



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

Teaching and Learning Handbook

2025 -2026



Critical Thinking



Communication



Creativity



Curiosity



Aspiration



Compassion



Resilience



Responsibility

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GLC Teaching for Learning Policy [Primary]

This policy was published for consultation on:	Summer 2025
This Policy was ratified by the Board of Directors on:	Summer 2025
This Policy will be reviewed by the GLC Board on:	Summer 2026

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.

GLC Teaching for Learning Policy [Primary]

Introduction

Teaching & Learning Vision

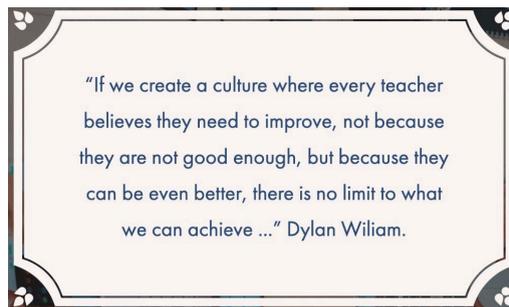
We teach for the understanding, retention and application of knowledge and the development of transferable learning competencies [communication, critical thinking, creativity and curiosity]. Teaching and learning strategies drive thought and check pupils' understanding - every minute matters.

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]

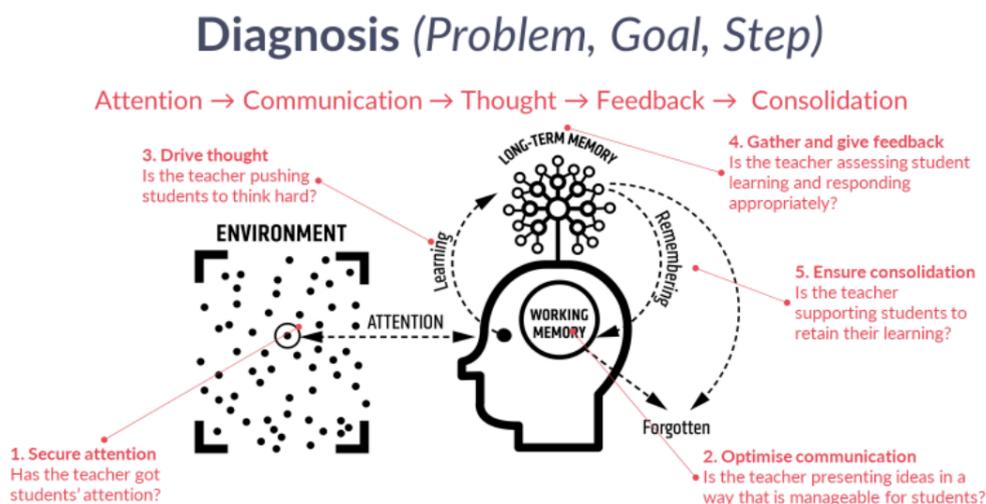
Improving upon our best

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



The learning model

Teaching 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 the deliberate practices they apply:



Securing Attention

Student attention is a necessary precursor for thought; it's the portal through which content passes into working memory. Attention is the gatekeeper of learning. If a student is not focused on the right aspects of the environment—even if the environment has been streamlined and simplified—they cannot learn.

Successfully directing and managing attention is how we enable pupils to process information. If a teacher does not have all pupils paying attention to either their voice or the resource, no learning will happen for those pupils, even from the best-planned lesson.

Therefore, the first thing we ask ourselves is: "Has the teacher got the attention of all pupils?" If not, this will be the highest-leverage aspect for the teacher to improve, and action steps will be agreed upon in this area.

Optimising Communication

Working memory, the site of conscious thinking, has a limited capacity. If we overload it, pupils will be unable to process information in a way that leads to learning, even if their attention is spot on.

Teachers need to plan lessons and communication to ensure that pupils focus on a few ideas, processes, or pieces of information at a time. Consider:

- How long is the teacher talking for?
- How many ideas are discussed?
- Where is the information captured?
- Are the words being used familiar to the pupils?

