

Eltham Hill School



Eltham Hill  
SCHOOL

**Governors Committee:** Teaching & Innovation

**Date Adopted/Reviewed:** September 2014

**Date of next review:** September 2017

**Teaching and Learning Policy**

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## **Teaching and Learning Policy**

Our aim is to deliver excellent lessons in all areas of the school so that students consistently receive an education that best supports their learning and preparation for the future, ensuring success and happiness. To meet our aim we have developed the following five principles:

1. We want our students to be **Expert Learners** and take responsibility for their own learning and success. Through their educational experiences, they will develop a range of skills needed for school and life long learning.
2. In conjunction with this, '**The Expert Teacher**' sets out our expectations of teachers in lessons. By being Expert Teachers, our teachers provide students with challenges, appropriate feedback and engaging opportunities to develop their knowledge and understanding. Together this will help students to become Expert Learners.
3. The school **Lesson Plan** provides a framework for planning excellent lessons. Central to this is developing students' independence by providing **Choice, Challenge and Collaboration** in every lesson.
4. The **Lesson Cycle** illustrates the structure of a lesson at Eltham Hill. By using this structure, teachers will maximise the opportunity for learning and progress.
5. The purpose of the **Non-Negotiables** is to set out the basic expectations for Teaching and Learning at the school.

## **Monitoring, Evaluation and Review (M.E.R.)**

In order to meet our aim and improve standards, at Eltham Hill we monitor Teaching and Learning in a number of ways, including:

1. **Learning Walks**  
These will have a particular focus and give a snapshot of current practice. Staff will receive general feedback of strengths and developments.
2. **Self Supported Reviews (S.S.R.)**  
These provide an in depth audit of a Pod. Looking at data, Pod Leaders will identify the foci and conduct observations, work scrutinies, interviews with students, etc. Teachers will receive individualised verbal feedback. Written feedback is provided for the Pod as a whole.
3. **Leadership Group Lesson Observations**  
All teachers will be observed, at least once in the year, by a member of the Leadership Group (L.G.). This allows for an in depth analysis of practice

across the school and strategic planning for the future. Both written and verbal feedback is provided to colleagues.

When written feedback is provided the school observation form is used to ensure clarity in terms of teaching and learning foci, strengths and development opportunities.

## **Continuing Professional Development**

We have a range of annual programmes to support teachers to improve the quality of teaching and learning:

1. NQTs
2. Getting to Good
3. Good to Outstanding
4. Individualised targeted support programmes for staff
5. Peer observations within subject areas
6. Masters Degree programme entitled 'Leadership and Innovation in Education'

## **Working with Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)**

To meet our aim of delivering excellent lessons, the role of the TA / HLTAs is vital as they contribute to students making excellent progress. We expect teachers and TA / HLTAs to work together in meeting the needs of students.

### **TA / HLTA's Responsibility:**

- In general, having spoken to the classroom teacher, TAs will work with pre-identified students.
- They will use a range of strategies to ensure the students they support can access the work, are challenged and questioned about their understanding and progress.
- They will monitor and track the progress of these students in order to assess their impact.
- They will provide weekly written feedback to students in their book using the TA marking sticker, as well as verbal feedback.

### **Teacher's Responsibility:**

- Identifying the students with the TA / HLTA
- Providing / suggesting strategies
- Informing the TA / HLTA of teaching and learning for the following week and what is expected of them (Face to face meeting or email the week before)

## **Appendices**

The Expert Learner – Appendix 1

The Expert Teacher – Appendix 2

The Lesson Plan – Appendix 3

Observation Form – Appendix 4

Learning Walk Guidance - Appendix

The Lesson Cycle – Appendix 4

Non-Negotiables – Appendix 5

## The Expert Learner

To support students' excellence, happiness and success we all need to actively develop their expert learner skills.

