



GLC All Different: All Equal
Together, Improving Upon Our Best

Teaching and Learning Handbook 2026-2027



Critical Thinking



Communication



Creativity



Curiosity



Aspiration



Compassion



Resilience



Responsibility

GLC Teaching for Learning Policy [Primary]

This policy was published for consultation on:	Summer 2026
This Policy was ratified by the Board of Directors on:	Summer 2026
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GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The Gateway Learning Community Trust comprises the Gateway Academy, Herringham Primary Academy, Lansdowne Primary Academy, the Gateway Primary Free School and Tilbury Pioneer Academy. For the purposes of this document each will be referred to as an 'Academy'.

Equalities Statement

The GLC is committed to ensuring equality of provision for all. Equality is enshrined in our mission statement. Additionally, our wider vision for community equality is outlined in the GLC Community Vision Statement:

The GLC: all different and all equal

Imagine the GLC ... A thriving and prosperous place where all are equal and where every one of all ages matter. It is expected in each GLC academy, that all people are treated fairly, equality of opportunity and good relations are expected and individual different characteristics including age, ethnicity, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others and where individual differences or family circumstances don't act as a barrier to success.

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GLC Teaching for Learning Policy [Primary]

Introduction

At The Gateway Learning Community, we uphold the highest standards firmly rooted in our core values of Responsibility, Resilience, Compassion and Aspiration. We expect both our staff and pupils to bring passion and energy in all that they do, playing pivotal roles in fostering a diverse, truly and equal community. With exemplary teaching, strong pastoral support and resources, we empower pupils to unlock their potential. Our dedication remains unwavering in dismantling any obstacles to learning, ensuring no pupil is left behind.

Teaching & Learning Vision

We teach for the understanding, retention and application of knowledge and the development of transferable learning competencies [communication, critical thinking, creativity and curiosity]. Teaching and learning strategies drive thought and check pupils' understanding - every minute matters.

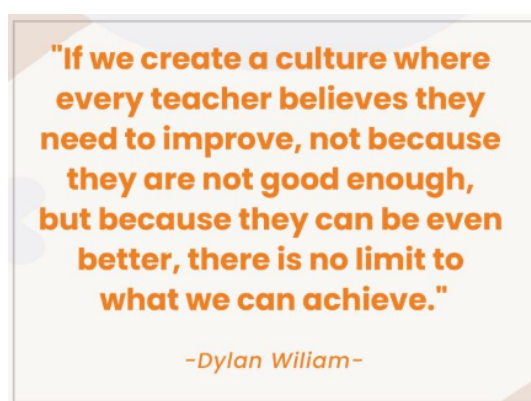
Why does great teaching matter?

'If a student is in one of the most effective classrooms, he or she will learn in 6 months what those in an average classroom will take a year to learn. And if a student is in one of the least effective classrooms in that school, the same amount of learning will take 2 years. pupils in the most effective classrooms learn at four times the speed of those in the least effective classrooms' [Hanushek, 2004]

'Improving teaching is the biggest lever we have for improving the learning and life chances of the young people in our care.' [Peps McCrea]

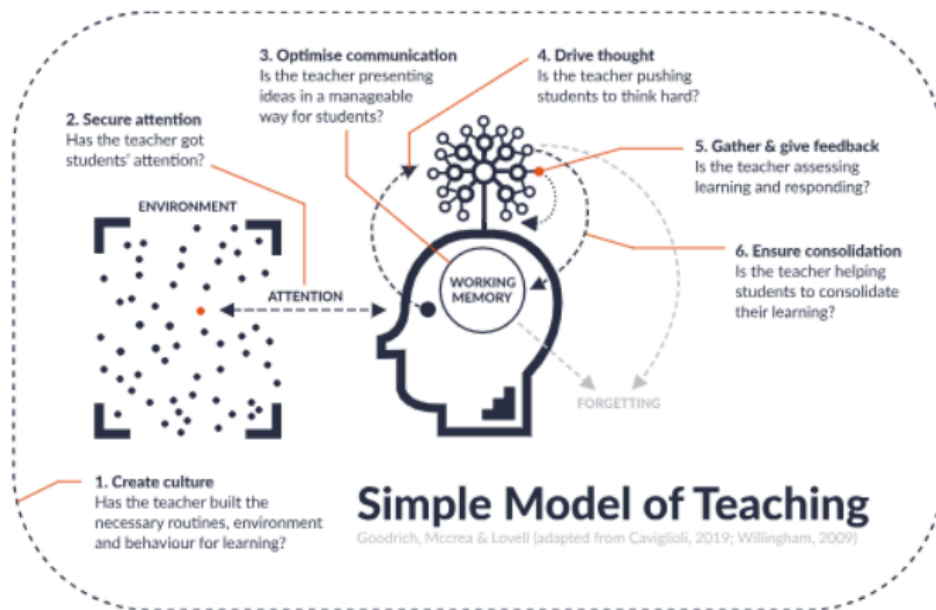
Improving upon our best

Our approach to improving teaching and learning is underpinned by the following quotation from Dylan Wiliam:



The Learning Model

Teaching and Learning practices and strategies outlined in this policy are underpinned by evidence informed research and the following model of the learning process, which supports teachers' understanding of how learning works and informs their deliberate practice.



Drive Thought:

'Whatever you think about, that's what you remember. Memory is the residue of thought.' [Daniel Willingham], therefore we must use teaching and learning strategies which embed a High Participation and Think Ratio - the goal is to master both:

- **Participation Ratio:** Measures *how many* pupils are actively engaged. High participation means everyone is working—not just the few pupils enthusiastically raising their hands.
- **Think Ratio:** Measures *how hard* your pupils are thinking. It shifts the focus from simple task completion to deep, rigorous cognitive processing

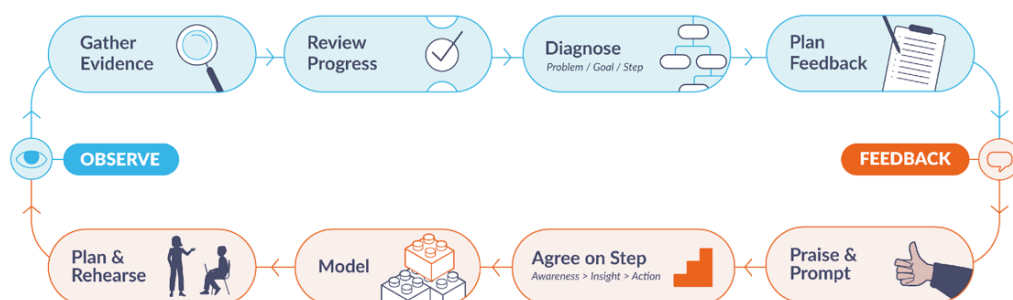
Instructional coaching

Central to our commitment to improving teaching & learning is our implementation of a robust **instructional coaching model**. We know from extensive educational research that instructional coaching is the most effective method for improving teaching practice and, consequently, pupil outcomes.

