LINSLADE SCHOOL

CEDARS UPPER SCHOOL

Teaching and Learning Policy 26/27

Originator	Regularity of Review	Date Approved	Date of Next Review
MNO	2 years	September 2026	September 2028

1.0 Introduction

This policy is designed to support the ethos and priorities of the schools (Linslade School and Cedars Upper School) as outlined in the School Development Plan. It is written to ensure that we achieve the best possible provisions and outcomes for our students. This should be read alongside the assessment and feedback and homework policy, CPD handbook, Inclusion handbook and MER information document.

1.1 Vision

We believe that ambitious teaching and learning for all students across the curriculum results in high levels of learning, progress, enjoyment and well being. Our teaching and learning is truly inclusive where students of all starting points and backgrounds are given equal opportunities to learn and achieve.

1.2 Aims

The aims of this policy are to:

- Ensure there are consistently high quality teaching and learning experiences for all students across all year groups and all subjects so that they make substantial and sustained progress.
- Provide a personalised learning experience for all students that takes into account their needs, prior knowledge and aspirations.
- Support staff to provide a stimulating learning environment, which enables staff and students to give and achieve their very best.
- Ensure students are provided with suitable learning experiences to support them to become resilient to failure and are eager to know how to improve their learning.
- Ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations.
- Inspire students to become independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- Ensure there is a culture of continuous learning and improvement for both staff and learners.
- Identify and share good practice in curriculum planning and implementation across all subject areas.
- Ensure staff select high quality professional development that is based on current research and results in innovative high quality teaching and learning, an inspiring environment and develops students' knowledge, attitudes, skills and habits.
- Staff through impactful CPD can reflect on the teaching and learning techniques utilised and adapt when required as part of the CLT Great Teacher Framework

2.0 Planning Guidelines

In order to achieve our goals, we will make sure that all teachers understand this policy and that we operate in the following ways:

2.1 Plan all lessons within the context of the appropriate scheme of work; long, medium, short-term subject plans and exam syllabuses (where applicable).

2.2 Plan lessons for classes, groups and individuals in the context of prior attainment data and individual targets for attainment, ensuring an acute awareness of students' capabilities and their prior learning and understanding.Planning should ensure that all lessons are appropriately challenging for students, establishing high expectations of what can be learnt and achieved relative to their prior learning and abilities.

2.3 Staff identify and remove barriers to achievement for their students lesson planning, formative assessment and adapted practice to meet students' needs.

2.4 Plan opportunities to share the learning outcomes at various points of the lesson. Students should be able to articulate the aims of the lesson.

2.5 Plan in opportunities to ensure that students' work is reviewed and marked following the schools' assessment and marking policy.

2.6 Set regular homework that is also recorded as an assignment on Google Classroom.

2.7 Ensure that all students know how well they are doing in the subject and are clear about their next steps for improvement following the detailed guidance contained in the school's assessment and feedback policy.

2.8 Plan opportunities for students to respond to feedback, pivotal learning points and address misconceptions.

2.9 Target precisely the support provided by other adults in the classroom and other interventions to make a marked contribution to the quality of learning for groups and individuals.

2.9.1 Plan in reading, writing and oracy tasks specific to the learning and which gives students opportunities to demonstrate their knowledge and skills.

3.0 Teaching and Learning Model and implementation

The diagram below summarises the model which is based on current and relevant research.

Appendix A contains full details of the model.

3.1 To create a culture of academic learning, teachers are expected to:

- To explicitly teach academic language and key terminology; including through direct instruction and application as well as exposure to it in curated Literature.
- Deliberately select pedagogy for the purpose of disciplinary knowledge building.
- Provide clear models of successful work for all groups and abilities of students

3.2 To create a culture of commitment to learning, teachers are expected to:

- Manage the entry, exit, transitions and seating of students.
- Ensure there is work displayed on the board for a prompt start to the lesson.
- Deal with late comers and record this on the MIS.
- Model resilience, ambition and curiosity through carefully selected teaching content..
- Demonstrate enthusiasm for the subject being taught, using subject knowledge to inspire students and build their understanding
- Record and reward achievements linking to the schools' values (EPIC/ARC), successes and where commitment to learning is not at the required level, record and sanction this.
- Supervise corridor movement in the vicinity of their classrooms between sessions to support students to move to lessons calmly and promptly.

3.3 To deliver excellence in the retrieve stage of the lesson teachers are expected to:

- Make explicit links with previous learning and previous experience
- Proactively identify and address misconceptions
- Reinforce students' long term memory retention and fluency through interleaving, spacing and retrieval practice.

