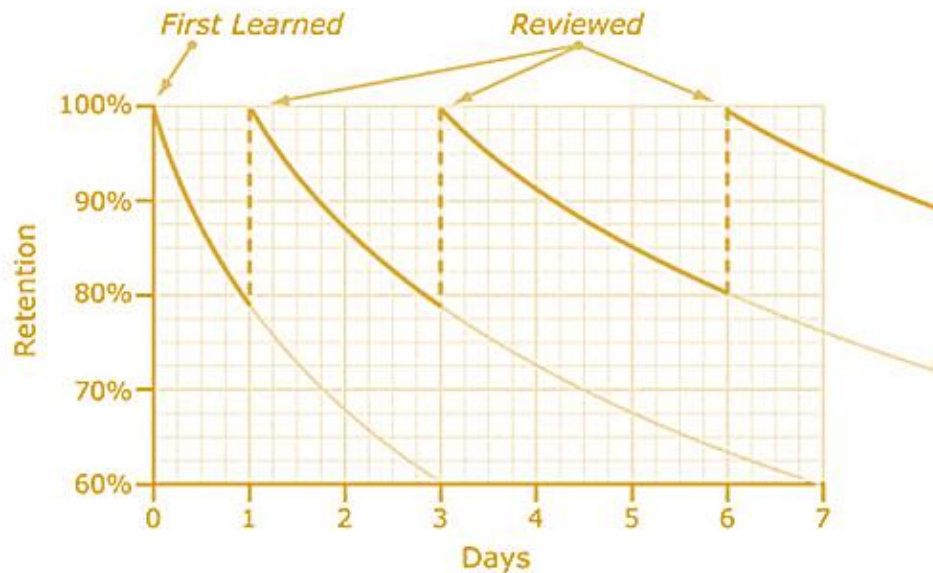
The Ebbinghaus Forgetting Curve is one of the most well-known aspects of cognitive science. Ebbinghaus plotted the actual rate at which he could remember a series of nonsense syllables after learning them. The same theory can be applied to the knowledge that we teach pupils within classrooms. As Doug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

- as soon as you learn something, you begin forgetting it almost immediately.
- the rate of forgetting is often shockingly high; a few hours after learning something, people routinely remember only a small fraction of it.
- each time you (successfully) practise recalling what you know, the rate and amount of forgetting are reduced somewhat.
- retrieving something back into working memory slows the rate of forgetting, but how and when the retrieval happens is important."

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

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

8: Success and Motivation

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

Motivation Success Cycle

It is our belief that every pupil in mainstream education has the potential to learn and develop their understanding of all concepts. We are aware that pupils may have had experiences in their life which have led them to believe that they may not be able to be successful in their ventures, academic or otherwise. In these cases, we must get pupils into a success/motivation cycle.

If pupils are lacking motivation, it is our job to remedy this. If, in the short term, it means making them feel successful by altering the pace of curriculum delivery, then we know that this can pay off in the long run and is worth the initial investment in time. Where possible, this feeling of success will come from appropriately pitching the content from the curriculum through scaffolding content, and clearly defining what success looks like so pupils can recognise it when they achieve it.

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

Zone of Proximal Development

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

Zone of proximal development
(Learner can do with guidance)

Learner can do unaided

Learner cannot do
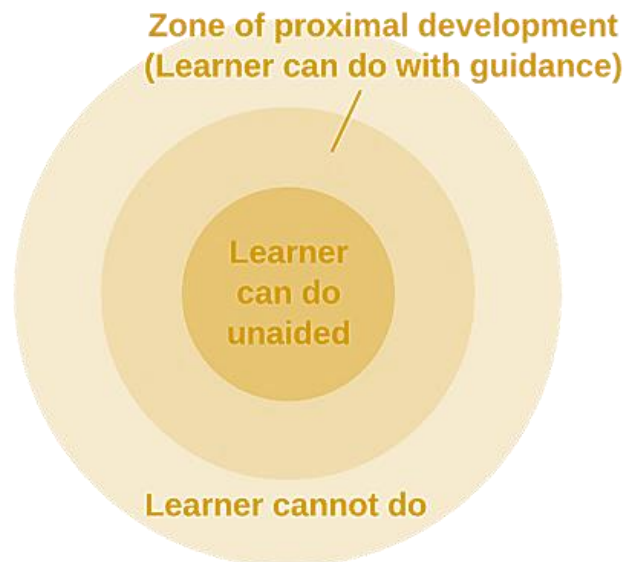
"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers"

Effective scaffolding of curriculum content and its delivery will ensure that pupils are consistently working in their ZPD. Work pitched outside of this will most likely not be successfully completed by pupils and may lead to them becoming demotivated. Examples of scaffolding for tasks which may seem daunting include the use of sentence starters, structure strips and successful retrieval questions.

How Learning Happens

At its heart, successful teaching is intentional, inclusive and prioritises strategies that secure the most successful outcomes for all pupils[10].

Successful learning is incremental, desirably difficult and evidenced by changes to pupils' long-term memory[11].
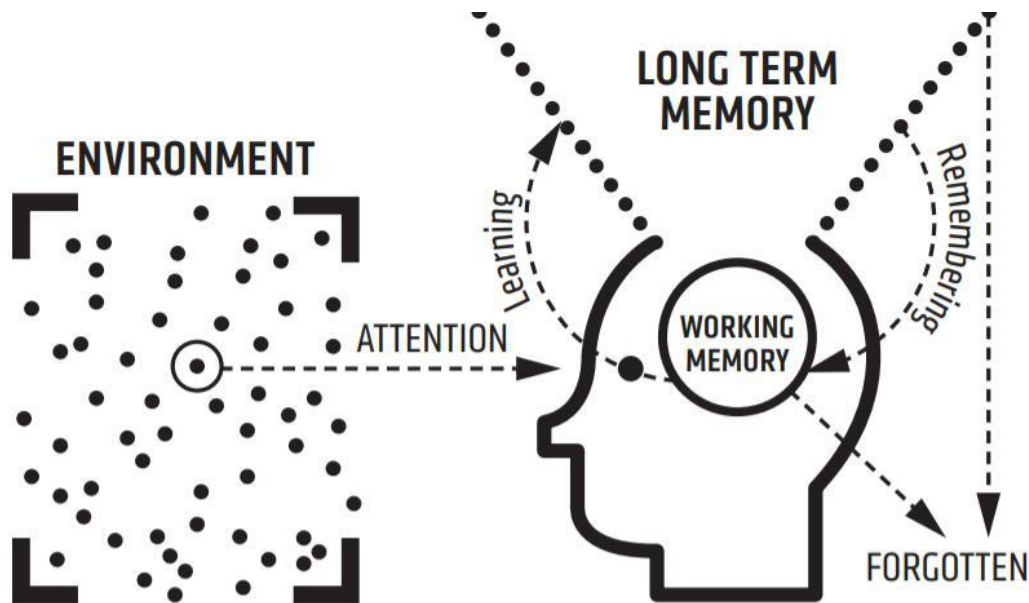
Information from the classroom environment enters the working memory. Working memory has limited capacity and so some information is forgotten. The information which is learnt enters the long-term memory.

The information which is explicitly taught in a well-sequenced curriculum and then revisited often is more likely to enter the long-term memory[12]. This principle underpins the MKA Learning Cycle.

[10] Kirschner, P., & Hendrick, C. & Heal, J. (2022). *How Teaching Happens*. Oxon: Routledge.
[11] Willingham, D. (2021). *Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*. Hoboken: Jossey-Bass.
[12] Jones, K. (2019). *Retrieval Practice: Research and Resources for Every Classroom*. Woodbridge: John Catt.