Instructional coaching at our school is a collaborative, non-evaluative and ongoing process. It involves:

- **Targeted Feedback:** Coaches provide specific, actionable feedback based on classroom observations, focusing on high-leverage teaching strategies.
- **Deliberate Practice:** Teachers are supported in deliberately practicing and refining new techniques, ensuring they are embedded into their daily practice.
- **Personalised Support:** Coaching relationships are tailored to individual teacher needs, strengths and areas for development, fostering a culture of continuous learning.
- **Data-Informed Dialogue:** Coaching conversations are grounded in evidence from classroom practice and where appropriate, pupil progress data, making professional development highly relevant and effective.

Steplab Coaching Cycle



Our commitment to high-quality teaching that is underpinned by an equity mindset:

The equity mindset teacher is relentlessly focused on understanding and where possible, addressing the barriers to learning faced by their pupils. They are tough on poor progress in class, but also tough on the causes of poor progress. The teacher stuck in deficit thinking believes the lack of progress is due wholly to what's wrong with their pupils: 'Poorer pupils don't do well because their parents don't value education. What can you expect from pupils from that sort of background?'

The equity mindset teacher instead genuinely believes that every pupil can achieve - irrespective of the way they might speak, dress or look. This belief is expressed in every single interaction they have with learners in the school. They understand that all teachers are fallible to stereotyping and unconscious biases: 'How can I make class discussions less intimidating? Do our discussions and materials reflect the lives of all my pupils?' They are not best friends with their pupils, but they demand the best from them. Their pupils know they care for them and believe in them. [page: 104, Equity in Education - Lee Elliot Major & Emily Bryant]

Grounded in our commitment to an equity mindset, we define 'Holding the Line' as our absolute refusal to lower academic or behavioural expectations for our most disadvantaged pupils. Lowering standards out of misplaced sympathy reinforces the barriers disadvantaged pupils already face. True equity means maintaining identical high benchmarks for every child while providing the specific scaffolding they need to reach them.

The GLC Standards

To ensure an uncompromising consistency of high-quality provision across all academies, the Gateway Learning Community establishes a unified operational framework designated as The GLC Standards. These standards translate the statutory Teachers' Standards into explicit, observable, phase-specific actions across all classrooms.

We have these documents:

- To Secure Equity: Every pupil, regardless of their classroom or background, is entitled to high-quality environments, rigorous routines and evidence-informed pedagogy. The Standards eliminate accidental variance across our academies.
- To Fuel Instructional Coaching: Insights from these documents feed directly into the Steplab coaching model. Leaders use them to diagnose variations early and identify precise, high-leverage action steps for non-judgmental professional growth.

The Framework Components The GLC Standards 26-27

1. **The Sharp Start** [Proactive Readiness]: Completed and RAG-rated by teachers and leaders prior to the start of each half-term. It ensures all classroom logistics—including supplies, curriculum scaffolds, learning environments and LSA timetables—are fully prepared before pupils arrive.
2. **Phase Leader Monitoring** [Ongoing Excellence]: Conducted via drop-in reviews at the start of each

term and throughout the term as required, to ensure standards are maintained. Leaders focus strictly on high-leverage indicators, specifically: Behaviour & Systems [e.g. Cold Calling, Silent Signals], Learning Environments [Working Walls, Dual-Coded Vocabulary] and Homework Tracking [TTRS, Mirodo, Reading Logs, etc.]

This is strong...

This framework is a definitive pedagogical reference tool. This document provides clear visual examples of effective practice across our academies to establish a shared baseline of high expectations.

We have these documents to remove ambiguity by providing concrete examples of effective marking and feedback, optimised learning environments and strong pupil outcomes, ensuring all staff know exactly what success looks like. The framework comprises:

Marking and Feedback:

<https://padlet.com/dianepierson/this-is-strong-assessment-and-feedback-d6ccx4lq1cpjicifc>

- Visual examples of manageable, high-impact assessment routines, including live marking, purple pen editing and the swift correction of misconceptions.

Learning Environments:

<https://padlet.com/dianepierson/this-is-strong-high-quality-environments-9e336sl2vhtpiozn>

- Models of distraction-free classrooms featuring dual-coded vocabulary displays, accessible scaffolds and active working walls that support pupil independence.

Pupil Outcomes:

<https://padlet.com/dianepierson/this-is-strong-high-quality-outcomes-53pz0cq2yvfnbce>

- Benchmarks of high-quality pupil work across the curriculum, demonstrating non-negotiable standards for presentation, task depth and neat handwriting.

The **Best Practice Directory** is a central repository of instructional excellence designed to standardise trust-wide practice and support our Steplab coaching cycles. It bridges the gap between theory and execution by providing video examples of our core **Rigorous Routines** in action. Through concrete models of high-leverage strategies—such as *Show me boards*, *Choral Response*, *Structured partner talk*, *Lean teacher talk*—the directory removes ambiguity, allowing teachers and LSAs to observe, script and rehearse techniques with absolute precision to ensure 100% pupil engagement:

 Best Practice Directory 2025 - 2026 / 2026-2027

The **GLC Presentation Code** establishes identical, non-negotiable standards for work layout across all subjects and academies, ensuring pupil outcomes reflect high standards of thinking. These expectations are never assumed; they must be explicitly taught, modelled and systematically practised at the start of each academic year. By relentlessly enforcing rules on cursive handwriting, underlined headings and precise corrections, teachers and LSAs remove ambiguity, building genuine pride in work and ensuring that exceptional presentation becomes an automatic habit for every pupil. [See Appendix 1]

Intention

It is the GLC's intention that our teachers and support staff fully engage in the instructional coaching model as they:

- Lead learning and ignite creativity: Teachers will use their expertise to deliver a rigorous curriculum that builds mental schemas and empowers all learners—especially disadvantaged, SEND, EAL and more able pupils.

- Refine practice and elevate outcomes: Practitioners will engage with evidence-informed research to evaluate pedagogical impact on long-term memory, continuously refining their teaching to deliver world-class instruction.
- Balance academic rigour with holistic development: Lessons will balance high academic expectations with pupil well-being, explicitly nurturing Spiritual, Moral, Social and Cultural [SMSC] development to build resilient, self-regulated learners.
- Drive deep thought and permanent retention: Rooted in cognitive science, teachers will limit passive consumption and manage cognitive load by designing tasks that demand active mental effort to alter long-term memory.
- Check for understanding and adapt responsively: Teachers will use precise formative assessment [e.g., cold calling, hinge questions] to uncover misconceptions, dynamically adapting instruction to pause and fix, adapt support or extend and support pupils.
- Leverage innovation and AI responsibly: Staff will strategically use digital technologies and explore AI to personalise learning paths, eliminate administrative burdens and extend learning boundaries.
- Cultivate outstanding practitioners: The GLC will support all teachers and LSAs through an exceptional induction framework, Steplab instructional coaching cycles and rigorous self-reflection to continually improve classroom delivery.

Professional development

Our professional development framework translates cognitive science and pedagogical research into consistent classroom habits. Grounded in Dr Sam Sims' *Characteristics of Effective Professional Development [2021]*, our approach supports staff to:

- **Get it & See it:** Understand the science of learning and observe clear practical models.
- **Try it & Keep it:** Contextualise, rehearse and embed new strategies into permanent habits.
- **Fit it & Own it:** Align development to school priorities and take personal ownership of growth.

