



Kingsdale Foundation School

Teaching and Learning Policy 2026-2027

Next Review July 2027

Name of policy	Teaching and Learning Policy 2026-27
Date of school review	July 2026
Date of next school review	July 2027

Key Principles

Kingsdale Foundation School is committed to develop the quality of education, raise levels of attainment and accelerate student progress through the implementation of high quality and consistent teaching practices, strategies and learning experiences. Our philosophy is based on the parameter that all students can achieve high standards and we are committed to take students to their optimum potential before they transition to post-secondary education, work, apprenticeships and other programmes.

What happens in the classroom is critically important to the young people who learn there. Effective learning experiences will instil within students a joy in learning the subject, self-motivation and the confidence to achieve. We are committed to engaging our staff in developing focused, purposeful and collaborative learning approaches, based on research-informed practice, with the core aims of improving student outcomes and building a culture of learning excellence for all pupils.

The school has a broad and balanced curriculum, including learning through a wide enrichment programme. All subjects have planned & sequenced curriculum mapping based on the principle that students need to acquire core knowledge and develop high skills in order to effectively learn, progress and excel. Teachers are required to be cognisant of the disruption caused by the pandemic and strategise to bridge gaps in understanding due to any inconsistencies in the learning experiences of students. Curriculum adjustment is the starting point. This involves an understanding of the critical content required for future progression in each subject, an understanding what students do and do not know to implement planned teaching approaches and learning experiences with impact. The policy sets out our top teaching priorities and it is an expectation that staff incorporate these priorities in their practice to achieve an effective recovery curriculum.

Curriculum planning should ensure that all pupils, regardless of their starting point, background or additional needs, have access to ambitious learning experiences. Teachers are expected to utilise adaptive approaches to remove barriers to learning whilst maintaining high

expectations for achievement and success. Particular consideration should be given to disadvantaged pupils, including pupils with SEND, vulnerable pupils, and those identified as requiring additional challenge.

KFS Teaching and Learning policy also links to other school policies including, but not limited to, Artificial Intelligence in Education Policy, JCQ Guidance & KFS Assessment Recording and Reporting Guidance. It should be read in conjunction with these and other relevant school policies.

Objectives

1. To establish a shared belief that every student can achieve high standards through an unwavering focus on teaching, learning and curriculum development
2. To ensure that high quality teaching and learning experiences underpinned by research informed and high-impact teaching practices are provided to all students across the curriculum
3. To promote a personalised approach, knowing every student, knowing what they can and cannot do and knowing what the teacher needs to teach for the student to make progress
4. To ensure that adaptive teaching approaches enable all pupils, including disadvantaged learners, to access ambitious curriculum content and achieve highly across the curriculum.
5. To orchestrate a collaborative cross-curricular learning culture through learning walks and talks, observations and sharing of intervention strategies
6. To develop pupils' oracy skills and confidence through purposeful opportunities for discussion, explanation, questioning, debate and presentation across the curriculum.
7. To ensure there are CPD opportunities for all staff to learn and develop themselves to teach to high standards
8. To raise standards of attainment and accelerate student progress as a consequence

Policy in Practice

1. Teaching and Learning Priorities

At Kingsdale Foundation School, we believe that every student is entitled to a high quality learning experience in every lesson of every day in every term. Underpinning our work to develop a culture of learning excellence are six teaching and learning priorities:

1. **Pedagogy** – Barak Rosenshine's Principles of Direct Instruction
2. **Engagement in Learning**
3. **Depth of Knowledge**
4. **Assessment and Feedback**
5. **Literacy and Numeracy**
6. **Stretch, Scaffold and Challenge**

These priorities (**PEDALS**) inform whole school, department and individual development towards providing excellent opportunities for all students both within and beyond their school experience.