The MKA Learning Cycle

The MKA Learning Cycle is a 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.
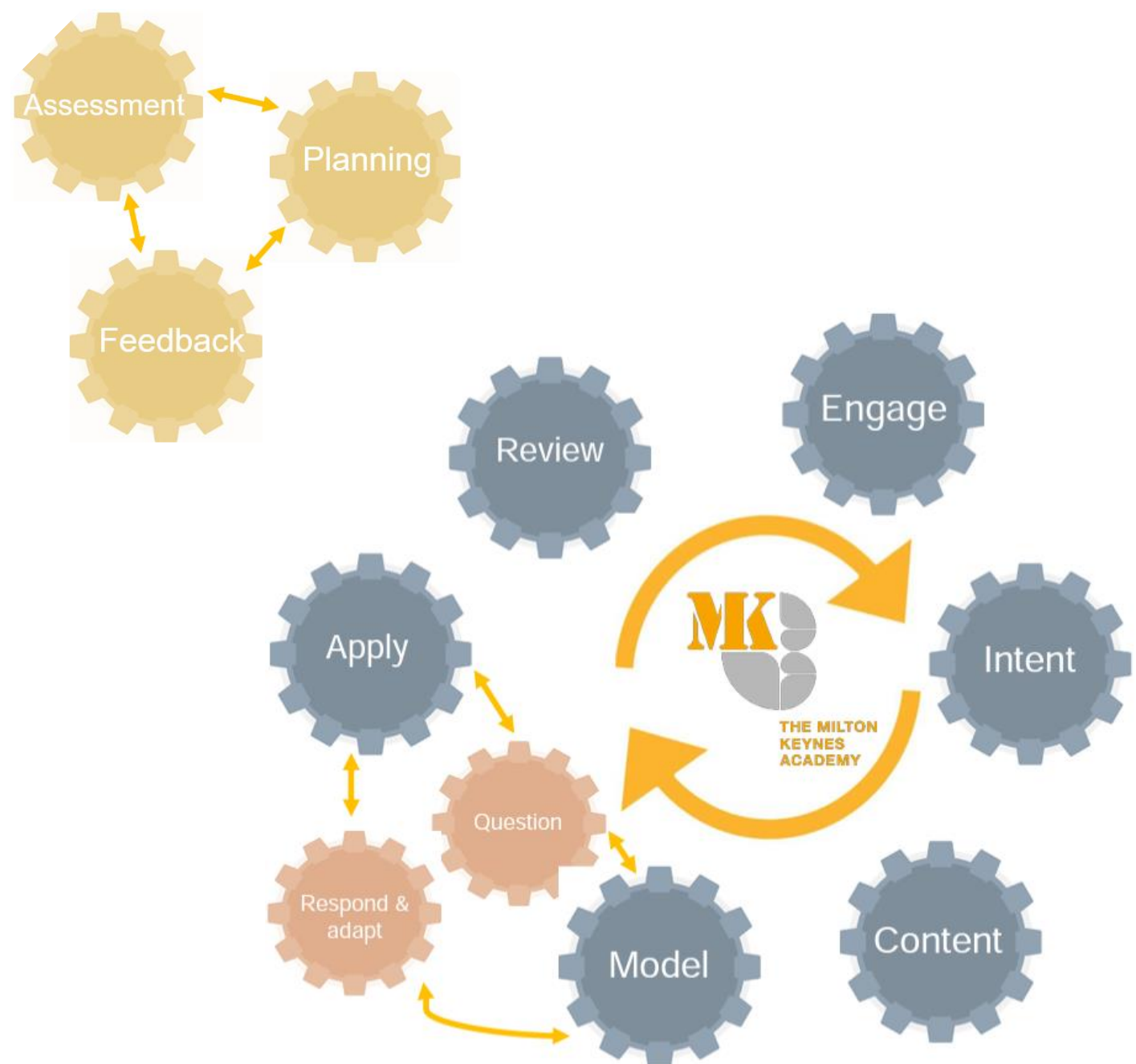
Non-Negotiable Lesson Features

High-quality T&L supports the academy in achieving its three strategic priorities.

The following features **must** be included in every lesson.

2022 – 2023

The following six lesson features have been successfully embedded into every lesson at Milton Keynes Academy during the 2022/2023 academic year. The Academy can now maintain these features whilst raising our ambitions further.

Priority	Phase	Strategy
1	Engage	Greeting Pupils
1	Engage	*Do Now* Activity
2	Apply	*Applied Learning* Activity
2	Review	*Review* Activity
3	SEND	Pupil Passports
3	Literacy	Three Keywords

2023 – 2024

The following six lesson features must now be included in every lesson by every teacher, further enhancing the quality of education for all pupils.

Priority	Phase	Strategy
1	Review	Dismissing Pupils
1	Engage	*Review Now* Activity
2	Model	*Live Modelling* Activity
2	Apply	Regular *Extended Applied Learning* Activity
3	SEND	Annotated Seating Plans
3	Literacy	Three Keywords linked to Mid-Term Planning

Plan

All pupils benefit from lessons that are well-planned, adapted for the class and prepared within a wider sequence of learning[13].

At Milton Keynes Academy, teachers **always consider** planning lessons that unlock curriculum content for all pupils. They consider planning tasks that support pupils to meet the lesson aim whilst securing knowledge and consolidating learning[14].

Teachers always consider the position of the lesson within the sequence of the MKA curriculum[15]. Their knowledge of the curriculum is underpinned by the experience of contributing to centrally planned resources as directed by their Curriculum Leader, alongside all other departmental expectations.

Teachers **must** use pupil passports to plan with the needs of all pupils in mind, including the most disadvantaged and most able pupils. They consider what the objective, aim or big question will be and how all pupils will be supported to meet it.

Lesson Objectives in Practice

When deciding on lesson objectives, take account of your overall curriculum plan and pupils' prior knowledge to decide the broader objectives for a series of lessons, not just one lesson at a time. Good learning objectives will include specific facts, concepts or procedures pupils should know and understand. The skills pupils should be able to perform independently or with increased fluency.

Further Guidance - WalkThrus Volume 2: P.183

Toxic Mutations

Whilst lesson planning is extremely important, it is also essential that teachers can adapt their lessons in the moment to respond to emerging pupil needs, rather than continuing to follow their original plan regardless. For example, a teacher might stop the whole class to address a misconception communicated by a few.

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[13]Nuthall, G. (2007). *The Hidden Lives of Learners*. Wellington, NZ: NZCER Press.
[14] Kirschner, P., & Hendrick, C. (2020). *How Learning Happens*. Oxon: Routledge.
[15]Howard, K. & Hill, C. (2020). Symbiosis: *The Curriculum and the Classroom*. Woodbridge: John Catt.

Engage

All pupils benefit from classroom environments with clear and consistent entry routines[16]

At Milton Keynes Academy, teachers **must** greet pupils by standing outside their classroom door at the start of every lesson. 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 **must** be immediately challenged and issues resolved before pupils enter the classroom. Incorrectly dressed pupils do not attend lessons at MKA.

Pupils **must** start a *Do Now*[17] task once they have entered the classroom. Whilst all *Do Now* tasks must involve an element of retrieval practice; the exact nature of the activity is dictated in the Feedback Policy determined by each department[18]. Teachers **must** follow this activity with a *Review Now* when pupils self or peer-assess their work using a green pen.

Do Now Tasks in Practice

A Do Now is a short activity that is either written on the board or handed to pupils in printed form. Either way, pupils start and complete the Do Now automatically and with minimal teacher instruction, allowing the teacher to address emerging issues. 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".

Further Guidance - WalkThrus Volume 1: P.98

Toxic Mutations

A *Do Now* happens automatically and tests the knowledge learnt from previous lessons, allowing the teacher to address arising issues at the door of the classroom and to complete the register. The *Do Now* involved minimal teacher instruction to start and is not a 'starter' activity.
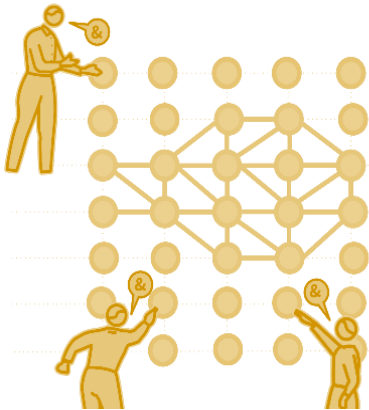
[16]Bennett, T. (2020). *Running the Room*. Woodbridge: John Catt.
[17]Lemov, D. (2015). *Teach Like a Champion 2.0*. San Francisco: Wiley.
[18]Refer to the feedback policy of the relevant subject area, available from the Curriculum Leader.