If information and language are not presented clearly here, it will not be processed in working memory and is likely to be forgotten instantly.

Driving Thought

This involves driving pupils to think hard about what we have told them. Memory is the residue of thought. When pupils successfully think about the content in our lessons, they learn.

Consider:

- What is the ratio of hard thinking to provided information?
- How much brain power are pupils using to complete the work? Is the task merely a filler?
- How much of the information is being provided versus how much they have to think about to find the answer?
- How cleverly does the teacher push the pupils to think?

Gathering and Giving Feedback

Coaches should be thinking about how the teacher is gathering feedback about student understanding.

- How effective is this, and how responsive are they to what they are saying and finding?
- What feedback are they providing to pupils to improve their work or accuracy?
- We should be looking for the difference between performance and learning. pupils being able to repeat phrases, for example, is not learning. How are teachers gathering information about deeper learning of the content? How are they seeking out misconceptions, and what are they doing when they identify them?

Consolidation

When all of the above are in place, we think about consolidating the learning by committing it to long-term

memory. Learning is the persistent change in long-term memory, not just a temporary increase in student performance.

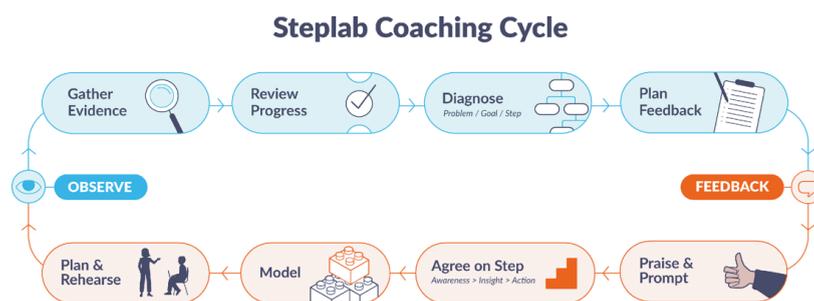
- How are teachers building linking, connecting, and retrieval opportunities into their planning, and how frequently does this occur?

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, student progress data, making professional development highly relevant and effective.



GLC teachers and support staff set the **ethos for learning** by 'Making the Weather':

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.

Haim Ginott [a child psychologist who pioneered techniques for conversing with children].

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]

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 consistently "make the weather," using their creativity, skills, and experience to deliver the agreed GLC curriculum. This curriculum empowers all learners, especially the most disadvantaged, SEND, EAL, or more able pupils.
- Refine practice and elevate outcomes: Teachers will participate in professional reading and discussions about their teaching's effectiveness on pupil outcomes, continuously refining their approaches to be the best teachers they can be.
- Balance academic rigor with holistic development: Our teaching will achieve a balance between academic rigor and the well-being and Spiritual, Moral, Social, and Cultural [SMSC] development of each pupil.
- Leverage digital innovation: Teachers will maximise the impact of digital technologies in the classroom and at home to develop and extend learning.
- Integrate artificial intelligence responsibly: Teachers will explore and implement Artificial Intelligence (AI) tools to personalise learning, streamline administrative tasks, and foster critical thinking about emerging technologies.
- Cultivate outstanding practitioners: The GLC will support every teacher and LSA to become an outstanding practitioner through thorough induction, diverse professional development opportunities, self-reflection, and regular evaluation.