Across all PEDALS priorities, teachers are expected to know their learners well and utilise available pupil information, including pupil passports and other support plans, to inform

adaptive teaching approaches. High expectations, ambitious curriculum delivery, purposeful oracy and effective scaffolding should enable all pupils to access learning and make sustained progress. Particular focus should be given to ensuring disadvantaged pupils are fully engaged and supported to succeed.

Pedagogy – Rosenshine’s Principles of Instruction

At Kingsdale, all lessons, including online lessons, will follow the following structure based on Professor Barak Rosenshine’s Principles of Instruction:

- Connect – Connect the lesson objectives with a review/ recall of previous learning to reinforce sequential learning and interleaving
- Activate – Introduce new learning and/or development of new skills
- Demonstrate - Gradual Release of responsibility (I Do – We Do – You Do model)

I DO (Dependence – teacher delivery of information - explanation and modelling)
WE DO (Interdependence – guided practice with prompts, questions and scaffolds)
YOU DO (Independent practice with monitoring and feedback from teacher)

- Consolidate – check the understanding of all students by asking questions, providing correction and feedback

See Appendix A for further explanation of Rosenshine’s principles.

Engagement in Learning

Teachers must consistently apply the Kingsdale Achievement and Behaviour Policy to promote positive behaviour for learning. Teachers are expected to integrate approaches that move the learning environment beyond compliance in classrooms towards high level of engagement and empowerment of students to own the learning. It is about creating environments where students want to learn rather than have to learn, students are creative, self-directed learners, critical and innovative thinkers, know how they learn and own their learning. There should be no passive learners in an engaged classroom.

Effective classroom dialogue plays a central role in engagement and learning. Teachers should provide opportunities for all pupils to articulate their thinking, explain their understanding, justify their reasoning and engage in meaningful discussion. Through carefully planned oracy activities, pupils should develop confidence, vocabulary and deeper understanding of subject content.

Teachers are required to plan for engagement and empowerment by incorporating **metacognitive approaches**.

- Use authentic real-world problems that are age appropriate when delivering the curriculum to tap students’ curiosity by knowing when to extend thinking
- Create opportunities for group and independent project work and build requisite skills – research skills, respectful operating norms, collaborative facilitation skills and technology tools

- Provide students with broad based experience in the discipline/ topic they have chosen to learn more about
- Give students time to articulate their learning to others with evidence of their findings, big ideas and engage in accountable talk
- Model questions that promote students' ongoing interest, demand their critical thinking and expect they can elaborate on what they have learnt
- From answering the teacher's questions, step forward to students formulating and asking their own questions
- Teach students to evaluate their work against the success criteria
- Be explicit in teaching metacognition so students understand how learning deepens when they plan for it, analyse it and monitor their own progress and develop a toolkit for learning that is transferable across a range of disciplines. Rosenshine's Principles facilitate this opportunity.

Depth & Breadth of Knowledge & Skills

Teachers must demonstrate a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

Teachers are required to expand the students' knowledge and encourage them to think and work at a deeper level. One of the critical models for understanding cognitive rigour is Norman Webb's Depth of Knowledge (DOK) framework. Webb outlined different levels of content complexity and understanding

- Level 1 – Recall (identify, recall, use, measure)
- Level 2 – Skills and Concepts (classify, organise, estimate, collect and display data)
- Level 3 – Strategic Thinking (justify, explain, draw conclusions)
- Level 4 – Extended thinking (complex reasoning, relate, make connections)

Teachers are expected to ensure that their students are exposed to a variety of tasks at differing levels of complexity to learn and grow and in order to accurately assess whether success criteria are met. This can be achieved through deep reflective questioning (verbal and written), linkage (students to link their knowledge and understanding to different topics and contexts), applying their knowledge consistently, confidently and fluently and by giving opportunities to explain their learning to someone else (including teaching other children) to further demonstrate their understanding. Learning activities should provide graduated levels of cognitive challenge and opportunities for reasoning, explanation, evaluation and independent thinking. Appropriate stretch should be available for all learners, with teachers adapting support and scaffolding as necessary to ensure pupils can access ambitious curriculum content and achieve success.