Intent

All pupils benefit from understanding how one lesson fits within the sequence of the curriculum, building knowledge over time[19]

At Milton Keynes Academy, teachers **always consider** explaining the lesson's intent at the start of every lesson. This means that pupils understand how the lesson links to what they have previously been taught and what they will learn in the future. This unlocks the curriculum journey for all pupils[20].

Teachers **always consider** referring to subject curriculum plans and lesson overviews to ensure their lessons accurately deliver the powerful knowledge the curriculum intends.

At Milton Keynes Academy, teachers **always consider** using challenging academic texts to explain ideas and the concepts within them. Teachers consider how this provides an opportunity to increase cultural capital amongst their pupils.

Teachers **always consider** providing an explicit *Learning Objective, Learning Aim* or *Big Question* to frame the lesson intent. Teachers consider whether or not pupils should write this down depending on the lesson's intent.

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.

Further Guidance - WalkThrus Volume 1: P.54

Toxic Mutations
Pupils looking 'busy' within a lesson task is a poor proxy for learning. Be mindful of confusing 'doing' with 'learning'. Tasks should help to achieve the lesson objective and focus on supporting knowledge acquisition.

[19]Ashbee, R. (2021). *Curriculum: Theory, Culture and Subject Specialisms*. Oxon: Routledge.
[20]Allison, S. & Tharby, A. (2015). *Making Every Lesson Count*. London: Crown House.

Content

All pupils benefit from *powerful knowledge*[21] which is built through a well-sequenced and robust curriculum[22]
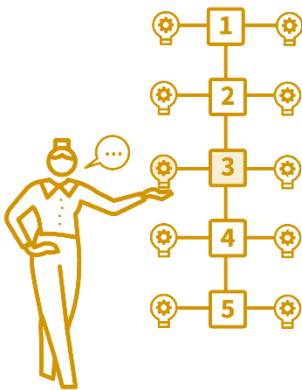
At Milton Keynes Academy, teachers **always consider** how they deliver new curriculum content to their classes. They consider presenting knowledge in small chunks, dependent upon pupils' prior knowledge so that it is coherently mapped. The agreed CET curriculum supports teachers who are accountable for the progress pupils make in lessons.

Teachers **always consider** how they use oracy skills to ensure that they speak at a volume that is audible and understandable to all pupils. Teachers deliver content with the accuracy and specificity they expect from their pupils, providing a scholarly example of their subject.
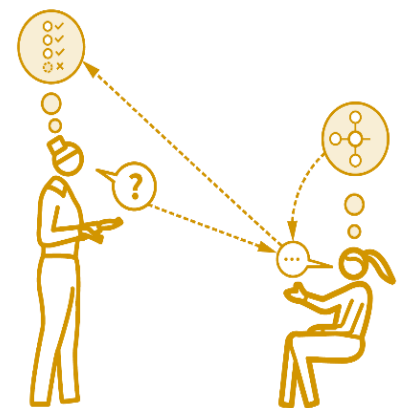
Teachers **always consider** *checking for understanding* by questioning pupils about what they have understood.
This alerts the teacher to the pace and respond accordingly. For example, by stopping the class and addressing a misconception or aspects of the material that might need to be completely retaught in a future lesson.

Check for Understanding in Practice
It is important that teachers ask direct questions such as "what have you understood?", rather than rhetorical questions such as "have you understood?". Articulation supports pupils to demonstrate knowledge, rather than providing a superficial 'yes' or 'no' response.

Further Guidance - WalkThrus Volume 1: P.10

Toxic Mutations
The secure, confident answers of the most able pupils can give the impression that the whole class has understood the lesson content. Teachers should use *cold calling*[23] to strategically select a variety of pupils to increase the validity and accuracy of pupils' understanding.

[21]Young, M. & Muller, J. (2013). 'On the Powers of Powerful Knowledge', *Review of Education*, 1(3), pp. 229 – 250.
[22]Hirsh, E. D. (2018). *Why Knowledge Matters*. Cambridge, MS: Harvard University Press.
[23]Lemov, D. (2015). *Teach Like a Champion 2.0*. San Francisco: Wiley.

Model

All pupils are supported to build schema when teachers model, scaffold and think aloud to narrate their decisions and choices[24]

At Milton Keynes Academy, teachers **must** 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 **must** 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*[53.]

Modelling in Practice

The teacher draws a concept or writes a response under the visualiser, explaining it aloud to pupils. The teacher gives pupils time to read their labels and annotations, perhaps asking them for feedback on the teacher produced work. The teacher explains and draws attention to key parts of the response. Pupils are then asked to complete a partially completed response alongside the teacher.
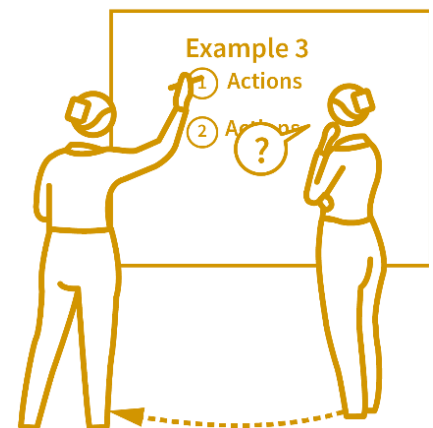
Toxic Mutations

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

[24]Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). 'Cognitive Architecture and Instructional Design: 20 Years Later', *Educational Psychology Review*, 31(2), pp. 261 – 292
[25]Sherrington, T. (2021). The Art of Modelling… It's All in the Handover. (Online).

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Apply

All pupils benefit from independent practice which builds the fluency and recall they require to attain well[26]

At Milton Keynes Academy, pupils **must** be allowed to apply what they have learnt in every 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 **must** set activities and questions like those previously modelled and remove scaffolds gradually. Teachers **must** evaluate pupils' work throughout the lesson to formatively assess understanding and address misconceptions. Teachers can check for understanding using mini-whiteboards, questioning or live marking amongst other pedagogical strategies. Teacher marking must be completed in a red pen.
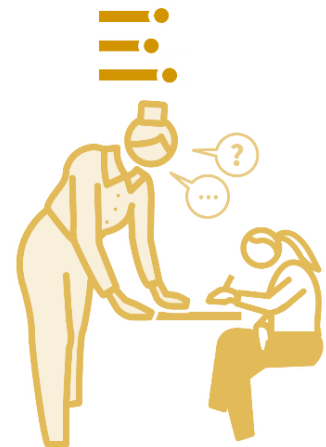
Teachers **must** check the work of pupils with an EHCP plan in line with their department's feedback policy[27]

Applied Learning Time in Practice

Following a modelled exemplar exam response, the class then work with the teacher to complete a similar question. Pupils are now given a similar third question and asked to work silently for 7 minutes. During this time the teacher checks the work of a pupil with an EHCP plan, the most able pupil and a pupil who has English as an Additional Language to gauge the understanding of the class.

Further Guidance - WalkThrus Volume 1: P.128

Toxic Mutations

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.

[26]Lovell, O. (2020). *Sweller's Cognitive Load Theory in Action*. Woodbridge: John Catt.
[27]Refer to the feedback policy of the relevant academic department.

Review

All pupils benefit from regularly reviewing learning to attenuate forgetting, make connections and secure long-term recall[28]

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

Teachers **always consider** the most effective way of assessing pupils given the nature of that particular lesson. For example, by using mini-whiteboards, using probing questions to pupils who have previously misunderstood key concepts.

Teachers **always consider** normalising errors to encourage a a *high challenge, low threat environment* to ensure they experience high expectations without fear of failure[29].

Pupils are **dismissed** in an orderly fashion two minutes before the end of the lesson. Books are collected in an organised manner and placed neatly in a box at the back of the classroom. Pupils tuck in their chairs and stand behind them, ensuring their uniform is 100% right before leaving. Teachers dismiss pupils one row at a time.