3.4 To deliver excellence in the explain stage of the lesson teachers are expected to:

- Use high quality worked examples and models at pivotal points so that all students can see excellence and apply to own learning situations to make progress
- Simplify complex concepts by breaking them down into manageable components
- Make challenging ideas accessible to all students through carefully planned adaptation and scaffolding.

3.5 To deliver excellence in the practice stage of the lesson teachers are expected to:

- Plan and implement a range of learning activities such as: problem solving to foster deep thinking, discussions to promote critical thought; extended writing tasks and the use of Chromebooks to ensure students gain and remember knowledge well
- Give students opportunities to rehearse skills and apply new knowledge carefully and regularly.
- Consistently incorporate high levels of rigour and challenge that are adapted in order to extend all.
- Plan opportunities for independent practice for all learners.

3.6 To deliver excellence in the review stage of the lesson teachers are expected to:

- Review and mark student work following the schools' assessment and feedback policy.

- Ensure that all students know how well they are doing in the subject and can clearly articulate their next steps for improvement.
- Insist students take responsibility for their feedback by using peer and self-assessment techniques.

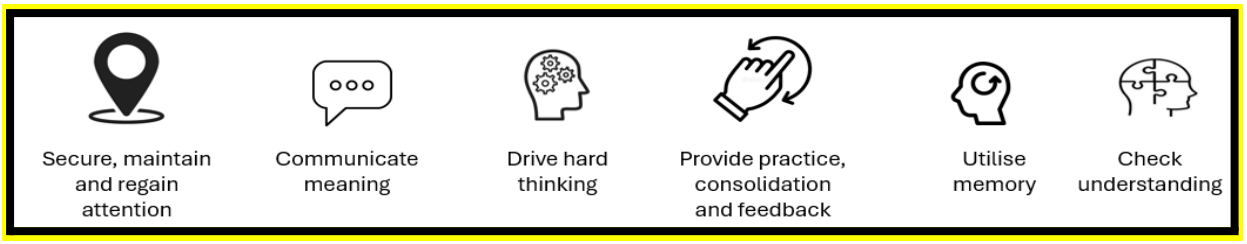
3.7 To deliver excellence in evaluate the learning, teachers are expected to:

- Plan opportunities across a lesson where student knowledge is evaluated using techniques- think, pair share, 'we do, I do' tasks, cold calling, exit tickets, mini whiteboards
- Systematically and effectively check students' understanding and reshape explanations and tasks where this is needed.
- Know what students know, give accurate feedback, address misconceptions and responsively adjust instructions accordingly.

4.0 Chiltern Learning Trust Great Teacher Framework and CPD

4.1 Devised by Adam Kohlbeck, Director of Teacher Quality as part of CLT's central team. The framework has been developed through partnerships across all 18 Trust schools and how we unify a shared language and approach to effective teaching and learning classroom practice. Through a sustained process of talking, observing, interviewing, critiquing and iterating, we arrived at a framework of 6 core **purposes** that capture the heart of teacher decision making - The purposes which capture what teachers are broadly trying to achieve in any given teaching situation.

4.2 The six core purposes are:



4.3

- The purposes are fluid – they aren't used in order during lessons.
- The purposes are also interactive – they often operate in combination with each other.
- The purposes are dynamic – teachers shift back and forth between purposes all of the time in lessons.
- The purposes are flexible – the same purpose can be served with several different techniques and the same technique can be used to serve more than one of the purposes.

4.4 For the 2026/27 academic year, all schools will use the same purpose as their lens for examining school priorities in each term. This is so that, as a new Trust, we can build our shared language alongside each other. Here is a table that captures which purpose will be the lens in each half term:

Autumn 1	Secure, maintain and regain attention
Autumn 2	Communicate meaning
Spring 1	Drive hard thinking
Spring 2	Provide practice, consolidation and feedback
Summer 1	Utilise memory
Summer 2	Check understanding

5.0 Professional development

5.1 Leaders accurately identify outcomes, analysis of needs and training gaps. The school development plan reflects this.

5.2 The school's programme of professional development supports specific aspects of the school development plan.

5.3 Teachers, teaching assistants and learning mentors will have the opportunity and time to develop their pedagogical skills, subject and knowledge and subject pedagogical knowledge through a range of developmental opportunities. Further details can be found in the CPD handbook.