Please refer to the appendix at the end of this policy for links to the Teachers' Standards, relevant handbooks and tools for success [appendix 5]

Implementation - High Quality Teaching

Teaching

Professional Standards

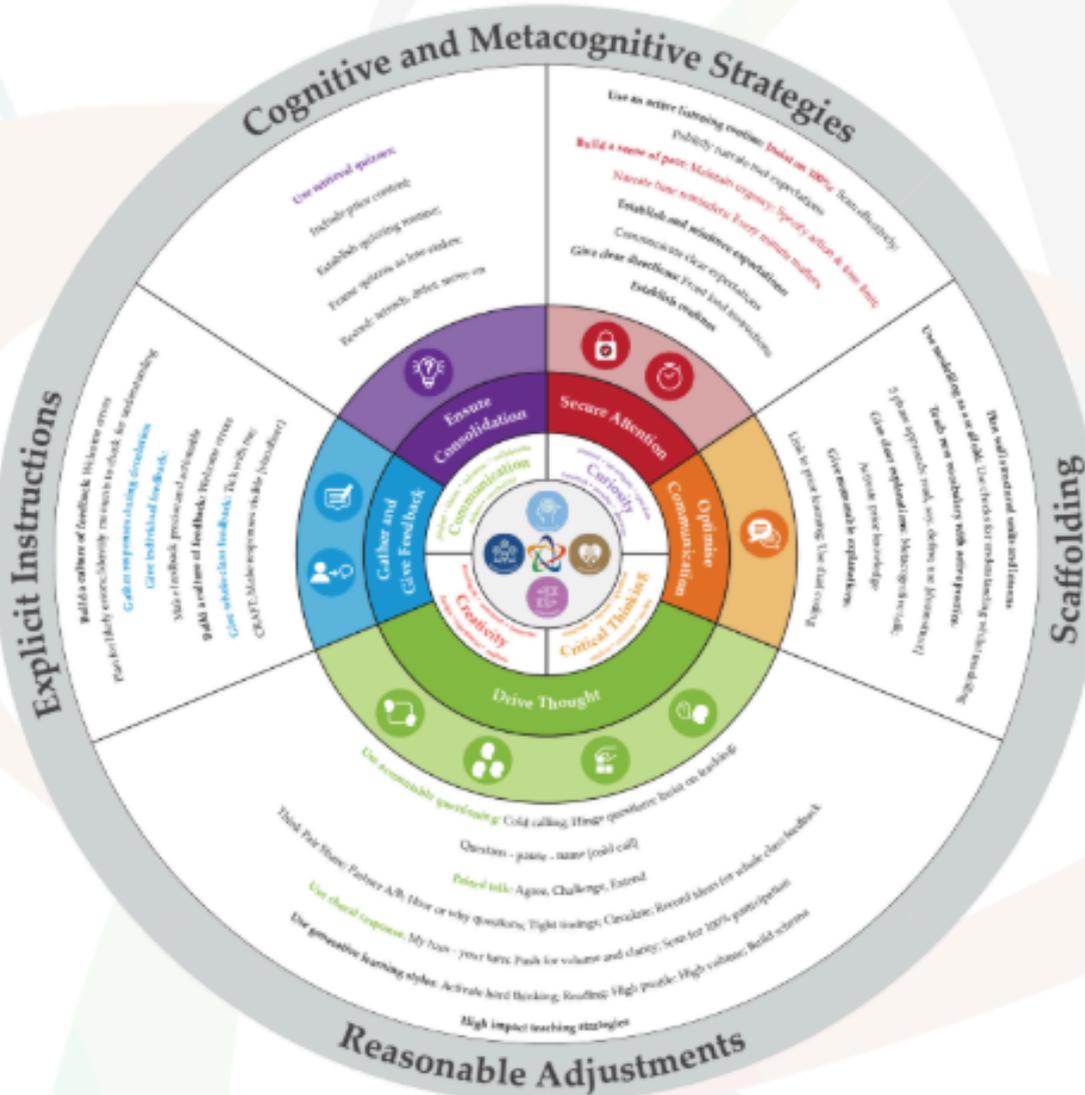
- All teachers are expected to consistently meet the Teaching Standards and to undertake the responsibility to continue to develop and refine their practice and subject knowledge throughout their career seeking help and additional training as necessary.
- Early Career Teachers [ECTs] will be supported 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 1a](#) for the Teaching Standards and see [Appendix 1b](#) for the Early Career Framework.