Building a Culture of Error in Practice

The teacher asks a pupil to name problems they would like to review. A pupil asks for clarification on a piece of challenging vocabulary. "Great question" the teacher responds. The teacher asks a classmate to provide the solution and then another and so on. The teacher's tone doesn't waver – calm, steady, non-judgemental – which implies it is normal to struggle with this vocabulary.

Further Guidance - WalkThrus Volume 2: P.104

Toxic Mutations

It can be thought 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.

[28]Fletcher-Wood, H. (2018). *Responsive Teaching*. Oxon: Routledge.
[29]Myatt, M. (2016). *High Challenge, Low Threat*. Woodbridge: John Catt.

SEND and Adaptive Teaching

Pupils with SEND are in most need of excellent teaching and benefit most when their learning needs are fully understood[30]

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 potential[31].
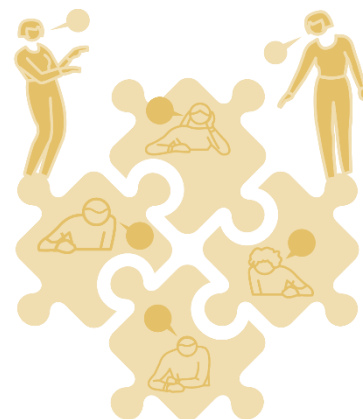
Adaptive teaching is harmful to no one, helpful to everyone and vital for pupils who are disadvantaged and for those with SEND.

Teachers **must** use resources such as Teaching Assistants (TAs), pupil passports and seating plans to adapt their lessons to maximise impact.

Pupil Passports

At Milton Keynes Academy, teachers **must** read, understand and apply the guidance listed on pupil passports. Teachers **must** comply with the three key areas of non-negotiable factors listed on pupil passports.

The SENDCo and their 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 students and provide feedback to the SEND department through the referral process via an MS Form.

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.
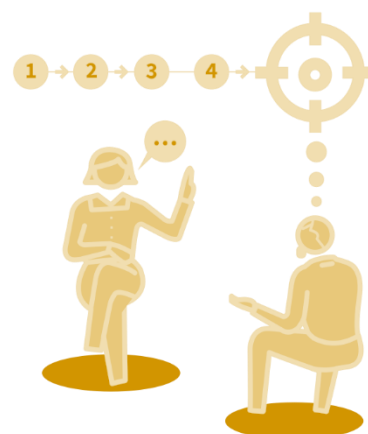
Seating Plans

Teachers **must** 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 or reasonable adjustments. Teachers **always consider** including a well-worn path, which is a physical route through the classroom that passes the students in need of to most support.

Scaffolding

Teachers always consider scaffolding work so that it is desirably difficult for all students[32]. 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 class[33].

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.

Further Guidance - WalkThrus Volume 2: P.68

Toxic Mutations

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, which creates an additional workload and limits pupil progress.

Resources

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

[30]EEF. (2019). *Special Educational Needs in Mainstream Schools: Guidance Report*. London: EEF.
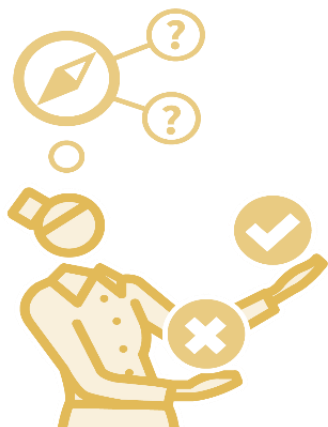[31]Rowland, M. (2021). *Addressing Educational Disadvantage*. Woodbridge: John Catt.
[32]Myatt, M. (2016). *High Challenge, Low Threat*. John Catt: Woodbridge.
[33]Sherrington, T. (2019). *Rosenshine's Principles in Action*. John Catt: Woodbridge.

.EAL

All pupils benefit from a focus on language and pre-taught vocabulary, particularly those who have EAL[34]

At Milton Keynes Academy, teachers **always consider** the wide range of languages pupils in their lessons use at home. They consider allowing pupils with EAL to use technology to translate text into their home language. Teachers are then able to check for understanding.

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 **always consider** identifying and pre-teaching sophisticated keywords and concepts essential for accessing the curriculum, which goes beyond the three keywords taught to every pupil.

Teachers always consider allowing pupils with EAL more time to complete lesson tasks to support their progress[35]. Regular checks for understanding will ensure that pupils with EAL receive this time.
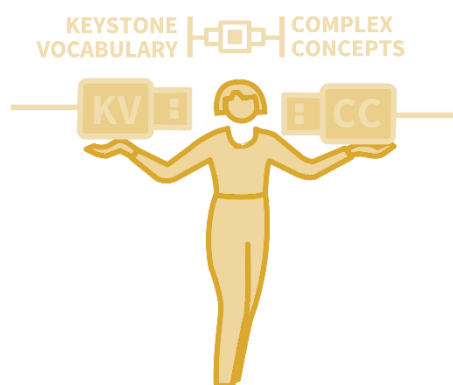
Pre-Reading in Practice

The teacher selects 200 words of a new text for their class. They assess the complexity of the text by looking for academic vocabulary, language features, sentence lengths and conceptual ideas. Key vocabulary is explicitly identified and taught before and throughout the teaching of the text.

Further Guidance - WalkThrus Volume 2: P.76

Toxic Mutations

It is important to recognise that pupils with EAL come from various social experiences and backgrounds and will therefore have diverse needs. Teachers should be cautious about making assumptions of pupils without knowing much about their background, experience, language or ability.

[34]Demie, F. & Lewis, K. (2018). 'Raising Achievement of English as Additional Language Pupils in Schools: Implications for Policy and Practice', *Educational Review*, 70(4), pp. 427 – 446.
[35]Oxley, 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.

Literacy

All pupils benefit from explicit literacy instruction, both within lessons and through bespoke interventions[36]
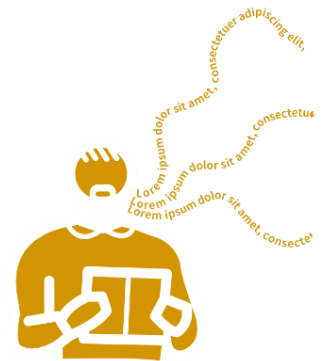
At Milton Keynes Academy, all teachers **must** highlight and explain **three** keywords at the start of every lesson, which are specifically linked to the curriculum and listed in medium-term plans.
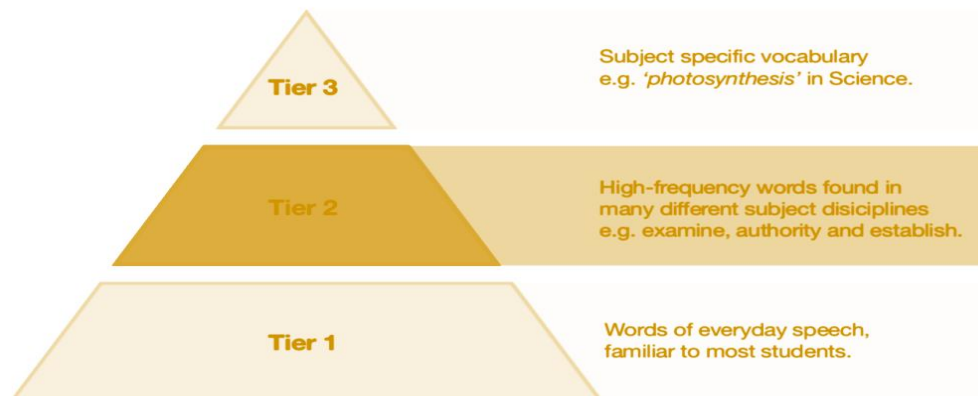
Teachers pre-teach keywords by explaining their meaning and use through many strategies including the *Frayer Model[37]*. Including keywords throughout the lesson and in pupils' written work enables them to unlock the curriculum[38].

Teachers always consider the reading ages of their pupils, which are collected and disseminated three times per year. For example, teachers may simplify the text used in presentations to become more accessible to the class.