To ensure all professional development is high-impact, sessions must follow a structured delivery model. Training is aligned directly with GLC Signature Strategies and Steplab goals, featuring explicit modelling via live demonstrations or video examples. We secure implementation by protecting time for deliberate peer rehearsal with structured feedback, ensuring new techniques are fully embedded before entering the classroom.

Implementation - High Quality Teaching

Teaching

Professional Standards

- All teachers are expected to consistently meet the Teaching Standards and to undertake the responsibility to continue to develop and refine their practice and subject knowledge throughout their career seeking help and additional training as necessary.
- Early Career Teachers [ECTs] will be supported by their induction tutor, mentor and the GLC ECT training programme informed by the Early Career Framework Entitlement to achieve the Teaching Standards.

See Appendix 2a for the Teaching Standards and see Appendix 2B for the Early Career Framework.

Signature strategies:

- **Minimise Cognitive Load:** Consistent routines eliminate extraneous cognitive load [wasted mental effort on transitions]. Automating classroom mechanics frees up maximum working memory for complex academic content.
- **Secure Long-Term Retention:** Signature strategies explicitly support schema building. Structured scaffolding and systematic retrieval practice ensure knowledge transfers effectively from working memory into long-term memory.
- **Guarantees Quality First Teaching:** Standardised, high-leverage routines create a predictable, low-anxiety environment. This provides essential equity, disproportionately benefiting vulnerable learners and pupils with SEND.
- **Enable Responsive Teaching:** Sharp, embedded checking-for-understanding routines provide instant formative data. This allows teachers to adapt lessons dynamically and address misconceptions before moving on.

The teaching and learning strategies at the GLC are outlined in the Signature Strategies for Teachers [appendix 3] and the Signature Strategies for Support Staff:

Signature Strategies

We teach for the understanding, retention and application of knowledge and the development of transferable learning competencies [communication, critical thinking, creativity and curiosity]. Teaching and learning strategies drive thought and **check pupils' understanding** - every minute matters.

Core Step: Create Culture & Secure Attention

 Establish routines Insist on 100% Scan effectively	 Establish routines Publicly narrate met expectation	 Active listening routine Use a clear routine for gaining pupil attention	 Build a sense of pace Specify action and time limit [display timer]
Stand in a front corner of the room to maximise your view [Perch] Scan the room purposefully and exaggeratedly [Crane]	Reinforce expected learning behaviours: Verbal praise / Dojo - Dojo for... - excellent tracking	Everyone tracking me, in 3 - 2 - 1... Dojo for... Turn and track...	Task instruction, allocated time, start signal - I want you to.... You have 3 minutes & 45 seconds. Go! - Books & reading rulers out in 3-2-1 - Dojo for...

Core Step: Optimise Communication

 Give clear and memorable explanations Script explanations and models	 New vocabulary with active practice Repeat target vocabulary	 Modelling as a scaffold Live model the process
Create scaffolds for yourself: diagrams, bullet points, etc. Keep teacher talk lean: be concise, repeat crucial ideas & terms. Chunk explanations.	My turn, your turn. Read it, say it, define it, use it.	Live model the steps [think out loud]. Model the use of visible scaffolds.

Core Step: Drive Thought

 Use accountable questioning Frontload means of participation	 Plan, run and monitor independent practice Tailor tasks and scaffolds	 Plan, run and monitor independent practice Ensure that practice is quiet
Cold calling [no hands up]: Thinking - Question - Pause - Name Thinking - Question - Means of participation: choral response, partner A/B, paired talk, rock-paper-scissors, show-me boards. - Show-me boards: Thinking - Question - Answer: '3,2,1 - Hover, 3,2,1 - Show me! Feedback: Tick/Fix/Total - 3,2,1 Show me!' - Rock, paper, scissors: Thinking - Question - 'Rock, paper, scissors, show me!'	Choose or remove scaffolds according to the needs of your class Proactive adaptation: Plan for adaptation Interactive adaptation: Adapt in real-time Retroactive adaptation: Adapt plans following a lesson Lesson specific scaffolds Universal scaffolds Targeted & specialist scaffolds	Use 'stop & jot' throughout the lesson to help pupils learn & remember key knowledge Silent & solo - got!

Core Step: Gather & Give Feedback

 Specify success & plan for feedback Identify moments to check for understanding [key learning]	 Give whole class feedback Re-teach, re-check	 Check individual & whole class feedback Make feedback precise & actionable
Plan hinge questions to assess key learning & possible misconceptions using: - Show-me boards: Thinking - Question - Answer: '3,2,1 - Hover, 3,2,1 - Show me! Feedback: Tick/Fix/Total - 3,2,1 Show me!' - Rock, paper, scissors: Thinking - Question - 'Rock, paper, scissors, show me!' - Choral response: Thinking - Question - Cue: [hands to chest, then out]	Most pupils not secured learning: Re-teach - script [lean teacher talk] how it will be explained differently. Some pupils not secured learning: Add or remove scaffolds. Most pupils secured learning: Move on.	Specify the exact action pupils need to take and/or ask prompting questions: - Emily, you have done a fantastic job of... The error here is... To fix this... - What do you need to do first? Which parts do you know? Which strategies could you use? - Address foundation skills - Correction, reflection & feedback time [CRAFT]

Core Step: Ensure Consolidation

 Use retrieval quizzes Include prior content	 Use retrieval quizzes Repeat tricky concepts
Ensure that quizzes cover content from different time periods: last lesson, week, month and term. Frame quizzes as low-stakes.	When a large portion of the class struggles with a particular quiz question, repeat that question, or variant of it, on the next quiz.

Our teaching and learning strategies are inclusive by design, incorporating the EEF core practices (explicit instruction, cognitive and metacognitive strategies, and scaffolding) that support all pupils, including those with SEND and wider vulnerabilities, to overcome barriers to learning.

A Relentless Focus on Academic Achievement

Signature Strategies - In class Support

Support staff have a positive impact on pupil engagement, independence, learning and progress - they add value at each stage of the lesson.

Build positive relationships

Welcome pupils

How?
Say something positive and personalised to begin relationship building:

"Morning Leo, did you finish building your lego house?"

Frame expectations positively

How?
Use clear, positive statements to reinforce good behaviours:

"Track the speaker, thank you"

Precise praise

How?
Be precise: identify specific strengths [avoid exaggeration]

"You are showing excellent resilience - keep going...you're almost at the final step"

Prepare effectively for the lesson

Understand the pupils

How?
Build an ongoing holistic view of the pupils you are working with - understand their specific learning needs.

[EHCP, Pupil Support Plans, Regulation Plans, Assessment Data, EP Reports, Speech and Language Reports etc.]

Agree the role in the class

How?
Agree mechanisms for sharing planning and resourcing, the specific support you will provide in the lesson and how you will feedback to the teacher.

[Conversation, email, annotated plans, communication book, etc.]