The teaching and learning strategies at the GLC are outlined in the pedagogy wheel and signature strategies:

The GLC Pedagogy Wheel

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.



A Relentless Focus on Academic Achievement

The Learning Model



Inclusive Teaching & Learning Strategies



Strategies to Raise Attainment for Under-resourced Pupils.

- Frequent Teacher Feedback
- Data Driven Instruction
- High-Dosage Tutoring

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.

Secure Attention



Insist On 100%



How?

Insist on attention before giving instructions, scan effectively, publicly narrate expectations



Build a Sense of Pace



How?

Specify action and time limit, display countdown timer, narrate time reminders, positively narrate tasks - make every minute matter



Optimise Communication



Give Clear Explanations



How?

Script explanations, keep teacher talk lean, highlight & repeat key information, activate pre-requisite knowledge, use the visualiser



Drive Thought



Use Choral Response



How?

My turn - your turn, push for volume and clarity, scan for 100% participation
Check for understanding



Use Accountable Questioning



How?

Question, pause, name [cold call], insist on understanding
Check for understanding



Tailor Tasks & Scaffolds



How?

Routinely apply inclusive strategies [including scaffolds], make effective use of assessment: tweak/add/remove scaffolds



Paired Talk



How?

Think - Pair - Share, Partner A/B, how or why questions, tight timings, circulate - record ideas for whole class feedback
Check for understanding



Gather & Give Feedback



Gather Responses During Instruction



How?

Show-me board routine: Question - Think - Answer [Flower] - '3/2/1 Show!' - Feedback: Tick/Fix/Total. 3,2,1 - Show fingers
Check for understanding



Individual & Whole Class



How?

Be precise, Tick/Fix, CRAFT, make responses visible [visualiser] - identify strengths/developments



Ensure consolidation



Use Retrieval Quizzes



How?

Frame as low-stakes, include prior content, repeat tricky concepts, record & reteach
Check for understanding



Establishing routines to maximise learning

Teachers will teach signals explicitly and then integrate them into daily classroom routines. When a teacher gives a signal, they'll pause to allow it to register with all pupils, and then insist on the agreed-upon response from everyone. Teachers will use the standard signals outlined in the table below:

Silent Signal	Response
The teacher raises their hand [palm outwards]	Pupils raise their hand and stop what they are doing to listen
The teacher signals with: one finger, then two fingers, then three fingers	<ol style="list-style-type: none"> 1. Pupils stand 2. Pupils walk to their seats [or from their seats to the carpet] 3. Pupils sit
Two hands coming together at the fingertips	Talk to your partner
Two palms to the chest Two open palms out to the children	My turn Your turn

Cognitive Science:

Teachers will apply their knowledge and understanding of motivation and reward, working and long term memory and cognitive load to maximise learning. EEF research: https://d2tic4wv01iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1667658908

Spaced learning	distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice
Interleaving	switching between different types of problem or different ideas within the same lesson or study session
Retrieval practice	using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping
Strategies to manage cognitive load	focusing pupils on key information without overloading them, for example, by breaking down or 'chunking' subject content or using worked examples, exemplars, or 'scaffolds'
Dual coding	using both verbal and non-verbal information [such as words and pictures or colour-coding] to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning [CTML].

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

Learning environment

All teachers will ensure:

- **Passion for Learning:** They foster engagement, participation, independence, and reflection by demonstrating passion for their subject and learning, including praising effort and celebrating success.
- **Positive Environment:** They establish clear expectations, model resilient behaviors and mindsets, and create a positive classroom climate.
- **Consistent Rewards:** They consistently and effectively use the Learning Zone and rewards scheme as outlined in the GLC Behaviour Policy.
- **Optimal Learning Environment:** The physical space is organized, safe, stimulating, and serves three purposes:
 1. **Chart Learning:** Working walls act as a student aide-memoire.
 2. **Celebrate Outcomes:** Displaying pupil work motivates success.
 3. **Inspire Curiosity:** The environment sparks creativity and encourages inquiry.
- **Purposeful Digital Learning:** Digital tools support independent learning, address gaps, engage parents, and develop digital literacy.