Tiered Vocabulary in Focus

Tier	Description
Tier 3	Subject specific vocabulary e.g. *'photosynthesis'* in Science.
Tier 2	High-frequency words found in many different subject disiciplines e.g. examine, authority and establish.
Tier 1	Words of everyday speech, familiar to most students.

Teachers should prioritise teaching Tier 2 and 3 vocabularies, which pupils are unlikely to encounter in everyday speech.

Toxic Mutations

It is easy to think that literacy teaching is the sole responsibility of an English department, but this isn't true. Pupils learn best when every teacher seeks to unlock the curriculum by teaching vocabulary, whichever subject they teach[39].

[36]Murphy, D. & Murphy, J. (2018). *Thinking Reading*. John Catt: Woodbridge.
[37]Quigley, A. (2018). *Closing the Vocabulary Gap*. Routledge: Oxon.
[38]EEF. (2018). *Improving Literacy in Secondary Schools*. EEF: London.
[39]Mortimore, K. (2020). *Disciplinary Literacy*. John Catt: Woodbridge.
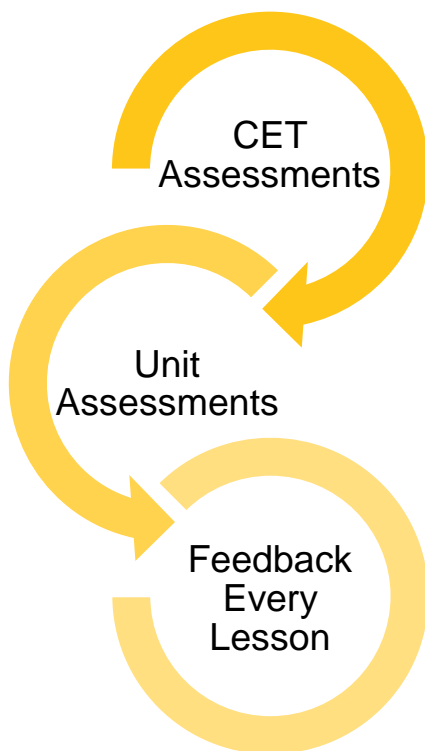
Assessment

All students benefit from regular and meaningful summative assessments to help them to achieve their full potential[40].

At Milton Keynes Academy, teachers **always consider** assessment information to address gaps in students' knowledge, skills and understanding.

Students are supported to develop the resilience and stamina needed for external, end-of-course examinations.

Assessment at Milton Keynes Academy happens in three tiers.

CET Assessments

Unit Assessments

Feedback Every Lesson

Creative Education Trust (CET) Assessments

Teachers at Milton Keynes Academy work alongside subject specialists from CET schools to co-create CET Assessments in Academic Communities. This ensures that students are assessed on knowledge from our curriculum at a mid-point and an end point.

Class teachers **must** mark CET Assessments, which must be moderated in the moderation windows identified for each year group across CET to increase the validity of the data.

Raw marks from CET Assessments are inputted into Smartgrade. Smartgrade enables teachers, students and parents to see how well individual students have performed compared to their peers. Smartgrade also produces both question and topic level analysis which enables teachers and Curriculum Leaders to identify which knowledge students are secure in, and where there are gaps.

End of Unit Assessments

Curriculum leaders carefully plan and sequence End of Unit Assessment points which are clearly mapped on MKA Subject Curriculum Maps and Unit Overviews.

Teachers are clear on when assessments will take place and the curriculum content to be included. Due to a greater amount of curriculum time, core subjects ensure that students complete Mid-Term Assessments to review their progress.

At Milton Keynes Academy, Curriculum Leaders and teachers can understand which parts of the curriculum need to be revisited or retaught, identify which students need additional support and improve practice across their team.
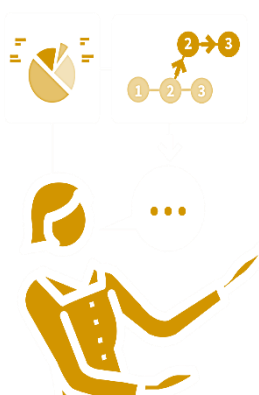
Each Curriculum Area must adhere to its own individual **Subject Feedback Policy** which stipulates the expectations. More detail is provided in the next section, entitled **Feedback.**

Reporting to Parents

At Milton Keynes Academy, students' progress, behaviour and attitudes to learning are reported to parents and carers. Teachers **always consider** how making parental contact around specific issues may help students to make progress and engage proactively during Parents' Evenings.
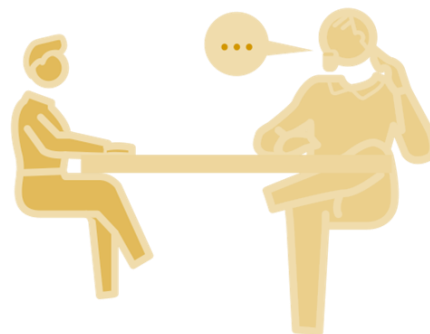
Subjects	% achieved on CET Assessment	Performance compared to Year Group Average	Effort	Behaviour
E.g. Science	58	Above average	4	2

Reports are sent home after each CET Assessment Point and include their child's attainment as a percentage, which is then compared to their peers as either 'below

average', 'in line with average' or 'above average'. A 'behaviour score' and an 'effort score' are also included.

Setting by Ability
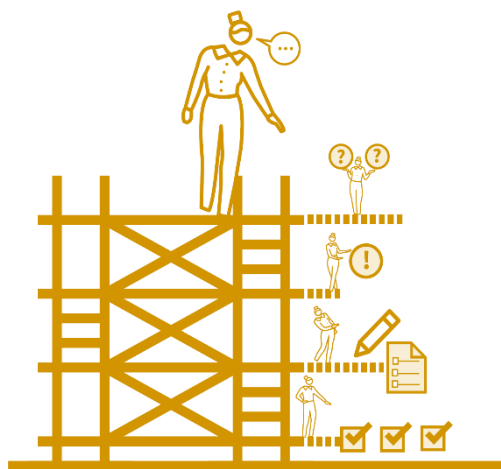
Except for Maths, students in KS3 are taught in mixed-ability groups. Baseline assessments in Year 7 identify students eligible for the Gateway pathway, which supports students to catch up on key skills and knowledge via a bespoke curriculum.

Where it is proposed that a student is moved to a different Tutor Group, Progress Leaders **must** liaise with Curriculum Leaders so that the impact on class lists and their curriculum offer is considered.

In KS4, students are grouped according to need and attainment for Maths, Science and English.

Groups are determined at the end of Year 9, ready for September in Year 10. KS3 attainment data and end of KS4 target grades are used to inform decisions on groups. From the start of KS4, groups will be reviewed following key assessment points. Final set lists, and any changes to students' setting thereafter, must be approved by SLT Line Managers and the Vice Principal for Quality of Education.

For subjects with tiered entry, tiers must be confirmed and communicated to the Exams Officer by Spring 1 of Year 11; students must be set according to which tier they are entered for. The Vice Principal for Quality of Education and Headteacher must confirm any tier changes thereafter.

KS4 Subjects with Non-Exam Assessment (NEA) Components

KS4 subjects with an NEA component **must** ensure that students' NEA work is completed by the end of Spring 1 in Year 11.

Curriculum Leads for Vocational Subjects **must** complete their two-year Assessment Plan for the duration of the course and submit this to the Vocational Leader and Exams Officer during Autumn term 1.

Submission of NEA marks and accompanying documentation, including signed Declaration Forms, **must** be completed in line with internal Milton Keynes Academy deadlines as directed by the Exams Officer for the Centre. This **must** be no later than one week before the Exam Board deadlines for final submission.

Any extension requests from BTEC subjects **must** be applied for to the exam board by the Exams Officer only; an MKA Extension Request Proforma will need to be completed by the Curriculum Lead to be co-signed and authorised by the Head of Centre before any extension request applications being completed.

[40]Chiles, M. (2020). *The Craft of Assessment*. John Catt: Woodbridge.

Feedback

All students benefit from timely and purposeful formative feedback in every lesson[41]

At Milton Keynes Academy, teachers adhere to their own departmental feedback policy, which outlines exactly how formative feedback, including written feedback, looks in their subject.