Master the content

How?
Take steps to fully understand key learning in the lesson and ensure you have the required subject knowledge to add value to learning.

[Maths strategies, key vocabulary, grammar terminology, knowledge of text, etc.]

Support behaviour during the lesson

Insist on 100%

How?
Articulate clear expectations, scan for compliance and use non-verbal gestures.

[Use 2 fingers to point eyes for tracking, gentle tap on table, gesture picking up a pencil and writing, stand near a pupil who does not comply, etc.]

Model expected actions

How?
Model the action expected by the teacher.

[Call for attention, track the speaker, one voice, choral response [reading/table sticks], Singing, etc.]

Use a refocusing statement

How?
Redirect pupils' attention to the work in a positive way:

"Let's get back to this piece of writing. Great use of vocabulary in this sentence! Keep going."

Support literacy during the lesson

Support talk before writing

Ask pupils to verbalise key points they want to include in their writing before starting.

[Use 'hold a sentence' & other strategies to scaffold this, ie: sound buttons, sequencing, widget, whiteboards, etc.]

Insist on use of key vocabulary

Use vocabulary and definitions on planning and knowledge organisers. Model this and insist on pupils using this both verbally and within written work

Check and correct spelling and grammar

Provide feedback using agreed marking codes. Direct pupils to correct their mistakes using a purple pen.

Facilitate independent learning

Circulate to check for understanding

Move around the classroom with purpose to monitor pupil engagement and understanding:

[Circulate calmly, use a planned route, avoid disrupting the learning, address misconceptions, feedback to the teacher]

Make feedback precise and actionable

Direct pupils to where the error is and specify the exact action they need to take next:

"Eli, you've done a fantastic job of... The error here is... To fix this you should..."
[Include imperative verbs such as:
"Check...then rewrite..." "Review...then redo..."]

Support self-scaffolding using the least amount of support needed first

Allow pupils time to plan and problem-solve themselves before offering support, then:

- Pause before prompting;
- Gesture to appropriate resources for pupils to help themselves;
- Draw on pupil's prior knowledge;
- Provide hints or clues;
- Push the thinking back on to the pupils;
- Repeat rather than correct errors;
- Model and narrate

Inclusive Teaching

We adopt the principle that our core teaching and learning strategies are inclusive by design. Grounded in recent educational research, such as the Steplab Paper:

<https://resources.steplab.co/content/files/2026/03/Inclusive-Teaching-Discussion-Paper.pdf>. We recognise that the cognitive architecture of how humans learn is universal; there are far more similarities than differences in how pupils process and retain information. Rather than requiring entirely separate teaching methods for different groups, high-quality, evidence-informed instruction meets the needs of the significant majority of pupils. [Appendix: 4]

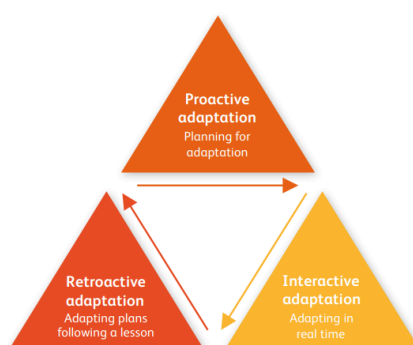
Why We Adopt This Approach

- To Avoid Low Expectations: Separating or diluting the curriculum for specific groups of learners often results in reduced challenge and poor progress. An inclusive-by-design approach guarantees that every pupil accesses the same rich, demanding curriculum.
- To Optimise Cognitive Load: Strategies that benefit learners with SEND, EAL, or from disadvantaged backgrounds—such as explicit modelling, chunking information and building automaticity—are highly effective for *all* learners.
- To Ensure Classroom Equity: By designing our everyday 'universal' teaching to be robust and highly scaffolded, we naturally accommodate the vast majority of pupil needs without needing to isolate or label children.

Refer to the SEND policy for more information about our graduated approach to meeting the needs of all pupils, including those with the most complex needs.

Adaptive Teaching

Adaptive teaching is an instructional approach where teachers proactively anticipate potential barriers to learning—particularly for pupils with Special Educational Needs and Disabilities [SEND]—and dynamically adjust their teaching methods, pace and resources to meet individual needs. It combines real-time responsiveness with forward planning to ensure all pupils can successfully access the curriculum.

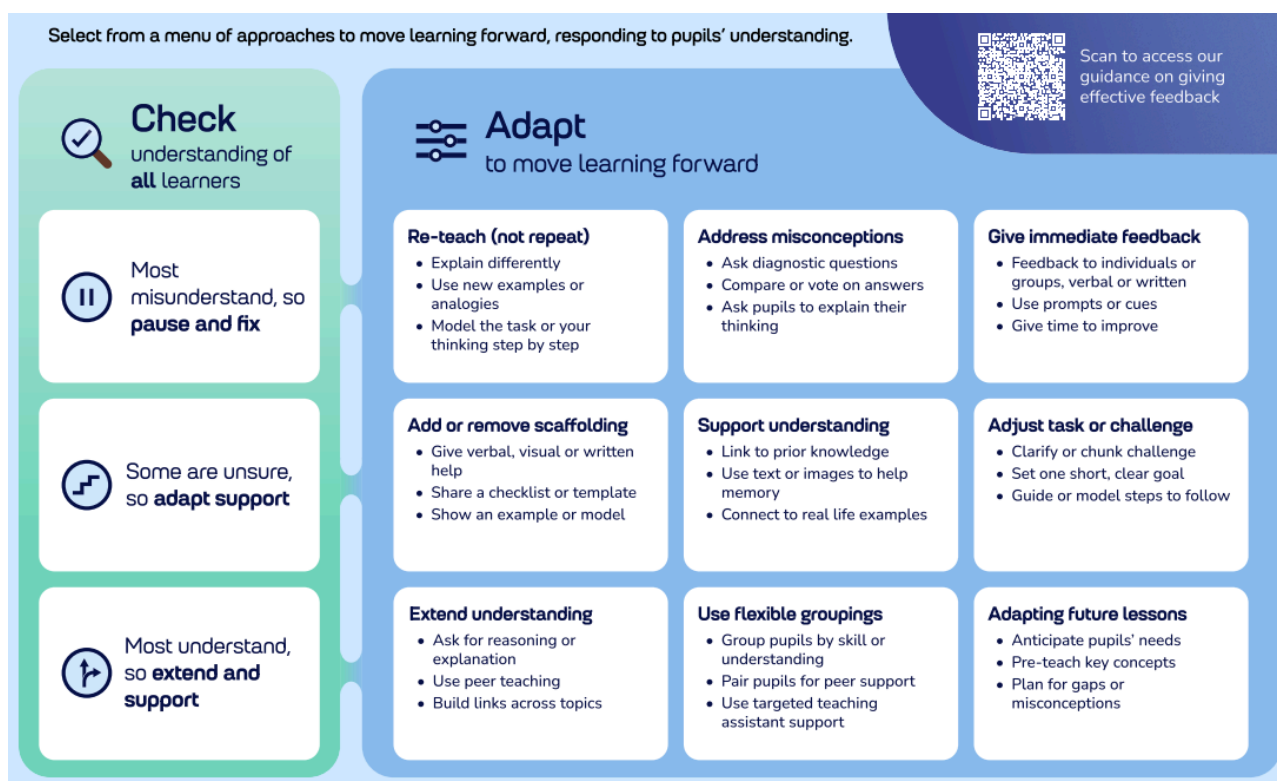


Proactive adaptation occurs before a lesson begins, allowing practitioners to anticipate predictable misconceptions and plan specific adjustments in advance. Rather than creating entirely different activities, proactive planning ensures there is sufficient flexibility within a lesson to adapt instruction based on live pupil performance. At The GLC proactive adaptation is executed as follows:

- **Anticipating Pitfalls:** Using professional judgment to identify where individual pupils or groups are likely to experience challenge, preparing targeted reinforcements beforehand.