Pupil groups

All teachers will implement core teaching and learning principles to ensure every pupil—including those with SEND and from under-resourced backgrounds, or higher abilities—makes good progress for their age and stage.

Special Educational Needs & Disabilities [SEND] and English as an Additional Language [EAL]

Teachers will embed inclusive strategies from the GLC Inclusive Strategies Handbook [DP to add link - see Anu]. This ensures all pupils, including those with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL), can access learning and make good progress in every lesson, every day.

Under-resourced

Teachers will maintain a relentless focus on the academic achievement and holistic development of all pupils, with particular emphasis on those identified as disadvantaged. This commitment will be evidenced through:

- **High Expectations and Academic Rigour:** Maintaining consistently high expectations for all pupils, ensuring access to a challenging curriculum and rich learning experiences.
- **Targeted Feedback:** Providing precise, actionable, and timely feedback (both verbal and written) that addresses individual misconceptions and guides pupils towards deeper understanding and mastery. This feedback should be responsive to the specific learning needs of disadvantaged pupils.
- **Data-Driven Instruction:** Regularly analysing pupil data to identify specific learning gaps, strengths, and areas for intervention. Instruction will be adapted to meet the identified needs of disadvantaged pupils, ensuring that support is timely and effective.
- **Early Intervention:** Promptly identifying and addressing emerging learning needs or barriers for disadvantaged pupils through tailored interventions, both in-class and through additional support programmes where necessary.

- **Access to Enrichment and Cultural Capital:** Providing equitable access to a wide range of extracurricular activities, trips, and cultural experiences to broaden horizons, develop personal skills, and enhance cultural capital.
- **Parental Engagement:** Proactively engaging with parents and carers of disadvantaged pupils, building strong home-school partnerships to support learning and well-being. This includes clear communication and opportunities for collaboration.

More able

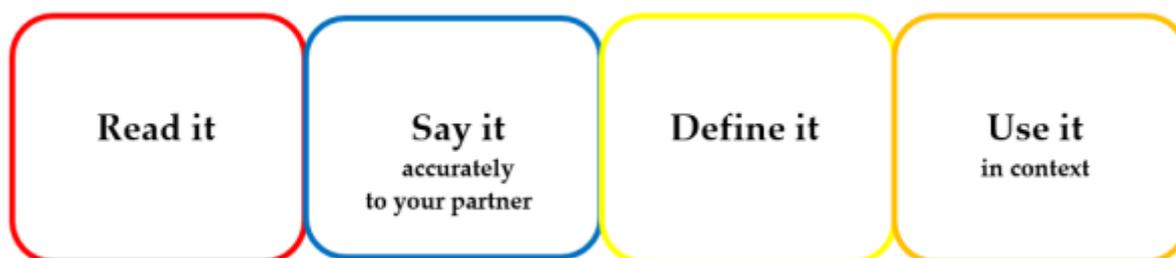
Teachers will identify more able pupils (A2/A1) and provide challenging learning paths, eliminating low-level tasks. They'll also use diverse strategies to check for understanding, informing whether to move forward, pause, or reteach based on pupil responses.

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.