Departmental feedback policies include strategies such as Review Now tasks, mini-whiteboards, targeted questioning, as well as self and peer assessment supported by clear success criteria.
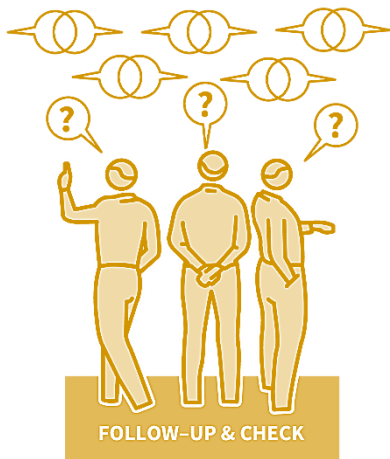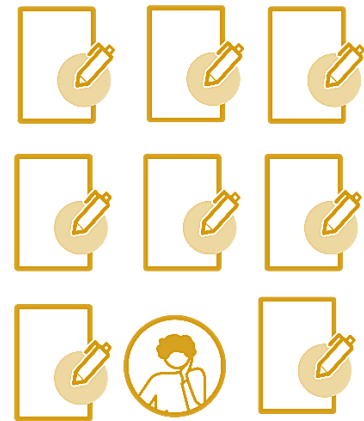
Subject Feedback Policies clarify when End of Unit Assessments happen, the frequency of written feedback and the form it takes. Teachers act immediately through responsive and adaptive teaching within every lesson and during explicit Feedback Lessons in response to these assessments.

Departments

To help ensure that misconceptions are addressed, whole class feedback **must** follow key summative assessments following this feedback cycle:
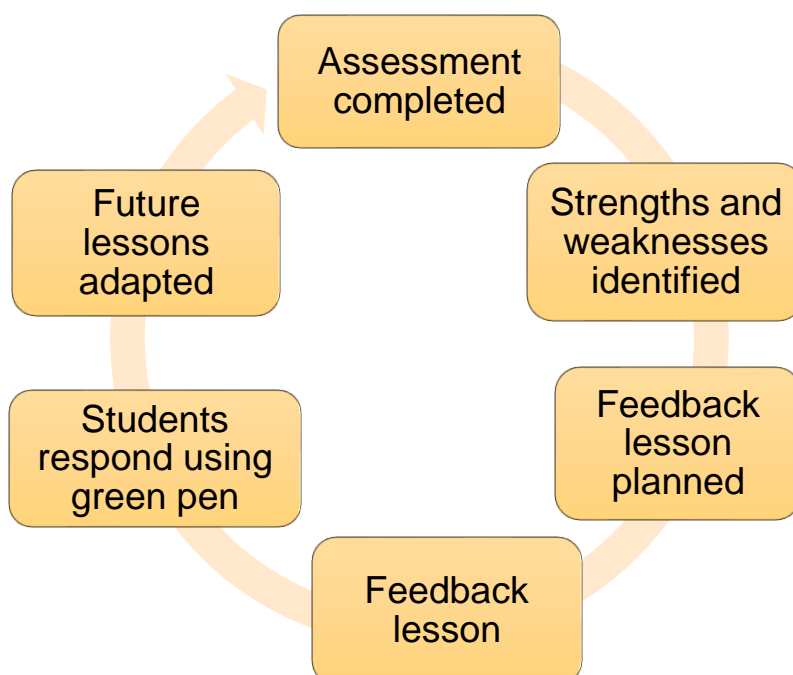
Curriculum Leaders clarify the above structure for their subject and include a 'crib sheet' if there are any specific ways that feedback should be delivered. In consultation with their SLT Link, they set the frequency and turnaround time between assessment and feedback.

Feedback Windows

Teachers always consider ensuring students know how to improve during a Feedback Window, which follows the marking of the first CET Assessments. Parents and Carers will sign to confirm that both they and their child have understood the assessment data. Teachers create the feedback lesson, valuing depth over breadth and choosing the highest leverage areas.

| ◊ | CET Set Assessments |
| → | Feedback Window |
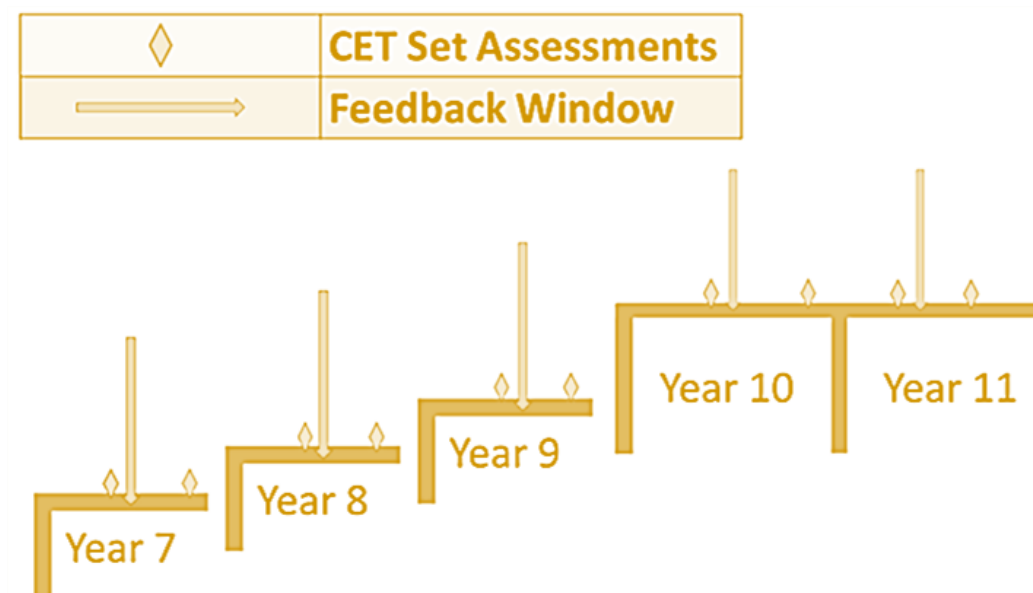
Peer and Self-Assessment

Students peer and self-assess their work in green pen. Peer and self-assessment must be evident in students' books.

[41]Jones, K. (2021). *Five Formative Assessment Strategies in Action*. John Catt: Woodbridge.

Homework

All pupils benefit from homework which is embedded as an integral part of the curriculum, allowing them to practice and prepare for future learning[42]

Pupils in KS3 complete homework through regular retrieval practice, three tutor times per week. Knowledge organisers, which contain the core and powerful knowledge from our curriculum, are provided for pupils to revise at home and in school. This ensures that powerful knowledge is embedded in pupils' long-term memory.

| Taught in lessons | → | Revised at home | → | Tested in Retrieval Practice |
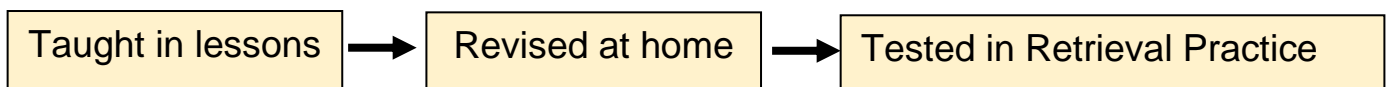
Once every three weeks, results are collected from the *MKA Knowledge Test* and monitored by departments. In addition, pupils **must** complete one hour of homework per week using Sparx Maths.

Pupils will have access to Sparx Reader and Seneca Science and will **be encouraged** to complete one hour of homework per week using these programmes. In addition, subject teachers will set consolidation tasks for subjects which might include flipped learning, project-based tasks, or resubmitting work to a presentation standard.

Pupils in KS4 **must** complete one hour of homework per core subject every week using Sparx Maths, Sparx Reader and Seneca Science.

In addition, pupils **must** complete consolidation tasks for their options subjects as prescribed by each department. This may include flipped learning, guided revision, project work or the completion of tasks on GCSE POD.