Assessment and Feedback

Assessment literacy is at the heart of teaching and learning. Planning with the end in mind and knowing where each learner is and how to move him or her way beyond is both an expectation and an outcome of quality teaching at Kingsdale. Teachers are expected to follow the Kingsdale Assessment, Feedback, Reporting and Marking Guidelines to ensure that the cycle of quality assessments, formative and summative, and data are used as an ongoing daily cycle to inform their teaching, adjust, adapt and re-teach concepts, when necessary in a

different way, and implement any targeted interventions required to enhance students' learning.

Descriptive feedback must be based on the success criteria, precise and clearly understood by students. Teachers must articulate the learning objectives and success criteria and integrate effective feedback in the teaching with the intention that students make progress and become more reflective of their learning. In their feedback, teachers are required to state how the student has met the success criteria and at least one (age and level appropriate) instructional point (**Feed Forward Target**). In addition to deep diagnostic and summative written assessments, feedback must be integrated in responsive teaching through the following approaches –

- Live Marking
- Verbal Feedback
- Collective Whole Class Feedback
- Demonstrative Feedback using exemplars
- Peer and Self Assessment

Fix it Time (FIT) must be allocated to ensure students are equipped to respond to feedback in ways that demonstrate their learning has improved as a result of the feedback received. This should be accompanied with success criteria, model answers, teaching on common mistakes/ misconceptions, intervention groups or peer & self-assessment.

Embedding Formative Assessment Staff Training Programme (EFA) aims to securely embed effective and research-based Assessment for Learning approaches across all subjects. All staff are required to participate in EFA.

Literacy and Numeracy

All teachers at Kingsdale Foundation School are teachers of literacy and numeracy. Teachers are required to use the following component parts of literacy development that cross all content areas to contribute to developing critically literate students –

- Oral language and Oracy
- Reading comprehension
- Critical literacy
- Writing
- Accountable talk
- Higher-order thinking and robust performance tasks

Teachers are expected to plan for literacy enhancement and teach subject specific vocabulary, appropriate spelling and use of key terminology and deployment of good grammar and punctuation at all times. Subject specific terminology and scaffolding for writing task should be planned into schemes of work. Teachers are expected to apply the literacy marking code to address improvement in literacy.

Teachers should also encourage students to read around subject content in each and every subject. At least two form times per week must be dedicated to reading and form tutors of all year groups are expected to reinforce the expectation that students carry a reading book at all times.

At Kingsdale Foundation School, oracy is recognised as a fundamental component of literacy development and learning. Teachers should explicitly teach and develop speaking and listening skills through structured discussion, questioning, presentation, debate, collaborative learning and accountable talk. Opportunities for pupils to verbalise their thinking should be incorporated into lesson planning to support vocabulary development, deepen understanding and embed learning in long-term memory.

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Numerate individuals have the confidence and competence in using number which will allow them to solve problems, analyse information and make informed decisions based on calculations. Beyond this, being numerate also allows us to access and interpret information, identify possibilities, weigh up different options and decide on which option is most appropriate. Numeracy is a skill for life, learning and work. Having well-developed numeracy skills allows young people to be more confident in social settings and enhances enjoyment in a large number of leisure activities. For these and many other reasons, all teachers have important parts to play in enhancing the numeracy skills of all children and young people. Teachers at Kingsdale are expected to ensure that all subject specific numeracy is in line with the correct methodology and terminology in liaison with the Maths Department.

Stretch, Scaffold and Challenge

Learning experiences should provide appropriate stretch, scaffolding and challenge for all learners, regardless of their starting point or ability. Whilst ensuring an approach of "Teaching to the Top" and maintaining high expectations, teachers are expected to use adaptive teaching strategies to respond to the strengths and needs of learners. Adaptations may include modelling, scaffolding, questioning, explicit vocabulary instruction, structured support, guided practice and responsive feedback. Such approaches should enable all pupils to access ambitious curriculum content without reducing expectations.