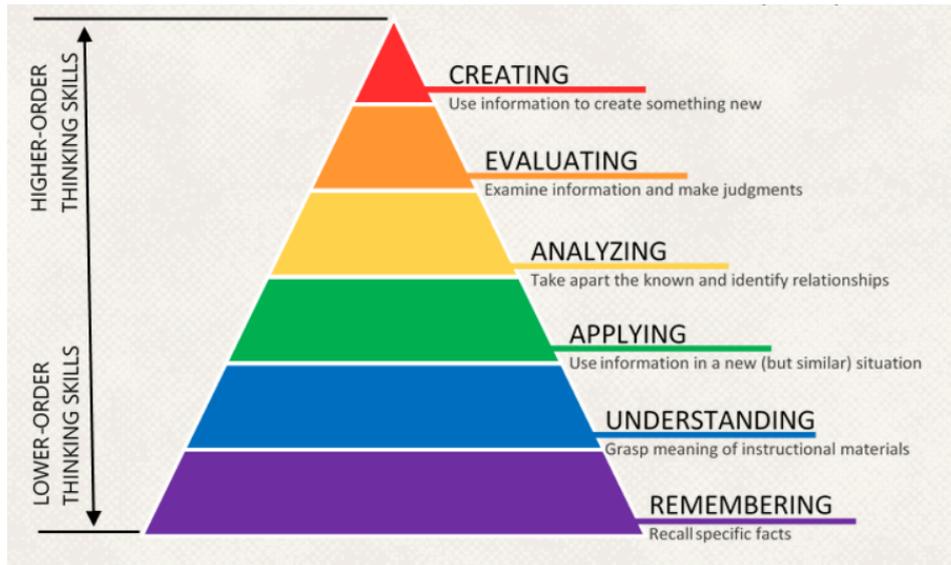
Assessment

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 25 \[26\]](#)

- **Bloom's Taxonomy** outlines the learning hierarchy from **remembering [low-level thinking skills]** through to analysing, evaluating and creating **[higher order thinking skills]**. See [Appendix 2](#):

Bloom's Taxonomy Cognitive Domain



- All pupils will be able to place their learning in a 'learning flight-path' with clear **final goals** [i.e. at the end of a lesson; a unit of work or a phase of education];
- At **key assessment points** pupils will be required to demonstrate their skills, knowledge and understanding so that a judgement of 'working towards expected standard' [WTS] 'expected standard' [EXS], 'greater depth' [GDS] or 'pre key stage' can be made;
- Outcomes for pupils' will also be based on attitudes to learning, their personal development and well-being as well as their ability to apply the following learning competencies: Communication, curiosity, creativity and critical thinking.

See [Appendix 3](#) for the effective questioning framework.

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]

Pupil Behaviour and Attitudes to Learning

All pupils, including those deemed disadvantaged or with SEND, will be supported to:

- Take pride in their work, consistently meeting the academy's expectations [See [Appendix 4](#) - Code].
- Develop personal skills and well-being through a carefully planned curriculum, assemblies, trips, and enrichment opportunities both within and beyond school.
- Sustain focus on assigned tasks, utilising self-regulation and learning resources to overcome difficulties before seeking further support.
- Cultivate resilience, understanding that struggle, failure, and mistakes are often an essential part of the learning process.
- Be curious and eager learners, increasingly able to apply what they've learned creatively in different contexts, making effective use of digital technologies, galleries, museums, and the local community.
- Work effectively independently, in pairs, and in small groups.

- Communicate confidently about their learning, discussing with others and applying technical language with increasing sophistication over time.
- Think critically, evaluate, and hypothesise to pose searching questions and to challenge the thinking and responses of the teacher and other pupils.
- Respond to teachers' written and verbal feedback, overcoming misconceptions and demonstrably deepening their learning.
- Adhere fully to the GLC's expectations for pupil conduct and behaviour, as outlined in the behaviour and relationship policy.
- Utilise learning zones to support children, alongside the use of positive instructional language.

Metacognition

As defined in 'The Metacognition Handbook' (Jennifer Webb, 2021), metacognition is "a set of behaviours which maximise the potential for and efficacy of learning. A metacognitive learner is one who has the knowledge and control over cognitive skills and processes. They understand how learning happens, and they are able to actively and independently apply this understanding to help them learn in the most effective way, and to sustain that learning in the future."