<b>Actively engages</b>	<ul style="list-style-type: none"> <li>• Contributes to discussions, offers suggestions, gives answers</li> <li>• Listens to others</li> <li>• Includes themselves in activities and actively participates</li> <li>• Is positive</li> <li>• Seeks advice and support</li> </ul>
<b>Creative</b>	<ul style="list-style-type: none"> <li>• Thinks outside the box. Isn't satisfied with their first thought / response</li> <li>• Tries something new</li> <li>• Role plays</li> <li>• Is enterprising</li> <li>• Teaches themselves and others</li> </ul>
<b>Organised</b>	<ul style="list-style-type: none"> <li>• Is ready for their learning and for their lesson: has their equipment and books ready.</li> <li>• Meets deadlines</li> <li>• Writes tasks/homework in their planner</li> <li>• Turns up to school and lessons on time</li> <li>• Is prepared for the next day and next week. Is one step ahead.</li> </ul>
<b>Reflective</b>	<ul style="list-style-type: none"> <li>• Looks back at work and revises / reviews their learning</li> <li>• Links ideas</li> <li>• Completes targets – decides if they have achieved</li> <li>• Knows their strengths and weaknesses</li> <li>• Knows how to improve work, targets and grades</li> <li>• Acts on advice and feedback</li> <li>• Peer and self-assesses work</li> <li>• Learns from mistakes</li> <li>• Completes their .coms</li> <li>• Understands how they learn. Incorporates metacognition.</li> <li>• Thinks about what works; monitors and checks own learning</li> </ul>
<b>Curious / Adventurous</b>	<ul style="list-style-type: none"> <li>• Takes risks: uses trial and error</li> <li>• Asks questions</li> <li>• Comes out of comfort zone</li> <li>• Does something differently</li> <li>• Tries something new</li> <li>• Listens / takes on board a different point of view</li> <li>• Looks for an opportunity</li> <li>• Doesn't ask questions immediately – has a go first</li> </ul>
<b>Adaptable</b>	<ul style="list-style-type: none"> <li>• Is open to different teachers' styles / techniques</li> <li>• Is eager to learn new techniques</li> <li>• Is willing to try different methods of learning / a different environment</li> <li>• Flexible in who they learn with and how they learn</li> <li>• Asks themselves: do I need to change the strategy I am using?</li> <li>• Changes their mind (a different learning style / a different approach)</li> <li>• Is positive to a new priority</li> </ul>

<b>Resilient</b>	<ul style="list-style-type: none"> <li>• Carries on trying; doesn't give up; makes an effort</li> <li>• Takes on opportunities</li> <li>• Moves from frustration to working it out</li> <li>• Is determined and tenacious</li> <li>• Anticipates and manages a risk</li> <li>• Defends a point</li> <li>• Stands up for what is right</li> <li>• Can be a lone voice</li> <li>• Overcomes their fear(s)</li> <li>• Make a mistake; recognise it and carry on</li> </ul>
<b>Uses initiative</b>	<ul style="list-style-type: none"> <li>• Uses and applies common sense / knowledge</li> <li>• Thinks independently</li> <li>• Trusts themself</li> <li>• Has a goal and works towards it</li> <li>• Perseveres</li> <li>• Commits to something</li> <li>• Makes a decision</li> </ul>
<b>Responsible for self and others</b>	<ul style="list-style-type: none"> <li>• Ignores distractions</li> <li>• Owns up to own mistakes and fixes them; is accountable</li> <li>• Thinks about their actions and how they affect people and their learning</li> <li>• Is confident</li> <li>• Is trustworthy and reliable</li> <li>• Tries to see things from other perspectives; can put themself in someone else's shoes; empathises</li> <li>• Manages their emotions: builds and maintains relationships</li> <li>• Co-operates</li> <li>• Takes the lead; takes a role</li> </ul>

## The Expert Teacher - Examples from EHS' Teachers

### **Has and models high expectations**

1. Facilitates the process of working towards goals / skills development / content understanding.
2. Is a positive influence on their students and colleagues.
3. Models high standards of expected student behaviour: interest, enthusiasm, engagement and progress.
4. Demonstrates own growth mind-set.
5. Establishes and maintains a positive, respectful ethos for all.
6. Teaches and regularly reinforces routines.
7. Reminds students that everyone can achieve.
8. High quality classroom displays and productive learning environment (tidy and well organised).
9. Provides success criteria / differentiated lesson objectives without a ceiling on attainment.