- **Lesson-Specific Resources:** Preparing scaffolds in advance that directly lower barriers and enable access to the lesson content, but ensure appropriate pupil thought and challenge.
- **Universal Scaffolds:** Implementing everyday classroom aids for writing and mathematics [such as dual-coded vocabulary strips, word mats, number lines and sentence stems] to support all learners in accessing the core curriculum.
- **Targeted and Specialist Scaffolding:** Aligning advanced support directly with Pupil Support Plans, ensuring individualised accommodations and specialised scaffolds are in place before teaching begins.
- **Building Dynamic Flex-Points:** Intentionally structuring flexible pause points into planning [such as using a *Hinge Question*] to allow instruction to be responsive rather than pre-determined.

Interactive adaptation occurs live during instruction, where a teacher continuously uses formative assessment to gather evidence of pupil learning and adjust teaching in the moment. To be effective, teachers must move beyond deploying disconnected techniques and instead anchor their practice in checking for understanding and the core principles of formative assessment. The teaching and learning strategies we use at The GLC are outlined on the Rigorous Routines. Teachers respond dynamically to assessment using the following strategies:



Retroactive adaptation involves responding to assessment data after a task is completed, focusing on long-term memory retention rather than just immediate lesson performance. It ensures that when checks for understanding reveal gaps in learning, deliberate curriculum adjustments are made to revisit and reinforce core knowledge.

Learning Competencies:

- We will provide pupils with the opportunities and experiences which develop the following learning competencies [adapted from the book 'Imagine if - Creating a future for us all' [Ken Robinson & Kate Robinson]:
- **Creativity:** The ability to generate new ideas and to apply them in practice

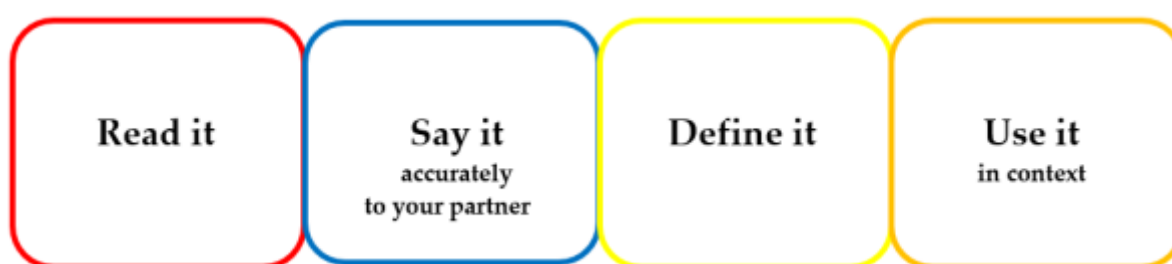
- **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of media and forms
- **Critical thinking:** The ability to analyse information and ideas and to form reasoned arguments and judgements
- **Curiosity:** The ability to ask questions and explore how the world works

Deliberate vocabulary development

Vocabulary Instruction

Learning new words requires **deliberate and explicit teaching** from teachers. For pupils with limited prior knowledge and vocabulary, this process is particularly challenging; new words won't simply "sink in." Without **focused practice**, new vocabulary is easily forgotten.

The agreed Trust approach to explicitly teaching vocabulary, spanning across the curriculum, is:



Specific words will be deconstructed by the teacher to show the prefix, root word and suffix. An understanding of common prefixes will enable pupils to break down and understand unfamiliar words.

Assessment

NB: This section of the teaching and learning policy should be read in conjunction with the assessment and feedback policy:

[Assessment and Responsive Feedback Policy \[Primary\] Aut 26 \[27\]](#)

The starting point for effective feedback is eliciting the right information about pupil progress through strategic assessment strategies. Assessment is the range of activities [formal and informal: summative and formative] through which we come to know the extent of the knowledge, skills and understanding that pupils have developed. Effective assessment strategies are the vehicle by which we can ascertain this, whilst feedback refers to actions undertaken by the teacher to advise pupils of their progress and precisely how to close any gaps. Teaching and learning strategies to check for understanding are outlined on the Signature Strategies document. Please refer to The GLC Primary Assessment & Responsive Feedback policy for full details of the assessment process.

Learning

The GLC supports the following ideas that **learning**:

- "is an alteration in the long term memory. If nothing has been altered in long-term memory, nothing has been learned." [Department for Education].
- "is the acquisition of domain-specific knowledge in the form of schemas." [John Sweller]

Teaching, Learning and Quality Assurance Cycle

Monitoring and Learning Walks

- Subject Leaders & Phase Leads: Undertake regular learning walks to assess the quality of education across the classrooms, ensuring their findings are recorded and shared with the relevant teaching staff.
- Joint Leadership Walks: Line managers, Phase Leads and Subject Leaders carry out joint learning walks to foster professional discussion and evaluate classroom practice. These insights are formally recorded in line management minutes.
- Trust & Whole-School Reviews: School and Trust-wide reviews are conducted regularly by the CEO, Headteacher and the Teaching and Learning Team. These reviews assess the overall quality of education, monitoring cycles, pupil outcomes and the consistent application of key school policies. Findings are reported to all key stakeholders.
- Teaching & Learning Team 'Temperature Checks': The Teaching and Learning Team conducts regular learning walks to get a snapshot of classroom practice across the school. The impact of these checks is recorded and shared with key leaders.

Teacher Support and Professional Development

- Early Career Teachers [ECTs]: All teachers new to the profession will follow the statutory Early Career Teacher Programme.
- Overseas Trained Teachers: Overseas qualified teachers will be monitored and supported through the 'Assessment Only' route to qualified teacher status [QTS] if deemed appropriate.
- New Staff Integration: All teachers new to the school will be paired with a coach to support their smooth integration into the Academy.

Targeted Support and Intervention

- Support Programme: Where teaching is not yet consistently strong, a supportive informal or formal intervention programme—combining targeted coaching and leadership backing—will be put into place. See Performance Management Policy for further details.

Appendices

Appendix 1

Pupil Work Presentation Policy

At the GLC, we believe instilling pride in pupils is crucial and this should be reflected in their work's presentation. By setting high expectations, we encourage pupils to achieve their full potential.

