



Trust Teaching and Learning Framework





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The purpose of the framework is to:

- Support learners to achieve what they are capable of and develop their capacity for metacognitive thinking
- Provide a common language that facilitates conversation about teaching and learning across the Trust
- Provide opportunities for teaching staff to share and learn from great practice, including having access to high quality professional development
- Provide the expertise and tools, for leaders, to lead constructive conversations on the effectiveness of teaching and learning

Core Areas	We do it because:	Our teachers will:	Our learners will:
Curriculum Planning	<p>we want to get the brain to learn and gain more knowledge</p> <ul style="list-style-type: none"> • effective planning provides aspirational challenge • a successful curriculum is coherent, rich in knowledge and experience • it informs what we teach and how we teach it • it informs the experience we should provide and the questions we should ask 	<ul style="list-style-type: none"> • explain the purpose and aim of the lesson/sequence • share learning intentions/objectives • teach to the top, providing appropriate scaffolding where needed • have ambitious expectations • be explicit about core curriculum concepts • provide precise knowledge/practical skills • share the learning journey on a curriculum map • continue to develop their subject knowledge to ensure effective planning 	<ul style="list-style-type: none"> • feel positively challenged • follow embedded curriculum routines • articulate curriculum concepts • link their tier 2 and 3 vocabulary • show evidence, through their work, of a sequenced curriculum that demonstrates progression over time
Behaviour and Relationships	<p>we want to get the brain to self-monitor behaviours</p> <ul style="list-style-type: none"> • learners will feel they belong in an environment that is safe and respectful • established and appropriate learning focused relationships help learners to make progress • established routines and clear expectations support learners to focus on their learning and development • all learners can achieve in an environment conducive to learning 	<ul style="list-style-type: none"> • have high expectations of learners, instilling in them a 'can do' attitude • use language that is positive and encouraging • provide an enabling environment to allow learners to thrive • rehearse routines with learners to support sustained positive behaviours • utilise school reward systems to motivate, celebrate and encourage learners 	<ul style="list-style-type: none"> • consistently follow classroom rules and routines • fully engage in their learning • demonstrate respect for their environment, staff and peers • articulate their learning and behaviour through the school's values • take pride in their work, with books of the highest standard
Practice and Retrieval	<p>we want to get the brain to categorise and retrieve information</p> <ul style="list-style-type: none"> • learners will improve confidence and fluency with a range of knowledge and skills • it provides opportunities for closely supervised guided practice before moving on to practise more independently • learners will store and retrieve information from their long-term memory, supporting good progress 	<ul style="list-style-type: none"> • recap and review learning • activate prior learning • help learners to consolidate their knowledge • make links throughout lesson/sequence that are actively explored • apply retrieval points that are appropriately spaced • develop learners' independent practice building on from instruction 	<ul style="list-style-type: none"> • recall prior knowledge and make appropriate links to different topics/learning • Practise/apply their learning, independently, when instructed • Use tier 2 and 3 vocabulary accurately, consistently and convincingly
Explaining and Modelling	<p>we want to get the brain to gather and organise information</p> <ul style="list-style-type: none"> • learners will develop and consolidate their knowledge and understanding • learners' understanding of concepts and processes help them to apply and transfer their knowledge • modelling is a vital strategy to produce sophisticated pieces of work to a high standard 	<ul style="list-style-type: none"> • ensure learners will develop and consolidate their knowledge and understanding • have an understanding of concepts and processes to help them to apply and transfer their knowledge • use modelling to help our learners produce sophisticated pieces of work to a high standard 	<ul style="list-style-type: none"> • clearly articulate their learning • access support models including working walls/teacher modelled examples • apply their learning independently
Questioning and Feedback	<p>we want to get the brain to associate, make analogies and compare</p> <ul style="list-style-type: none"> • we want to check how well learners are learning • it helps to secure learners' deeper learning and critical thinking skills • it helps learners to move forward, deepen their understanding and gain fluency • feedback leads to learning over time 	<ul style="list-style-type: none"> • ask probing and open questions to challenge learners' understanding • address misconceptions • develop whole class understanding • provide feedback that is clear, manageable, specific and targeted • use formative assessment to identify gaps in learning and apply effective intervention 	<ul style="list-style-type: none"> • expand answers, demonstrating deep learning • improve their work, independently, following feedback • participate in assessment for learning strategies used in the class • describe process success criteria
TCAT Effective Literacy	<p>we want to get the brain to see reading as a transferrable skill</p> <ul style="list-style-type: none"> • a whole Trust/school culture and approach supports learners' success • it supports learners to successfully access the curriculum • it helps learners to build confidence to support their learning and progress 	<ul style="list-style-type: none"> • focus on developing reading fluency • foster a love of reading through the promotion of texts • focus on improving and developing vocabulary • provide challenging texts and deliver consistent reading strategies • focus on approaches that emphasise the importance of spoken language and verbal interaction (oracy) 	<ul style="list-style-type: none"> • recall and use relevant tier 2 and tier 3 vocabulary in their written and oral work • understand the phonics, relevant morphology, and etymology • fluently read texts at age related expectation • successfully access the curriculum
Mode B Teaching	<p>we want to get the brain to focus on the goal</p> <ul style="list-style-type: none"> • active and learner centred learning fosters curiosity and a love of learning • learners become self-directed and motivated to continue learning outside the classroom 	<ul style="list-style-type: none"> • utilise a range of engaging strategies that may include: <ul style="list-style-type: none"> o group work o debates and presentations o flipped learning o guided study o problem solving o hands on learning • provide more 'choice' for learners to develop their learning 	<ul style="list-style-type: none"> • be enthused and engaged • be able to work well individually, in pairs or as a team • be inspired and challenged by the teacher • demonstrate resilience and independence when required • be fully engaged