### **Actively plans for exceptional learning for all students**

1. Knows students' individual and collective needs. Uses these to inform planning. (Prior learning / data / assessment / personalities).
2. Uses prior and current data and current capabilities to personalise feedback.
3. Knows students' current learning styles and builds challenge. Sets personalised, individual targets.
4. Plans challenging lessons – sets high starting points.
5. Strategically uses student ambassadors (experts).
6. Promotes high self-esteem through high expectations and ambition for all: relentless!
7. Uses A\* / Grade 9 teaching and learning strategies.
8. Is fully aware of forthcoming curriculum changes. Has read and acted on examiners' reports.
9. Understands the seven year curriculum (Yr 7-13) and prepares students for it from Year 7.

### **Uses and develops inspirational teaching strategies**

1. Engages in own subject: Twitter, online forums, journals, academic research, and subject conferences. Considers being a subject examiner.
2. Reflects on own practice, pedagogies and developments within own subject.
3. Incorporates new technology and pedagogy purposefully.
4. Observes excellence and uses initiative to meet with other expert colleagues.
5. Shares resources and models good practice within and across teams.
6. Trials and uses new strategies from CPD / INSETS / Pod.
7. Passionate and enthusiastic about subject and impact on students.
8. Uses excellent subject knowledge to inspire and challenge.
9. Incorporates synoptic skills.

### **Differentiates**

1. Anticipates challenges, plans to ensure success for all (individuals and groups): PP, HAs, WB, EAL, SEND.
2. Uses data effectively to evaluate progress.
3. Gathers and acts on student(s) voice(s).
4. Scaffolds learning to make success achievable for all.
5. Communicates effectively with TA before, during and after lessons.
6. Differentiates homework wherever appropriate.
7. Uses targeted questioning and a wide range of "no hands" strategies.
8. Researches strategies to stretch and challenge.
9. Seeks and acts on advice from colleagues: LPs, SENCO, EAL team, Pastoral Managers.
10. Finds out what works for students: talks to their other teachers, form tutors, asks for student feedback.

### **Checks learning in lessons in order to adapt or intervene**

1. Asks students to hypothesise, theorise, demonstrate, analyse, interpret, suggest alternatives, not just explain.
2. Plans for and uses a wide range of AFL and questioning strategies. Plans key questions in advance.
3. Moves around the learning environment. Monitors and intervenes effectively.
4. Uses visual strategies to check learning and students' confidence: RAG cards, traffic lights, thumbs up...
5. Quick checks initially / slows down / reteaches where necessary so all pupils understand.
6. Provides feedback and time for students to respond and action regular, consistent, purposeful feedback in lessons / effective ebi.
7. Actively links learning back to lesson objectives and prior learning.
8. Stops at end of tasks to clarify / reflect on learning (mini plenaries).
9. Uses peer/self assessment, allows students to question.
10. Uses "feedback bouncing" to avoid teacher – student – teacher – student in whole class feedback.

**Generates high engagement and commitment**

1. Models passion for own subject and links to other areas (excitement and enthusiasm).
2. Contextualises learning: makes it interesting and relevant to real life and future goals.
3. Prompt and engaging starts to lessons.
4. Gives students learning responsibility. Uses PIP effectively.
5. Makes lessons as interactive as possible for every student, take ownership of Success Criteria.
6. Uses rewards purposefully.
7. Listens and challenges students' answers: doesn't just repeat students' answers.
8. Ensures a variety of different activities within and across lessons: anticipates and prevents boredom.
9. Uses group / active learning when possible.
10. Makes learning memorable. Uses creative and memorable teaching strategies: dancing, singing, mnemonics.