Our Aims:

- Set high standards for the presentation of pupil work.
- Instil pride by explicitly defining acceptable presentation standards.
- Help pupils understand that presentation, while important, does not outweigh content.
- Offer supportive guidance through oral and written feedback to improve presentation.

Classroom Implementation:

Teachers will use visualisers and model effective presentation directly in pupil books to secure expectations.

To ensure progression and continuity in work presentation, these mutually developed guidelines support pupils across the school:

Foundation Stage [FS] / Key Stage 1 [KS1]

- Dates:
 - Early years: Pupils will increasingly write their full names, dates and months independently.
 - Year 1: Pupils will use the short date.
 - Year 2: Pupils will write and underline the full date.
- New Work: From Year 2, pupils should start new work by leaving two lines after their previous piece and ruling off, or begin a new page if near the bottom.
- Handwriting: Pupils will follow the RWI handwriting programme based on their handwriting level.
- Workbooks: Teachers will trim and neatly stick photocopied sheets into books.
- Book Covers: Doodling on book covers is not permitted.

Key Stage 2 [KS2]

- Dating and Titles: All work must be dated. Dates and titles should be underlined neatly with a ruler in pencil.
- Naming Work: All work [except in books] must include the pupil's full name.
- Workbooks: Teachers will trim and neatly stick photocopied sheets into books.
- Handwriting: Pupils will follow the RWI handwriting programme based on their handwriting level.
- Pens: Pupils can earn the right to write in a handwriting pen if their handwriting and presentation is consistent.
- Book Covers: Doodling on book covers is not permitted.

Pencils and Pens

- Pencils: Pencils must be used for all written work in all year groups until a pupil can join their writing in a well-formed, cursive style, as determined by the handwriting policy.
- Pens: Pupils will then progress to using a pen [except in Maths, where only pencils are permitted].

Foundation Stage	Year 1 and 2	Years 3 and 4	Years 5 and 6
A selection of thick and fine writing implements. Chunky triangle pencils introduced, to support correct grip.	Chunky triangle pencils for some pupils. Fine pencils, some with grips, for most pupils.	Introduce handwriting pens [black ink] as appropriate for all written work. Fine pencils to be used for Maths work.	Most pupils should be using handwriting pens [black ink] for all written work. Fine pencils to be used for Maths work.
Felt tips should not be used where they will come through onto the reverse of the paper in books, with the exception of highlighters for editing and marking.			

Presentation codes:

- General: [W presentation code - updated 26.docx](#)
- Maths: [W KS2 Maths without WAGOLL.docx](#)



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2B

Early career teacher entitlement [ECTE] is a 2-year programme that supports early career teachers [ECTs] when they start their teaching career. It's designed to:

- develop their professional skills
- provide them with the knowledge and skills to meet the [teachers' standards](#)

It includes:

- a training programme for ECTs
- mentor support for ECTs
- a training programme for new mentors [if the school uses a Department for Education [DfE] funded lead provider]
- time off timetable for ECTs and mentors
- regular progress reviews and 2 formal assessments for ECTs against the teachers' standards

<https://www.gov.uk/government/publications/early-career-teacher-entitlement>



Core Step: Create Culture & Secure Attention

Goal: Establish Routines, **Granular Steps:** Insist on 100%, Scan effectively

Steplab Granular Steps:

- https://steplab.co/learn/share-step/REh-blwns4me/NOpy_rm3wc0m/XGe8tbwnvtqw/Insist-on-100
- <https://steplab.co/learn/share-step/REh-blwns4me/NOffnhy9lf1b/XGe8tbwnvtqw/Scan-effectively>

What we do:

- Stand in a front corner of the room to maximise your view [Perch], Scan the room purposefully and exaggeratedly [Crane]

Why we do it:

- Eliminates Blind Spots [The Perch]: Broadens your view from the room's corners so no pupil can drift into the background.
- Signals Radical Visibility [The Crane]: Uses exaggerated scanning as a silent message that every action in the room is seen.
- Nips Distractions in the Bud: Spots off-task behaviour instantly to redirect it before it breaks lesson momentum.
- Normalises 100% Participation: Proves that opting out is not an option, making active attention a consistent habit.

Goal: Establish Routines, **Granular Steps:** Publicly narrate met expectation

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOzmsfy3so6a/XGe8tbwnvtqw/Publicly-narrate-met-expectations>

What we do:

- Reinforce expected learning behaviours: Verbal praise / Dojo - "Dojo for... - excellent tracking"

Why we do it:

- Amplifies the Positive: Focuses attention on correct behaviour, rewarding compliance rather than giving visibility to disruption.
- Creates a Blueprint for Success: Names the exact action being praised, providing the room with a clear model to copy.
- Leverages Peer Momentum: Generates a domino effect where pupils quickly self-correct to match their praised peers.
- Builds a Warm Culture: Positions the teacher as someone who hunts for the good, making high expectations feel rewarding.

Goal: Use an active listening routines, **Granular Steps:** Use clear routines for gaining pupil attention

Steplab Granular Steps:

- https://steplab.co/learn/share-step/REh-blwns4me/NOb_9o1_18tg/XGs3ms5ocqis/Use-a-clear-routine-for-gaining-student-attention

What we do:

- 'Everyone tracking me in 3-2-1...Dojo for...'

Why we do it:

- Secures 100% Attention: Clarifies exactly when every pupil must stop and focus.
- Saves Instruction Time: Minimises transition delays between tasks.
- Prevents Missed Learning: Ensures all pupils track the speaker before information is given.
- Motivates Swift Compliance: Uses immediate recognition to reinforce positive behaviour.

Goal: Build a sense of pace, **Granular Steps:** Specify action and time limit [display timer]

Steplab Granular Steps:

- https://steplab.co/learn/share-step/REh-blwns4me/NOjq5_mx51r1/XGezkppbat76/Specify-action-and-time-limit

What we do:

- Task instruction, allocated time, start signal - 'I want you to....You have 3 minutes & 45 seconds. Go!' 'Books & reading rulers out in 3-2-1 - Dojo for...'

Why we do it:

- Builds Urgent Pace: Setting precise time limits prevents tasks from dragging and keeps energy high.
- Removes Task Ambiguity: Combining the specific action with a start signal tells pupils exactly when and how to begin.
- Encourages Self-Regulation: Displaying a timer allows pupils to monitor their own progress and manage their time.
- Minimises Transition Friction: Using a countdown for resource management turns routine logistics into rapid, automatic habits.

Core Step: Optimise Communication

Goal: Give clear and memorable explanations, **Granular Steps:** Script explanations and models

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NObdenjrpfpf/XGdm6wutylqc/Script-explanations-and-models>

What we do:

- Create scaffolds for yourself: diagrams, bullet points, etc. Keep teacher talk lean: be concise, repeat crucial ideas & terms. Chunk explanations.

Why we do it:

- Reduces Cognitive Overload: Chunking information and keeping talk lean prevents pupils' working memory from becoming overwhelmed.
- Secures Conceptual Clarity: Scripting beforehand ensures precise language and avoids confusing, off-the-cuff tangents.
- Reinforces Dual Coding: Pairing concise words with visual scaffolds [diagrams/bullet points] helps pupils process information through multiple channels.
- Aids Retrieval and Retention: Repeating crucial ideas and vocabulary embeds core concepts into pupils' long-term memory.