Hands-up questioning should be avoided to ensure that all students are targeted to respond to adapted stretch and challenge concepts.

Teachers must adapt teaching to meet the needs of all learners, including the disadvantaged and those identified as high prior attainers. It is a non-negotiable expectation that all pupils are supported to access learning and make progress from their starting points. Teachers should utilise pupil passports, SEND profiles, Education Health and Care Plans, literacy data and other available information to inform planning and classroom practice. Staff should understand pupils' strengths, barriers to learning and recommended strategies and ensure these are reflected in lesson delivery.

If a student in the lesson has the support of a teaching assistant, teachers must ensure that the details of the lesson and the nature of support for the students are discussed in advance and that any supporting adults are directed to provide the most effective support for the children they are allocated to work with.

Particular attention should be given to the progress and participation of disadvantaged pupils. Teachers are expected to identify barriers to learning and implement evidence-informed strategies that improve engagement, curriculum access, literacy development, attendance, achievement and aspiration. Disadvantaged pupils should routinely experience high expectations, academic challenge and opportunities for success.

Challenge should be embedded through increasing cognitive demand, depth of thinking and opportunities for application rather than simply increasing the quantity of work completed. Teachers should ensure that pupils are appropriately stretched through reasoning, problem solving, independent thinking, creativity, explanation and evaluation tasks while maintaining appropriate support where required.

Kingsdale Expectations of High Standards and Routines in the Classroom

All staff are advised to ensure that the following protocols are followed in all lessons to ensure high expectations and levels of consistency across the school.

- Meet the class at the door where possible and ensure students enter the classroom in a quiet and orderly fashion. Ensure that students remove their outside coats at the door and confiscate any non-uniform items that are seen. Evidence of high standards of uniform should be visible in your classroom.
- Take the register within the first 10 minutes of the lesson starting whilst students are purposefully engaged in a 'connect' activity.
- Any student who arrives late to lesson, i.e. after the last pips have sounded, must normally be marked as 'Late' in the register on SIMS unless there is a legitimate reason.
- Be equipped with the teaching resources required for the lesson. Students should not be sent to the faculty base to fetch resources for the teacher during a lesson.
- Ensure students sit in the seating plan designed by the teacher to maximise learning progress.
- Students should remain in class during lessons. In exceptional circumstances that require a student to leave the classroom, an Exit Slip must be provided by the teacher.
Only one child per exit slip can be released and each occurrence must be recorded on the child's Go4Schools account.
- Staff are required to confiscate mobile phones if there is transgression in line with the school's mobile phone policy. Under no circumstances are students permitted to use their personal mobile devices for learning.
- During lessons, staff and students may drink water. No other food or drinks should be consumed.
- At the end of the lesson, students should check they have packed all their belongings, stand behind chairs in silence and be dismissed individually or in table groups when the lesson ends.

*Staff must leave the classroom in good order - desks, chairs, white board and room should be left tidy at the end of the lesson for the next teacher.

Cover Lessons

Subject teachers and managers are required to work closely with the cover supervisor to ensure successful delivery of any cover lesson. Cover lessons should feel like all other

lessons, with students engaged in the lessons. All protocols to request cover must be followed, as specified in the School Handbook.

It is essential that the cover lesson plan and resources are organised by the subject teacher and provided to the subject manager and cover teacher, preferably a day in advance of the lesson. Subject managers are required to quality assure the lesson plan and cover resources are age and level appropriate and in line with the schemes of work.

Cover staff must be active within the lesson and should support students where possible. Students should continue to learn in the absence of the class teacher.

Heads of Departments and Subject Managers are responsible for monitoring and evaluating the quality of cover lessons through a departmental rota of lesson drop-ins and observation.

Subject managers are required to ensure that the work produced in cover lessons is systematically recorded and then reviewed & assessed by subject specialist ensuring students' progress.