**Provides marking and feedback that challenges and praises**

1. Sets verbal and written challenges (personal and collective).
2. Consistent use of marking policy: personal and purposeful www + ebi.
3. Verbal feedback is consistent and regular. (Recorded on marking stickers or students written summary).
4. Makes time for students to read / action / review feedback.
5. Creates opportunities for focused peer and self-assessment.
6. Plans ahead: uses timelines.
7. Clear, detailed, concise, subject specific feedback.
8. Uses rewards: postcards and phone calls home, messages to form tutor and pastoral team.
9. Builds a sense of competition where appropriate.

**Teaches literacy, mathematics and communication effectively**

1. Explicitly teaches subject specific jargon / key words and academic literacy skills.
2. Teaches techniques to help remember key words, regularly reinforces and builds on them.
3. Checks and corrects spelling and grammar using whole school marking code (EHS book mark).
4. Uses and models Standard English. Challenges written errors e.g. "innit" and verbal errors such as "we was."
5. Embeds literacy, mathematics and communication skills into lessons (not just subject / syllabus content).
6. Sets targets based on literacy, numeracy and communication.
7. Teaches and routinely uses T.A.P. – Text type, audience and purpose.
8. Teaches the conventions (rules) of different text types: letters, recipes, instructions...
9. Highlights links between subjects. Encourages appropriate use of skills / techniques from other subjects.
10. Shares student outcomes / learning with real audiences: school newsletter, letters to politicians, displays...

**Links learning to real life**

1. Explicitly links learning to other subjects, news and current affairs.
2. Makes learning relevant and enjoyable.
3. Uses real life examples: YouTube / artefacts / visits / extra curricular / future careers / W.Experience.
4. Promotes diversity and equal opportunities. Uses a variety of sources: different cultures, backgrounds, ages, identities, sexualities, abilities, perspectives, etc.
5. Develops students' cultural capital and knowledge of the wider world and their place within it.
6. Plans trips abroad.
7. Collaborates with other subjects beyond Pod Days.
8. Teaches global awareness / citizenship and "British values."
9. Students are able to relate topics to outside world: work places, careers, family, the environment, diversity, globalisation, business, politics, inequality.

**Models being an expert learner**

1. Is an emotionally intelligent leader of learning. Is not afraid to show they don't know the answer.
2. Actively demonstrates 'Expert Learner' skills.
3. Actively engages in lessons and students' development. Shows own interest in learning.
4. Is willing to go out of comfort zone. Seeks advice and support where necessary.
5. Demonstrates a sense of excitement: is curious / adventurous.
6. Able to make and acknowledge mistakes and move on.

**Please see Professor John Hattie's research for further details about 'The Expert Teacher.'**

Hattie, J.A.C. & Yates, G. (2014). *Visible Learning and the Science of how we Learn*. Routledge, UK.

Hattie, J.A.C. (2012). *Visible learning for teachers. Maximizing impact on achievement*. Oxford, UK: Routledge.

BBC Radio 4 and YouTube also have useful links to Hattie's research.

## Eltham Hill School and Post 16

### ‘Achieving Excellence, Happiness and Success Together’ – Lesson Plan

Teacher:	Subject:	Date:	Period:	Class:	Room:
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Class' information to aid planning and differentiation. (Please provide number of students for each box below).

Pupil Premium:	EAL:	RAP:	HAs:	WB:	SEN:
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Where does this lesson fit in? (SoL, Prior learning, National Curriculum, Syllabus?)									
Learning Objectives	Students are learning to...								
Differentiated Success Criteria	Bronze  Silver  Gold								
Real Life Relevance (SMSC, British Values, CEIAG...)									
Academic Literacy (Subject specific vocabulary / Extended writing / T.A.P. if appropriate)									
Numeracy and Communication Opportunities									
Role of other adults in the room									
Health and Safety Considerations									
3 Cs	Collaboration  Choice  Challenge								
Expert Learner Skills (Circle relevant ones)	Actively engages	Creative	Organised	Reflective	Curious / Adventurous	Adaptable	Resilient	Uses initiative	Responsible for self / others
Resources (Including E Learning)									
PIP = Students' pre-lesson preparation or post-lesson consolidation / application (Differentiated if appropriate)									