Goal: New vocabulary with active practice, **Granular Steps:** Repeat target vocabulary

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOnlm5u77p3n/XGgs37pktdqs/Repeat-target-vocabulary>

What we do:

- My turn, your turn. Read it, say it, define it, use it.

Why we do it:

- Builds Phonological Confidence: Using 'my turn, your turn' ensures pupils hear correct pronunciation before chorally repeating it, building confidence to speak aloud.
- Lowers Cognitive Barriers: Breaking learning into sequential steps [reading, saying, defining, using] allows pupils to master word mechanics before applying meaning.
- Deepens Semantic Understanding: Providing clear definitions alongside immediate contextual practice moves

pupils past simple memorisation to true comprehension.

- Promotes Active Retrieval: Requiring pupils to instantly use the word in a sentence transitions it from passive recognition into active vocabulary.

Goal: Modeling as a scaffold, **Granular Steps:** Live model the process

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOwtkzbm7s5f/XG2lls023jzg/Live-model-the-process>

What we do:

- Live model the steps [think aloud]. Model the use of visible scaffolds.

Why we do it:

- Deconstructs Complex Processes: Live modelling [thinking aloud] makes invisible thought processes visible, breaking complex tasks into manageable steps.
- Demonstrates Scaffolding in Action: Modelling the use of visual aids shows pupils exactly how to use tools to support their own independent work.
- Reduces Cognitive Load: Seeing a process completed in real time prevents pupils from feeling overwhelmed by a final, finished product.
- Provides a Clear Benchmark: Creating an explicit, high-quality model sets a clear standard of success for pupils to replicate.

Core Step: Drive Thought

Goal: Use accountable questioning , **Granular Steps:** Frontload means of participation

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOwtkzbm7s5f/XG2lls023jzg/Live-model-the-process>

What we do:

- Cold calling [no hands up]: Thinking - Question - Pause - Name
- Thinking - Question - Means of participation: choral response, partner A/B, paired talk, rock-paper-scissors, show-me boards.
- Show-me boards: Thinking - Question - Answer: '3,2,1 - Hover, 3,2,1 - Show me! Feedback: Tick/Fix/Total - 3,2,1 Show me!'
- Rock, paper, scissors: Thinking - Question - 'Rock, paper scissors, show me!'
- Choral response: Thinking - Question - Cue: [hands to chest, then out]

Why we do it:

- Optimises Engagement: Frontloading the means of participation ensures all pupils prepare an answer, removing the opt-out option common with hands-up.
- Maximises Thinking Time: Inserting a deliberate pause before naming a pupil or giving a cue allows working memories to process the question.
- Provides Instant Formative Assessment: Using whole-class responses [show-me boards/choral cues] gives immediate, actionable feedback on pupil understanding.
- Creates Low-Stakes Accountability: Peer-to-peer cues [partner talk/rock-paper-scissors] build confidence and lower anxiety before sharing with the wider class.

Goal: Plan, run and monitor independent practice, **Granular Steps:** Tailor tasks and scaffolds

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOj3x9ha5hkh/XGj29hstodid/Tailor-tasks-and-scaffolds>

What we do:

- Choose or remove scaffolds according to the needs of your class
- Proactive adaptation: Plan for adaptation / Interactive adaptation: Adapt in real-time / Retroactive adaptation: Adapt plans following a lesson
- Lesson specific scaffolds / Universal scaffolds / Targeted & specialist scaffolds

Why we do it:

- Ensures Equitable Access: Tailoring and choosing scaffolds according to class needs ensures all pupils can access high-quality curriculum content.
- Responds to Real-Time Needs: Balancing proactive, interactive and retroactive adaptation allows teaching to dynamically address misconceptions as they arise.
- Targeted Support Levels: Layering lesson-specific, universal, or specialist scaffolds provides the exact level of challenge or support required for independent success.
- Fosters Learner Autonomy: Gradually removing scaffolds as pupils gain competency prevents dependence and successfully builds independent learning habits.

Goal: Plan, run and monitor independent practice, **Granular Steps:** Ensure that practice is quiet

Steplab Granular Steps:

- https://steplab.co/learn/share-step/REh-blwns4me/NOsriz4_pexw/XGj29hstodid/Ensure-that-practice-is-quiet

What we do:

- Use 'stop & jot' throughout the lesson to help pupils learn & remember key knowledge
- Silent & solo - go!

Why we do it:

- Maximises Focus: Insisting on 'silent & solo' practice eliminates distractions, allowing pupils to dedicate their full working memory to the task.
- Encourages Independent Cognition: Removing peer discussion forces pupils to grapple with the content individually, revealing true levels of understanding.
- Embeds Key Knowledge: Using regular 'stop & jot' techniques provides quick, focused bursts of retrieval that help transfer information to long-term memory.
- Calms the Learning Environment: Establishing a quiet routine reduces classroom friction and creates a purposeful, predictable atmosphere for independent work.

Core Step: Gather and Give Feedback

Goal: Specify success & plan for Feedback, **Granular Steps:** Identify moments to check for understanding [key learning]

Steplab Granular Steps:

- https://steplab.co/learn/share-step/REh-blwns4me/NO81dfc2gkv9/XGrd72lsq0_o/Identify-moments-to-check-for-understanding

What we do:

- Plan hinge questions to assess key learning & possible misconceptions using:
- Show-me boards: Thinking - Question - Answer: '3,2,1 - Hover, 3,2,1 - Show me! Feedback: Tick/Fix/Total - 3,2,1 Show me!'
- Rock, paper, scissors: Thinking - Question - 'Rock, paper scissors, show me!'
- Choral response: Thinking - Question - Cue: [hands to chest, then out]

Why we do it:

- Diagnoses Misconceptions Instantly: Planning specific hinge questions targets critical learning forks, exposing misunderstandings before they derail the lesson.
- Secures Total Participation: Using whole-class response mechanisms [show-me boards/choral cues] prevents passive opting-out and checks the understanding of every pupil.
- Drives Real-Time Adaptations: Gathering immediate data allows the teacher to decide on the spot whether to break for a 'tick/fix' feedback loop or move on.
- Informs Responsive Teaching: Identifying exact check-for-understanding moments guarantees that feedback is based on objective, immediate evidence of pupil learning.

Goal: Give whole class feedback **Granular Steps:** Re-teach, re-check

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NO2q0s9qic4y/XGxkh1w5nq81/Re-teach-re-check>

What we do:

- Most pupils not secured learning: Re-teach - script [lean teacher talk] how it will be explained differently.
- Some pupils not secured learning: Add or remove scaffolds.
- Most pupils secured learning: Move on.

Why we do it:

- Saves time: Addresses common misconceptions simultaneously rather than repeating explanations individually.
- Closes gaps early: Pausing to re-teach ensures foundational errors do not compound later.
- Maintains high standards: Adjusting scaffolds [support structures] keeps expectations high while providing access for all.
- Prioritises learning over coverage: Ensures pupils actually understand the content before moving on to new material.
- Normalises mistakes: Shows the whole class that errors are a standard, valuable part of learning.