Marking and Feedback

Retrieval practice quizzes are self-assessed, except for the *MKA Knowledge Test*. This is completed on a Chromebook and is self-marking. The results from this summative test are reported home.

Sparx Maths, Sparx Reader and Seneca Science are self-marking. Results for all three programmes will be reported home for pupils in KS4. Results from Sparx Maths will be reported home for pupils in KS3.

Extended curriculum homework such as project work, flipped learning and guided revision **will not** be individually marked by teachers. Instead, this work will be included and formatively assessed by teachers as part of the lesson content.

Fair Access

To provide fair access, all pupils can attend homework club in the library, which is available every day from 15.30 – 16.30 and at lunchtime. All pupils can access a computer during these times.

Rewards and Sanctions

Pupils who rank in the top 30 results for the MKA Knowledge Test will receive an R3. Pupils who rank in the top 10 results in any year group for Spark Maths, Sparx Reader and Seneca Science will receive an R3. Pupils who complete project-based homework to a high standard will receive an R3. Pupils who consistently rank within these categories will receive an R4 and be invited to a rewards breakfast.

Failure to complete homework results in a 30 minute after school detention the day after the homework is due for hand-in. Failure to attend the detention will result in RESET.

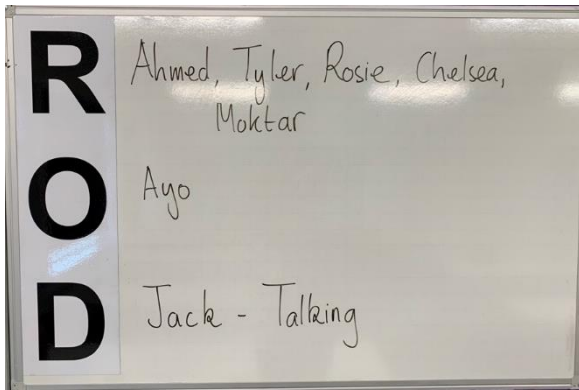[42]EEF. (2021). *The Efficacy of Homework*. EEF: London.

Behaviour for Learning

All students at Milton Keynes Academy benefit from safe and secure classroom environments, free from disruptions and distractions[43]

At Milton Keynes Academy, teachers **must** 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.

Displays are maintained neatly

ROD Board is reset each lesson

Files are neatly stored

Visualiser and mini-whiteboards are ready

Doors can be fully closed

Boxes are neatly stored and labelled

Storage boxes are put inside the cupboard and are not left outside

Books and folders are stored in boxes. They are never loose.

The Reward, Organisation and Discipline (ROD) Board

Teachers **must** apply the Reward, Organisation, Discipline (ROD) board from the outset of the lesson to reward students, address lack of equipment or provide warnings.

ROD Board in Practice

When a student provides an excellent response to a question the teacher writes their name next to the letter 'R'. 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'. The teacher reinforces through the language of choice direction: "Justin, either stop talking now or you will be sent to RESET".

WalkThrus Volume 1: Choices and Consequences, p, 128

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 students. Teachers use a narrated countdown of "3, 2, 1, Track'.

'Track' means the students pay physical attention to the person or object the teacher indicates, such as the Promethean.

Narrated Countdowns in Practice

Teachers front load their instructions by narrating their countdown, telling students 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.
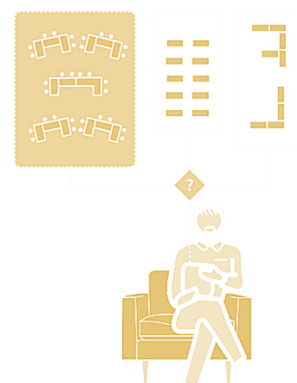
Teachers **must** have copies of annotated seating plans and pupil passports with them in a confidential folder, which is available to view during lessons.

Engage: Starting a Lesson

The Engage section listed earlier in this policy provides an overarching view of this phase. The table listed below provides more detail about the actions completed by teachers and students which encourage positive behaviour for learning.

Teacher	Students
The teacher is present and astride the doorway with an equal view of the classroom and village.	Students enter the classroom immediately and calmly. They do not line up outside.
The teacher selects two responsible and well-behaved students to distribute materials.	Two students do this seamlessly and without undue fuss.
The teacher creates a seating plan that takes all student needs into account. They communicate this clearly to students from the first lesson.	Students immediately find their seats. They remove coats, placing them on The back of their chair before putting their bag under the desk.
The teachers ensure all students are properly equipped.	Students place their pencil cases on their desks.
The teacher has a Do Now displayed on the board and uses a timer.	Students complete the Do Now automatically.
The teacher completes the register within the first five minutes of the lesson.	Students respond politely by answering "Yes Sir/Miss"

Ending a Lesson

At Milton Keynes Academy, every minute counts and lessons are never concluded too early. The final two minutes of a lesson are adequate to enable a productive, safe and calm end to a lesson.
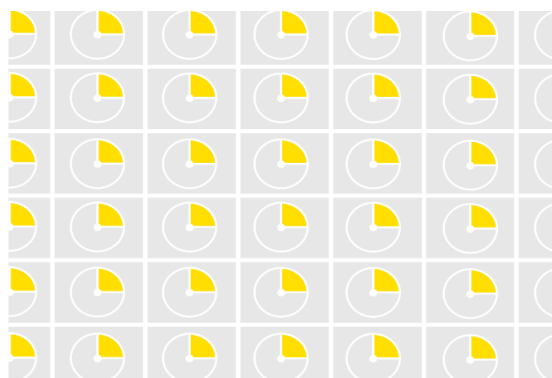
Teacher	Students
The teacher signals the end of the lesson through a narrated countdown.	Students pass the work down the rows to the student sitting at the end of the row closest to the centre of the room
The teacher selects two responsible and well-behaved students to collect work from the end of the rows.	Two students collect the work and place it carefully and neatly in the cupboard at the back of the classroom.
The teacher instructs the students to stand behind their chairs.	Students put on their bags and coats, tuck in their chairs and wait sensibly.
The teacher dismissed them one row at a time.	Students leave in a calm and orderly Fashion.

The teacher is always the last person to leave the room. They lock the door unless another staff member enters to teach the next lesson. It is essential safeguarding never to leave an unsupervised room unsecured.

Teachers encourage safe and calm movement in the village area outside the classroom and actively discourage loitering.

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

Presentation Expectations

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

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

Students always write in their neatest handwriting using a black or blue pen. Self or peer assessment is in green, whilst teacher feedback is in red. Drawings are completed in pencil. Mistakes are crossed out using a single line. Work is free from graffiti, doodles and scribbles.

Underlined date, title and phases of learning

Date is fully written out

Intent of the lesson is indicated and written out (if the teacher has asked for it)

Self and peer assessment written in green pen (*Review Now*)

Drawing is completed in pencil

Keywords are highlighted in extended writing

Errors are crossed out with a single line

Teacher feedback written in red pen

Apply

One key feature is that Elizabeth used Portrait. This was because she wanted to look young and powerful to the people of England.

Another key feature was sorting the issue of Vagabonds. Elizabeth and her privy councillors had decided to pass extra laws against Vagabond Vagabonds to stop any trouble

What is a vagabond? Can you give an example?

CPD

All students benefit from teachers, leaders and support staff who engage in a process of continuous professional learning[44].

At Milton Keynes Academy, teachers always consider the learning points raised and considered in CPD activities. They actively participate in developmental CPD, displaying humility, openness and the highest sense of professionalism by recognising that we can all improve in our practice.

Teachers are supported by a developing CPD Curriculum with multiple strands suited to their needs. CPD is always evidence-informed, drawing on the latest educational research to ensure that the strategies and approaches promoted have the most significant impact on student attainment.