#### AFL Core Questions to aid planning and evidence student progress

AFL 1	AFL 2	AFL 3	AFL 4	AFL 5
How do <b>you</b> continuously know <b>all</b> the students <b>understand</b> / are <b>learning</b> during the lesson and have <b>understood</b> / <b>learnt</b> by the end of the lesson?	<b>How</b> do the <b>students know</b> what they have learnt / <b>show understanding</b> / <b>can demonstrate their progress</b> ?	What <b>opportunities</b> have the students had throughout the lesson to <b>reflect</b> / <b>discuss</b> and <b>consolidate</b> their <b>learning</b> ?	Where / when have the students had chances to <b>communicate</b> / <b>act upon verbal</b> / <b>written feedback</b> in the lesson?	<b>How and when</b> have the students taken <b>responsibility for their own learning</b> and progress and <b>discussed outcomes</b> with other students?

<b>Time</b>	<b>Differentiated Learning Activities</b> That support and encourage positive behaviour for learning	<b>Assessment For Learning</b> How will you monitor learning of activities / tasks? (Please identify AFL strategies / opportunities in bold)	<b>AFL Core</b> Questions Check
	Purposeful <b>Welcome Activity</b> – to support the learning		
	<b>Main Activity</b>	Check learning (understanding of success criteria and learning objectives)	
	<b>Mini Plenary</b> – Assess / Adjust the learning		
	<b>Main Activity</b>		
	<b>Plenary</b> – Assessing the Learning and Progress		
<b>Evaluation / Reflection</b> (After the lesson)			

### Targeted Intervention in the Classroom

<b>Individuals / Groups</b>	<b>Identified Needs</b> (HAs, Pupil Premium, SEN, Low Reading Age, RAP, Dyslexic, etc)	<b>Differentiation Strategies</b>

## Lesson Observation Form

<b>Teacher:</b>	<b>Observer:</b>	<b>Subject:</b>	<b>Date:</b>	<b>Period:</b>	<b>Class:</b>	<b>Room:</b>
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<b><u>Teaching – Planning</u></b> (Welcome Activity, Starter, Range and Appropriate activities, Plenary, Additional Adults, Expert Learner, Synoptic Skills)	<b><u>Teaching – AFL</u></b> (Objectives and success criteria, questioning and checking the learning, marking (including for literacy) and feedback)	<b><u>Teaching – Differentiation</u></b> (Challenge, choice and learning matches needs. HAs, dyslexic friendly, low reading ages, etc)
<b>Grade:</b>	<b>Grade:</b>	<b>Grade:</b>

<b><u>Impact on Pupils –Discussion / Talk / Collaboration</u></b> (Paired / group work / roles / focus on <b>learning</b> not doing)	<b><u>Impact on Pupils - Progress Made / Achievement</u></b> (Data for class, students’ responses to marking, peer + self assessment, knowing levels / grades and what they need to do to improve)	<b><u>Impact on Pupils – Behaviour and Safety</u></b> (Completion of tasks and homework, engaged, independent, supporting and learning from others, learning environment)
<b>Grade:</b>	<b>Grade:</b>	<b>Grade:</b>