Goal: Give individual & whole class feedback **Granular Steps:** Make feedback precise & actionable

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOhu3ow92sn9/XGwj2bnhiqvm/Make-feedback-precise-and-actionable>

What we do:

Specify the exact action pupils need to take and/or ask prompting questions:

- Emily you have done a fantastic job of...The error here is...To fix this...
- What do you need to do first? Which parts do you know? Which strategies could you use?
- Correction, reflection & feedback time [CRAFT]

Why we do it:

- Drives immediate progress: Clear, actionable steps mean pupils know exactly *how* to improve, rather than just knowing *what* they got wrong.
- Develops independence: Prompting questions force pupils to think critically and problem-solve, rather than relying on the teacher for answers.
- Guarantees accountability: Dedicated CRAFT time ensures feedback is actually processed and acted upon, rather than ignored.
- Builds resilience: Normalises redrafting and editing as essential steps to achieving high-quality work.

Core Step: Ensure Consolidation

Goal: Use retrieval quizzes, **Granular Steps:** Include prior content

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOmc3a272vej/XG73g8o6dxvi/Include-prior-content>

What we do:

- Ensure that quizzes cover content from different time periods: last lesson, week, month and term. Frame quizzes as low-stakes.

Why we do it:

- Strengthens long-term memory: Spacing out retrieval across days, weeks and months interrupts forgetting and embeds knowledge.
- Lowers test anxiety: Low-stakes framing ensures pupils focus on practice and progress rather than grades.
- Identifies gaps early: Regular retrieval highlights which older concepts need re-teaching before they are forgotten completely.
- Eases cognitive load: Automating past knowledge frees up working memory for learning new, more complex content.

Goal: Use retrieval quizzes, **Granular Steps:** Repeat tricky concepts

Steplab Granular Steps:

- <https://steplab.co/learn/share-step/REh-blwns4me/NOb3g2x9w0lh/XG73g8o6dxvi/Repeat-tricky-concepts>

What we do:

- When a large portion of the class struggles with a particular quiz question, repeat that question, or variant of it, on the next quiz.

Why we do it:

- Embeds corrected learning: Re-testing tricky concepts ensures pupils have actually understood the feedback and correction, rather than just hearing it.
- Measures progress: Using variants of failed questions proves whether pupils can transfer the concept or if they just memorised a single answer.
- Prevents persistent misconceptions: Catching and repeating difficult topics early stops errors from becoming permanently embedded in long-term memory.
- Informs future planning: Success on the repeat question signals that the class is genuinely ready to move on to more advanced material.

Appendix 4: Inclusive Teaching

Our teaching and learning strategies are inclusive by design, incorporating the EEF core practices [explicit instruction, cognitive and metacognitive strategies & scaffolding] that support all pupils, including those with SEND and wider vulnerabilities to overcome barriers to learning:

Core Step	How does this support pupils with barriers to learning?	Further targeted adaptations
Create Culture & Secure Attention Goal: Establish Routines, Granular Steps: Insist on 100%, Scan effectively; Publicly narrate met expectation Goal: Use an active listening routine, Granular Steps: Use clear routines for gaining pupil attention Goal: Build a sense of pace, Granular Steps: Specify action and time limit [display timer]	Reduces cognitive load; increases predictability; removes ambiguity; depersonalises correction; proactively supports refocusing ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH ✓ Sensory	Make adjustments for varying processing times - anticipate and extend; use discreet and non-verbal cues to prompt and avoid shame; accept alternative indicators of participation; minimise talk time whilst pupils are working; deliver with warmth, vary tone intentionally and cue pupils into listening; pre-alert and pace countdowns with reminders; use multi-sensory and vocal anchors with a countdown; frame the timer as a target not an absolute high-pressure deadline; provide physical scaffolds such as timers, with varying sounds/visuals to avoid distraction

Optimise Communication Goal: Give clear and memorable explanations, Granular Steps: Script explanations and models Goal: New vocabulary with active practice, Granular Steps: Repeat target vocabulary Goal: Modeling as a scaffold, Granular Steps: Live model the process	Eliminates verbal and visual clutter; anticipation and adaptation for any barriers; models metacognitive strategies explicitly; provides deliberate opportunities for overlearning ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH ✓ Sensory	Use a clutter-free, hyper-literal delivery with explicit language by selecting just a few high-leverage words per lesson; vary vocal intonation, tone and pacing (including chunking, pauses and choral responses) to distinguish between different intents (eg a writing voice vs a planning voice); model mouth shapes and use dual-coded individual scaffolds to overcome barriers to expression; accept non-verbal indicators of understanding; adjust the length and complexity of instructions through backward chaining; enhance models with verbal and visual cues (pointers, highlighters, key iterative verbs); ensure that pupils immediately mirror the required steps using a checklist or printed reference
Drive Thought Goal: Use accountable questioning , Granular Steps: Frontload means of participation Goal: Plan, run and monitor independent practice, Granular Steps: Tailor tasks and scaffolds Goal: Plan, run and monitor independent practice, Granular Steps: Ensure that practice is quiet	Provides routines cues and predictable processing time; normalises support and accessibility; lowers the stigma of receiving help and makes challenge feel safe; minimises the need to switch attention; normalises collective, focused effort ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH ✓ Sensory	Use cold-calling after rehearsal or for mastered content; keep target information to 1 or 2 absolute words; keep physical movements highly regulated and routine script and rehearse specific partner pairings and roles; prioritise thinking and effort over task completion; provide visually uncluttered personal versions of universal scaffolds; explicit reminders of what independent practice looks like, with clear time expectations;
Gather and Give Feedback	Destigmatises confusion and explicitly	Narrate explicitly when modelling both skilled

Goal: Specify success & plan for Feedback, Granular Steps: Identify moments to check for understanding [key learning] Goal: Give whole class feedback Granular Steps: Re-teach, re-check Goal: Give individual & whole class feedback Granular Steps: Make feedback precise & actionable	promotes making errors as a natural, safe part of the learning process facilitates and encourages all pupils to actively engage in metacognitive strategies ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH	responses and less successful strategies; use precise verbal cues to direct physical behaviour (eg where hands should be); when addressing errors, limit feedback to one high-leverage correction at a time; explicitly name the exact error publicly and frame as a common misconception; outline structured feedback in books and on slides using a consistent layout; frame instructions with a clear reason why
Ensure Consolidation Goal: Use retrieval quizzes, Granular Steps: Include prior content Repeat tricky concepts	Automates foundational skills and knowledge, providing more capacity for acquiring new concepts; disrupts the forgetting curve; gives pupil immediate experience of improvement ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH	Focus older retrieval items strictly on core concepts; maintain consistent, predictable formats; display the quiz for the duration of the activity, with physical scaffolds for some pupils to match questions and responses for less secure knowledge; on first repeat, provide a near-transfer variant that keeps all but the core values/words the same; explicitly flag where questions are revisiting learning from more recently; use non-judgemental language