Developmental Drop-Ins (DDIs)

At Milton Keynes Academy, teachers always consider the developmental feedback they receive from their DDI. This regular, positive and individual pedagogical feedback encompasses 10-minute lesson 'drop-ins' followed by a mentorship feedback model. DDIs are evidence-informed[45] and follow four specific mechanisms:
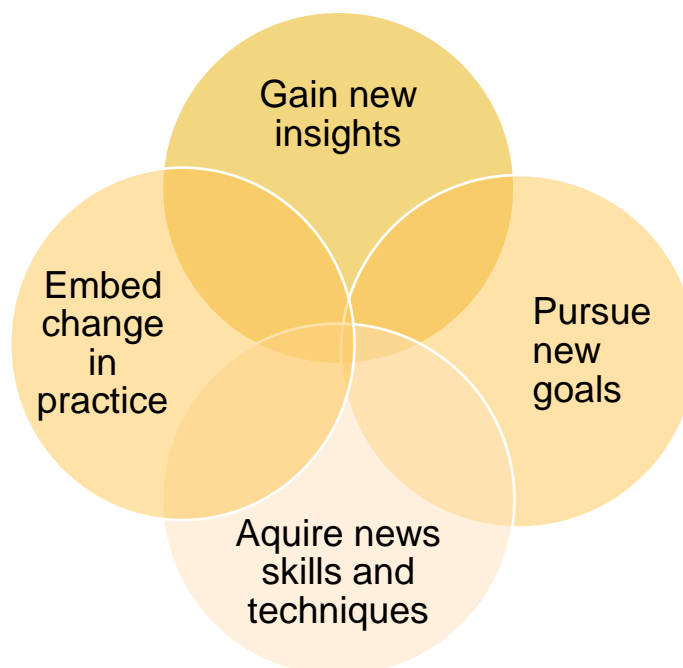
[44] Kennedy, M. M. (2016). 'How does Professional Development Improve Teaching?' *Review of Educational Research*, 86(4), pp. 945 – 980.

[45]Sims, S. et al. (2021). *What are the Characteristics of Teacher Professional Development that Increase Pupil Achievement?* London: Education Endowment Foundation.

Walkthrus

Teachers at Milton Keynes Academy always consider guidance offered by Tom Sherrington's Walkthrus, which is an accessible training resource provided for every member of staff.

Teachers and support staff are invited to attend our weekly 'Walkthrus Breakfast'. Attendees discuss research, common misconceptions and find solutions to challenges based on peer discussion and pedagogical conversation.
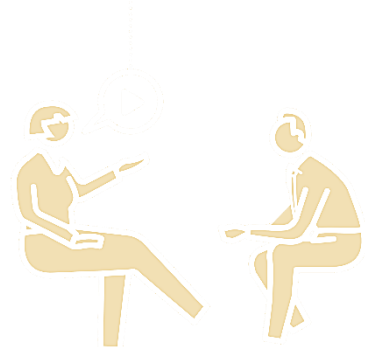
Departmental CPD

Departmental professional development empowers teachers to improve their domain-specific practice. Teachers always consider educational research to select the pedagogical techniques most likely to improve student attainment. Alongside department colleagues, teachers delve into techniques, through hands-on activities and simulations, as well as opportunities for feedback and reflection.

Early Career Teachers (ECTs)

ECTs at Milton Keynes Academy **always consider** the skills and knowledge provided through specific support to become confident, reflective practitioners. A weekly supplementary programme focuses on materials embedded within the Teach First Bright Space Modules.
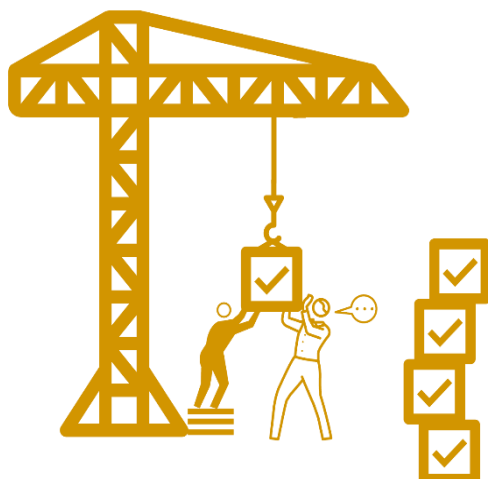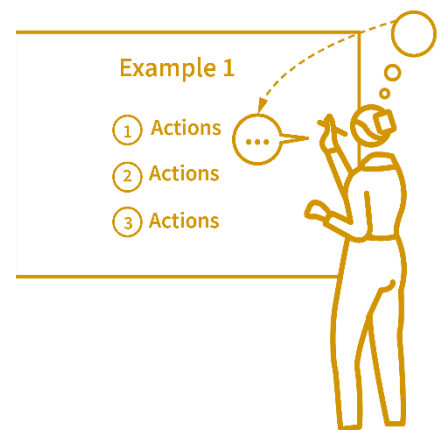
Various facilitators including the ECF Lead Teacher, Senior Leaders and members of CET lead CPD. Live online training is accessed as a group to maximise discussion opportunities and covers a wide range of topics and aligns with the online study calendar.

Mentors access a comprehensive online programme to support strong and positive relationships with their mentees.

Quality Assurance

All students benefit from the highest Quality of Education which is consistent across their experience of the day[46]

Curriculum Leaders uphold and drive the highest standards in the Quality of Education. Regular and ongoing Departmental QA ensure they feel empowered to celebrate their teams' achievements.

Curriculum Leaders

Our QA model ensures that Curriculum Leaders complete termly Impact Statements supported with appendices. These include Learning Walks, Book Looks, Student Voice, Assessment Analysis and Behaviour Analysis.

Impact Statements are reviewed as part of regular line management with the SLT link. Support is given to allow Curriculum Leaders to do this effectively. In addition, it is reviewed as part of the Curriculum Review during the whole school QA.

Learning Walks

Staff Voice

Book Looks

Curriculum Leaders Impact Statement

Behaviour Analysis

Student Voice

Assessment Analysis

Whole Academy

Whole academy QA improves the Quality of Education students receive. Three broad components run concurrently through the following complementary processes:
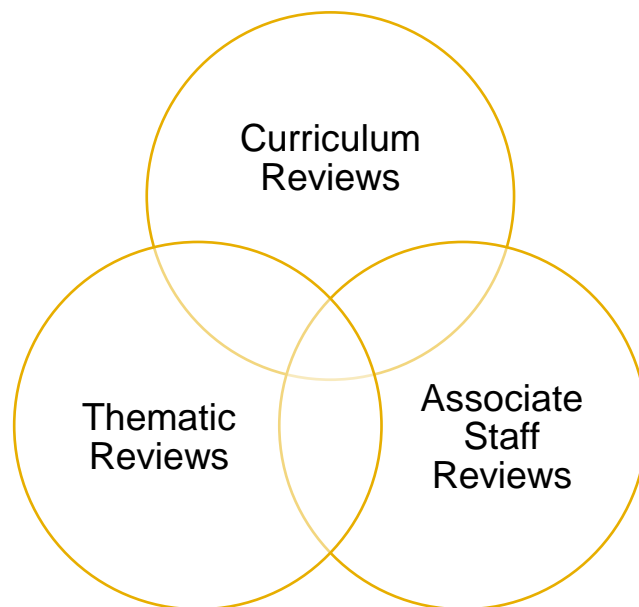
Curriculum reviews identify best practice and support staff to develop. The scheduling process is transparent and feedback is open and honest. The aim is to ensure the diet of the curriculum our students receive every day. We celebrate excellent practice and identify any areas of support required.

Thematic reviews work across departments to quality assure additional elements of the student experience including SEND, EAL, Literacy, Retrieval Practice, Climate for Learning and Safeguarding.

Associate Staff Reviews are tailored to their specific roles and involve a combination of discussion of job role, progression, CPD and an evaluation of pre-agreed work-related tasks.

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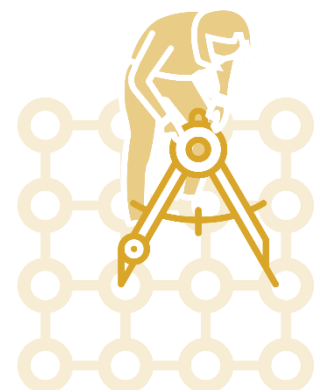
[46] Didau, D. (2020). *Intelligent Accountability: Creating the Conditions for Teachers to Thrive.* Woodbridge: John Catt.