**CPD / Overall Area for Development:**

**Overall Grade:**

## Lesson Observation / Learning Walk Guidance (Linked to Ofsted Criteria)

<b>Focus</b>	<b>Inadequate – 4 Learning and Progress</b>	<b>Must Improve – 3 Learning and Progress</b>	<b>Good – 2 Learning and Progress</b>	<b>Outstanding – 1 Learning and Progress</b>
<b>Welcome / starter activity</b>	Lessons take too long to get started.	Purposeful start to lesson.	Engaging, purposeful start to lesson.	Pupils fully engaged and eager from entrance.
<b>Lesson objectives and success criteria</b>	Pupils not aware of what progress in the lesson entails. Pupils not engaged with objectives and criteria.	Lesson objectives are shared with pupils. Pupils engage with success criteria.	Students engage with the learning objectives. Most pupils know their objectives and criteria and are aware of what they need to make progress.	Success criteria for optimum performance are communicated clearly and owned by the pupils. Lesson objectives are graded, levelled or differentiated.
<b>Planning for progress</b>	Limited structure with no review of learning.	One approach to learning dominates.	Lesson planned and structured to deliver good progress in subject and skills with some variety in learning approach.	Lesson structure delivers progress and flexibility. Teacher constantly adjusts the pace and direction in response to pupils' needs and progress.
<b>Active learning, engagement and collaboration</b>	No development of learning skills. Pupils' attitude to learning / collaborative work is poor. Work is poorly presented / unfinished	Teacher talking too much. Small amount of time spent on independent / collaborative work. Pace too slow.	Pupils work independently / collaboratively to meet objectives / success criteria.	Active learning experiences and a clear sense of pace fully engage pupils to work independently. Pupils find creative solutions and use their initiative to take control of their own learning
<b>Challenge and differentiation</b>	The level of challenge is insufficient.	Some students are challenged. There is evidence of data being used to differentiate	Effective varied teaching strategies used to support pupils' individual needs. Data used effectively to differentiate. Students engage positively to challenges provided.	All learners are challenged appropriately. Learners demonstrate resilience during challenging tasks challenge. Excellent differentiation enables all students to progress.
<b>Questioning</b>	Non-effective closed questioning that does not develop thinking / learning.	Questioning / discussion supports some pupils to make progress.	Skillful questioning used to reshape thinking or tasks and adapt explanations to improve learning.	Pupils have developed a language for learning that helps them reflect on the learning process. Questioning is skillful, challenging, open and promotes cognitive development for ALL pupils.

<b>Proof of progress / Reflection</b>	Little or no progress made by the end of the lesson.	The pupils are aware of the progress they have made and what they need to do next. Review activity summarises learning with pupils contributing.	Teacher and pupils are clear about targets and how to address them. Reviews are on-going and engage students in owning their progress and seeing connections to other subjects.	Pupils have made exceptional progress in skills and knowledge in the lesson and over time. The teacher facilitates reflection on the learning process that enables pupils to transfer the learning to a new context.
<b>Written and verbal feedback</b>	Feedback does not support progress. Work is not assessed regularly or effectively.	Work is assessed but is not always rigorous enough to facilitate very good progress over time.	Assessment suggests ways to improve and students act / respond. Feedback helps pupils to move forward in their learning.	Assessment of work is regular, consistent and shows impact on progress over time. Feedback elicits response and action to improve.
<b>Peer and self-assessment</b>	Self and peer assessment not effectively used.	Pupils are supportive in assessing their own and others work.	Pupils are confident and effective in assessing their own and others work.	Pupils self / peer assess with confidence, setting aspirational targets in all aspects of learning.
<b>TAs / additional adults</b>	TAs do not support individual progress. Individual needs are not met.	TA is directed but limits students' progress / ability to be independent.	Support staff are well directed to enhance learning skills and support progress.	Lessons are planned so that support staff intervene to help particular pupils make exceptional progress.
<b>Behaviour for learning</b>	Students show little or no engagement with learning.	Any inappropriate behaviour is managed adequately.	Students are motivated to work independently. Behaviour for learning and attitude are good.	Pupils are fully engaged in learning and work very well collaboratively supporting each other's progress.
<b>Literacy</b>	Literacy and oracy errors are not corrected or challenged	Literacy and oracy are addressed in lessons and books.	Every opportunity is used to correct and enhance literacy and oracy.	High levels of literacy and oracy are developed at every opportunity.
<b>Homework</b>	Little evidence of homework set or completed	Appropriate homework enhances learning.	Homework extends the learning journey and provides opportunities to review what has been learned	Homework is challenging and gives pupils opportunities to be creative and to demonstrate independence.
<b>Reflection / Comments</b>				