2. Homework

Subject teachers are required to provide high quality and appropriate homework which extends classroom learning. Homework is most effective when it is highly focused and forms a cohesive part of the learning taking place during lessons and should be set if it will benefit the learning of the students.

Teachers may set homework as per the homework timetable with the following limitations:

1. Students should be given a minimum of two nights to complete any set homework.
2. Students must not be set homework more frequently than the maximum frequencies
3. All homework must be recorded on Satchel One.

KS3 (Years 7, 8, 9)

Subjects	Maximum Frequency of Homework per week
Core Subjects	2
Non-Core Subjects	1

KS4 - Maximum Frequency of two homework tasks per week (all subjects)

KS5 - Maximum frequency of two homework tasks per week (all subjects)

All homework should be marked by teachers. Assessment for Learning methods may be applied for effective assessment of students' effort and achievement in homework tasks.

3. Monitoring, Evaluation and Staff Development

At Kingsdale, all teaching and support staff will be entitled to regular developmental opportunities for coaching and feedback to create a culture of learning excellence.

It is the responsibility of teachers, led by middle and senior leaders, to monitor, evaluate and develop the quality of teaching and learning, the progress of individual students and the progress of groups of students.

The annual model for monitoring of teaching and learning (using Blue Sky)–

- Regular learning walks to understand the overall strengths and areas of development in teaching and learning at whole school level and devise the CPD programme
- Deep dives to analyse the areas of strengths and development in teaching and learning within an area of focus (Faculty or Year Group); Deep Dives may be organised in collaboration with non-specialist colleagues from another faculty/ Year Group, where viable, to enable peer review and perspective.
- Two lesson observations by the performance manager in line with the Appraisal Policy
- Work scrutiny and book looks as per the Assessment, Feedback, Recording and Reporting Guidelines
- Subject Forum, Pupil Forum, Student Evaluation Questionnaires to gain student's perspectives of their learning experiences

It is the responsibility of all teachers to seek feedback and engage in professional dialogue with the member of staff who conducted the monitoring. This will ensure practice develops and teachers have opportunities for learning conversation on their practice.

Underpinning the monitoring approaches is our approach to Continuous Professional Development (CPD). Below are the different strands of CPD that will run for the course of the whole academic year –

1. Whole School CPD Programme - Staff Development Days and Weekly Directed Time Staff CPD to develop research-based approach and support colleagues in reaching a sense of autonomy in their own professional development. All staff participates in programmes like Embedding Formative Assessment, which are aligned with school curriculum development priorities.
2. Department CPD Programme - Focused Professional Learning in Department Teaching and Learning meetings
3. Bespoke CPD Programme – Personalised and targeted professional development with external facilitation, where required
4. Teaching and Learning Working Groups and Communities – Opportunity for individuals to explore aspects of research to enhance their teaching and learning, working either in cross curricular or subject specialist teams

4. Responsibilities for Teaching and Learning

All staff are responsible for applying the Kingsdale Teaching and Learning Policy to consistently plan, deliver high quality learning experiences and evaluate the impact.

All teaching staff must demonstrate the National Teachers' Standards in their practice. See Appendix B.

All teaching staff are responsible for knowing the pupils they teach and using pupil passports, assessment information and relevant pupil data to implement adaptive teaching approaches that support participation, progress and achievement for all learners. Particular attention should be given to disadvantaged pupils and those identified as requiring additional support or challenge.

Faculty Director, Heads of Departments, Heads of Learning and Subject Managers are responsible for monitoring and evaluating the quality of teaching and learning, ensuring effective implementation of adaptive teaching strategies, monitoring the progress of vulnerable groups including disadvantaged pupils, and providing support and training where required.

The Senior Leadership Team is responsible for the implementation and ongoing management of the policy and procedures, monitor the quality and standard of teaching and learning across the school and for identifying and address areas where development is needed through training and support to maintain high standards.

The policy will be developed through consultation with staff, pupils and governors.