All teachers employ the following teaching and learning strategies to develop metacognitive learners:

- **Live Modelling:** A central feature for effective instructional teaching involves teachers demonstrating a learning process themselves, showing pupils how to do things, highlighting key procedures and the thinking that underpins them.
- **Metacognitive Talk:** Teachers support pupils in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons.
- **Challenge:** There's no point asking pupils to reflect metacognitively on what is and isn't working for them if there's no challenge to interrogate. Teachers will pitch learning that requires pupils to struggle in a positive way and challenges their thinking.
- **Feedback:** Feedback and metacognition are inextricably linked. Timely, effective feedback enables pupils to accurately judge the effectiveness of their learning and apply metacognitive principles to their work moving forward (The Metacognition Handbook - Jennifer Webb).

Professional development

The GLC ensures all teachers and LSAs (where appropriate) have access to the following professional development and support:

- **Comprehensive Induction:** An induction aligned with the GLC induction policy.
- **Annual Appraisal:** A structured annual appraisal sequence for self-reflection and professional dialogue with their line manager.
- **Calendarised Training:** A scheduled programme of training (refer to the CPD cycle) and dedicated professional development days.
- **Regular Feedback:** Consistent feedback on the quality of their teaching, learning, and assessment practices.
- **Observation Opportunities:** Chances to observe best practice, both within their academy and across the GLC.
- **Instructional Coaching:** Small group or one-to-one instructional coaching.
- **External Expertise:** Access to support from external consultants [e.g., for Read Write Inc. - RWI].
- **Masterclasses:** Opportunities to attend specialised masterclasses.
- **External Training:** Participation in relevant external training courses.
- **National Programmes:** Access to national training, including programmes leading to accredited qualifications [e.g., NPQSL, Steplab - Instructional Coaching].
- **Research Projects:** Involvement in research-based projects.

Monitoring, evaluation and feedback

The GLC has a monitoring and evaluation cycle [refer to monitoring cycle] which supports leaders to have an accurate understanding of the quality of education which is used to inform professional development and strategic actions to accelerate the rate at which the academy improves. Teachers will receive feedback in-line with the cycle to support them to improve upon their best.

Key Documents:

GLC Handbooks:

English handbook: [W](#) English Complete Booklet 2025-26.docx

Maths handbook [W](#) Maths Policy Booklet 2025-26.docx

Thematic curriculum handbook: [E](#) Draft Curriculum Handbook 2025-26

GLC Nutshell document: [E](#) The GLC Nutshell Document - 2025-26

High impact teaching strategies

[W](#) GLC - High Impact Teaching Strategies - Best Methods 2024-2025.docx

Retrieval manual: [P](#) RETRIEVAL HANDBOOK

Digital best methods: [PDF](#) Best Methods for APPS - D_S_M.pdf

GLC Inclusive Strategies Handbook:

Appendices

Appendix 1a



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, articulacy 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:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - 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
 - 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 1b

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:

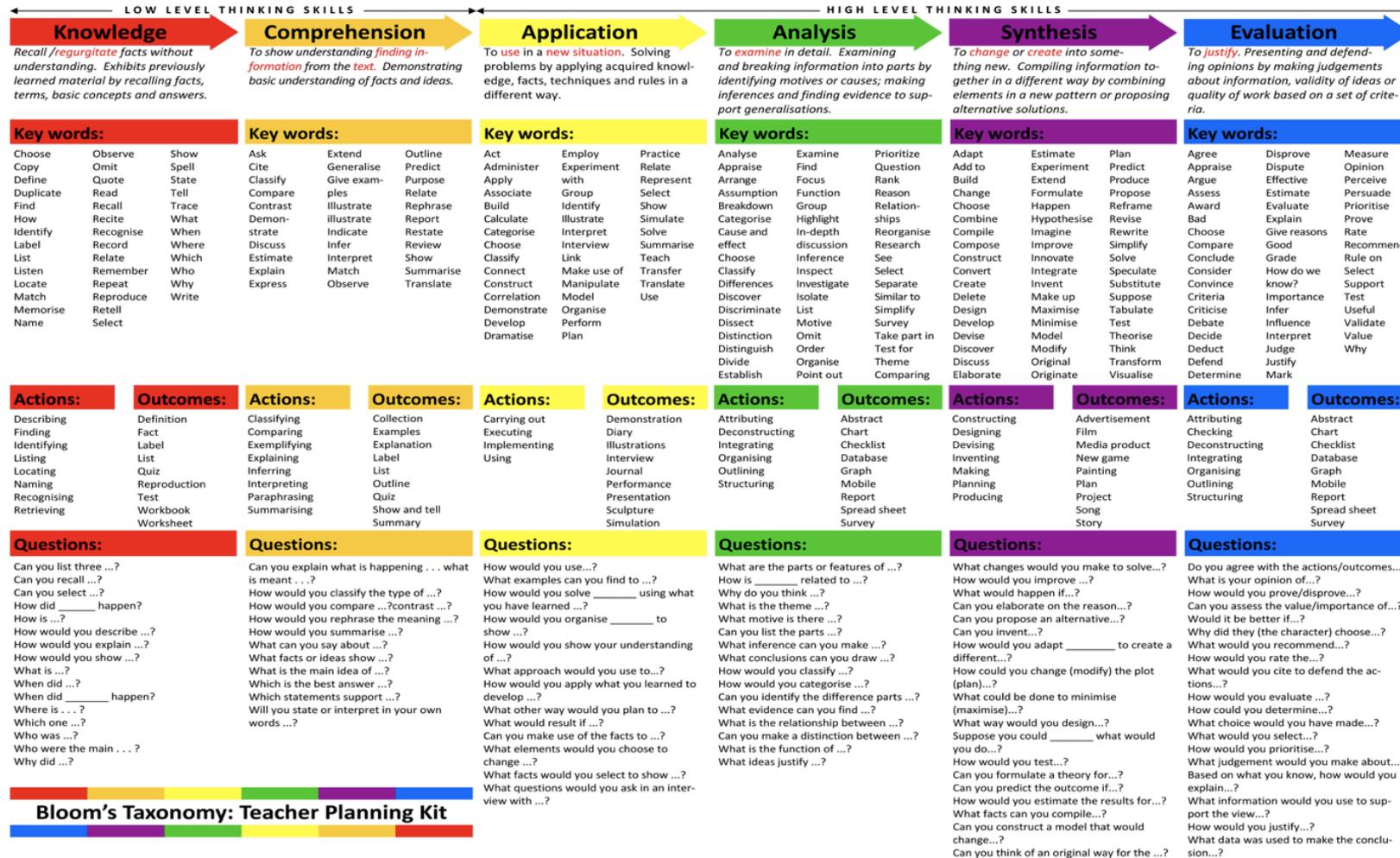
- develop their professional skills
- provide them with the knowledge and skills to meet the [teachers' standards](#)

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>

Appendix 2- Bloom's Taxonomy: Teacher Planning



Appendix 3

Effective questioning framework

Increasing complexity 

Increasing complexity 	Suffix	Is..	Did..	Can..	Would..	Will..	Might..
Who							
What			What did...				
Where							Where might..
Why							
When					When would..		
How							

Questions of varying complexity can be created by using a word from the left hand column with a suffix from the top row, so that comprehension questions beginning with 'who is' or 'what did' are of a lower order than those beginning with 'why would' or 'how might' that prompt speculation.

Appendix 4 - Presentation Code

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 Letter-join 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 Letter-join programme based on their handwriting level.
- Pens: Pupils should transition to using a pen once they have developed a neat, cursive handwriting style, ideally by Year 4.
- 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: <https://drive.google.com/drive/u/1/folders/11XUbW2Anjqg77UQ8kMK8X7loxiHpTTNG>
- Maths: https://drive.google.com/drive/u/1/folders/1aigQEHt12f453qslTqOh_5PsGzG_897y