# The Eltham Hill Lesson Cycle

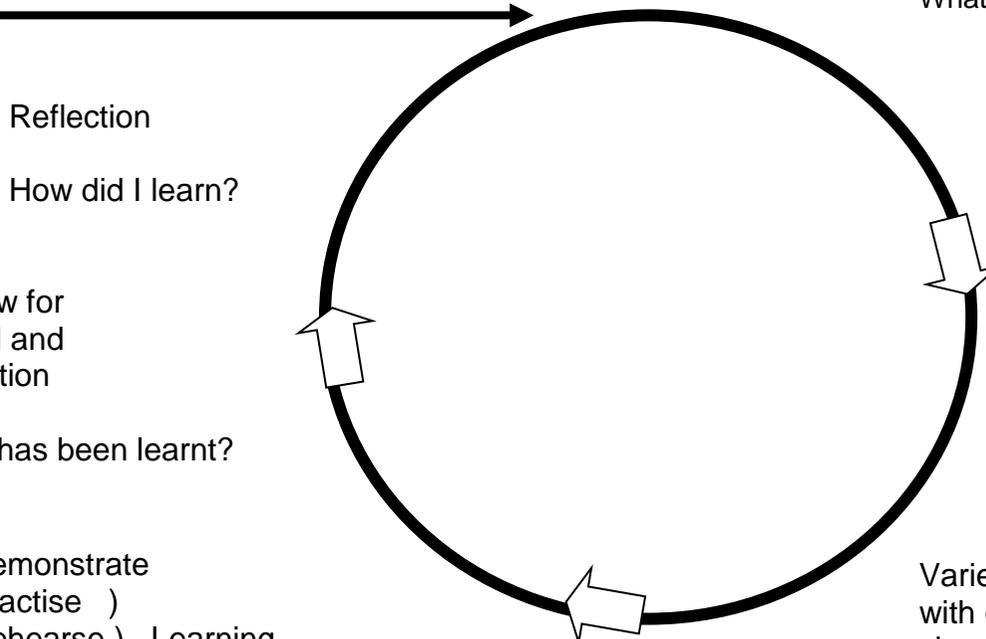
**“I hear and I forget, I see and I remember, I do and I understand.”**

Create a supportive, positive learning environment

Connect the learning  
Access prior learning

Big Picture First  
What am I going to do?

Engage and relate



Reflection

How did I learn?

Share success criteria

What will I have learnt?

Review for  
Recall and  
Retention

Input / Introduction

What has been learnt?

Activities

Differentiation  
Modelling

Demonstrate  
Practise )  
Rehearse ) Learning  
Memorise)

Variety: problem solving, working  
with others, independent working,  
visual / spatial tasks, layout, Visual /  
Audio / Kinaesthetic, thinking skills.

### Lesson

In every lesson ensure:

- ✓ Lesson Objectives and Differentiated Success Criteria are visible.
- ✓ 3 Cs: Choice, Challenge, Collaboration.
- ✓ Expert Learner Skills.



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### Formative Feedback

- ✓ Use marking stickers and whole school literacy marking code.
- ✓ Provide subject specific comment only marking that is congratulatory and challenging.
- ✓ Use task / question based ebi.
- ✓ **Ensure students respond to and act on their .coms.**

### Homework

- ✓ Set and mark homework consistently.
- ✓ In KS5 use P.I.P. to increase students' independence.
- ✓ Differentiated for HAs and others when necessary.

**NOT  
NEGOTIABLE**

### Use of Data

- ✓ Use data to plan learning for your class. (Challenge and differentiation).
- ✓ Provide a data rich seating plan for every class.

### Academic Literacy

- ✓ Use Dyslexic Friendly resources all of the time.
- ✓ Develop students' Standard English writing skills.
- ✓ Develop subject specific vocabulary and expression.
- ✓ Teach SPaG (Spelling, punctuation and grammar).
- ✓ Incorporate extended writing opportunities using T.A.P. (Text type, Audience and Purpose) when relevant.

### **Whole School Teaching and Learning Non-Negotiables (Years 7-13)**

The Middle Leadership teams (PL, DPL, LPs) will lead, support and monitor these five areas throughout the academic year. (Via POD action plans, SSRs, student work sampling, walk-throughs, team meetings, etc).