Appendix A – Rosenshine’s Principles of Direct Instructions

Appendix B – Department Development Time Key Questions

Appendix C – National Teachers’ Standards

Appendix A Rosenshine’s Principles of Direct Instruction

1. Begin a lesson with a short review of previous learning

A quiz, fronted writing task or discussion to recap learning from the previous day, week or topic helps to embed learning into the long term memory and prepares the students to link new learning to existing schemas, building their cognitive load gradually.

2. Present new material in small steps with student practice after each new step

Gradually add to the students’ cognitive load, allow time to embed their understanding in a practical way after each new load. Check information on Dual Coding here to ensure that students’ aren’t overloaded.

3. Ask a large number of questions and check the responses of all students

Whiteboards, voting systems, written examples which are shared in real time with the teacher are a necessary to check understanding.

4. Provide models/ scaffolds

See the section on modelling for advice on using this teaching method. All students in Seahaven are aiming for high academic achievement and should be supported to do so, not set less difficult challenges.

5. Guide Student Practice

Using interactive models as your next step or allowing students to try something in a limited way will ensure they can master the skill.

6. Check for student understanding

Again, look to students to ensure that they are all able to move on to the next step using formative assessment strategies.

7. Obtain a high success rate

If the work is of the correct level then all students should have a sense that they have understood and achieved. This will prepare them to increase their cognitive load and build their sense of achievement.

8. Require and monitor independent practice

Both in the classroom and at home, students need time to embed skills and practice. Deliberate practice is an important aspect of mastery and ‘perfect practise makes perfect’. Monitor independent work closely to ensure imperfect practise is not becoming embedded.

9. Engage students in weekly and monthly review

This should bring us back to the start of the lesson and is a great opportunity for FIT (Fix It Time) tasks to ensure that students are aware of how their learning relates to earlier lessons and builds a schema around this. Engage students in weekly and monthly review.

Appendix B - Department Development Time Key Questions

During departmental development time key learning questions such as these should be discussed:

1. What are the key topics/concepts/ideas that we are teaching over the next period?
2. How do we teach these concepts/ideas well?
3. What are the key learning points that students need to master in these topics?
4. Who teaches this topic well? How?
5. Who is worried about teaching this topic? Why?
6. What resources can we share to help teach these concepts/ideas?
7. What is the key knowledge/skills that students need to be secure with in order to tackle these new topics?
8. What are the opportunities for repetition and review?
9. What are the possible misconceptions that students could have? How will we address these?
10. How can we ensure high quality explanations are supported through effective modelling?
11. What are the really hard bits of this topic? How can we explain these well □ particularly to students with a low starting point?
12. What opportunities are there to stretch the students with a high starting point? What ‘Think Hard’ questions can we use? How can we develop depth of knowledge on this topic?
13. What strategies/scaffolding can be used to support students who are ‘stuck’?
14. What opportunities are there for ‘deliberate practice’? What will we use to provide this - exam questions, assessments?

15. What opportunities are there for focused feedback this month e.g. tasks that lend themselves to live marking, peer critique, self-checking?

16. What is the progress of pupil premium looking in different year groups? What strategies are working effectively? How do we know?

Appendix C – National 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

TS1 Set high expectations which inspire, motivate and challenge pupils

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

TS2 Promote good progress and outcomes by pupils progress and outcomes

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

TS3 Demonstrate good subject and curriculum knowledge

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

(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TS4 Plan and teach well-structured lessons

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

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- (b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- (c) 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
- (d) have a clear understanding of the needs of pupils, including those with special educational needs; those with 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.

TS6 Make accurate and productive use of assessment

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

TS7 Manage behaviour effectively to ensure a good and safe learning environment

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

TS8 Fulfil wider professional responsibilities

- (a) make a positive contribution to the wider life and ethos of the school
- (b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- (c) deploy support staff effectively
- (d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- (e) 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.

- (a) 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.
- (b) 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

(c) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>