5.4 Teachers are expected to engage fully in professional development opportunities.

5.5 Teachers have the opportunity to be coached individually and/or in small groups through a process of instructional and deliberate practice and feedback.

5.6 Professional development opportunities are based on relevant research and credible sources of expertise.

5.7 Leaders at all levels have the opportunity to develop and refine their leadership competencies through a range of developmental opportunities.

5.8 There is an effective induction programme for new staff to ensure they are familiar with expectations for the quality of teaching in the school.

5.9 There is effective training and inductions for Early Career Teachers to ensure they enter the profession with clear expectations for the quality of their teaching and they are supported to develop rich practice.

5.10 The impact of professional development is monitored and evaluated, this informs future professional development opportunities.

6.0 Monitoring and evaluation

Leaders at all levels will support the following;

6.1 A continuing programme of appraisal, learning walks/visits, book looks, student voice groups and structured feedback by heads of department quality assured by the Senior Leadership Team.

6.2 The strengths and areas for development will be recorded. Where possible, verbal feedback is provided within 48 hours. Some lesson visits will lead to generic department/whole school feedback and not individual.

6.3 Judgements about whether the overall quality of teaching and learning is at the standard expected for the career stage will be reported on as requested by Chiltern Learning Trust and Governors.

6.4 If a learning walk/visit results in a concern about teaching standards being met, it will not be recorded but the member of staff will be informed and a follow up learning walk by a member of the Senior Leadership Team and Head of Department will take place. This will be recorded and if there are further concerns then relevant support will be implemented. The Head of Department will be consulted as part of this process prior to feedback to the individual.

6.5 Members of SLT and relevant stakeholders will carry out Quality Development Reviews (QDR), as part of a rolling programme. Further information can be found in the MER information booklet.

7.0 Interventions to improve the quality of teaching and learning

7.1 The schools' appraisal procedures will ensure that all staff have clear, individualised objectives for improving the quality of their teaching. Staff are supported to review progress towards and meet their objectives.

7.2 A programme of targeted interventions for individual teachers where there are concerns that one or more of the teaching standards are not being met. Targeted interventions with subject teams where team review outcomes identify whole team issues.

7.3 Developing the capacity of middle and senior leaders to be effective leaders of teaching and learning through the line management structure and targeted professional development opportunities.

7.4 Working with partners in the Chiltern Teaching School Alliance to develop and embed initiatives to review and improve the quality of teaching in all our schools.

8.0 Responsibilities

8.1 The Governors are responsible, in consultation with the Senior Leadership Team for establishing the policy for the promotion of high quality lessons and for reviewing it at the appointed review date.

8.1 The Quality of Education lead, Assistant Headteacher for Teaching and Learning and the Lead Practitioners are responsible for leading the development of teaching and learning across the school.

8.2 The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor and evaluate the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

8.3 Heads of Department are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

8.4 All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

8.5 This policy will be developed through consultation with staff, students and governors.

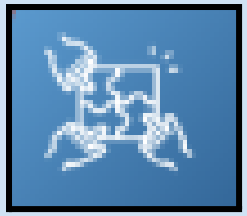
Appendix A

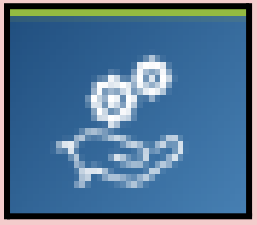
REMOTE LEARNING PROTOCOL DfE guidance states that in developing remote learning schools should:

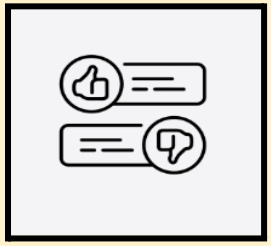
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education
- Publish information for pupils, parents and carers about their remote education provision on their website
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching pupils would receive in school (4 hours a day, with more for pupils working towards formal qualifications this year)
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents/carers immediately where engagement is a concern
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- We expect schools to avoid an over-reliance on long-term projects or internet research activities

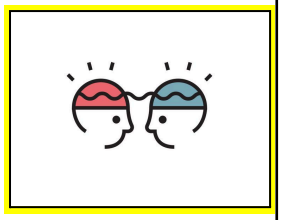
At Cedars Upper School and Linslade Middle School

- A remote learning timetable is provided for staff and students to follow
- Work is linked to the intended curriculum - departments set adapted work that follows their long term curriculum plans for every year group.
- Work is high quality, meaningful and ambitious
- Work is supported with a recorded teacher exposition where possible.
- Work is set on Google Classroom.
- Students are also encouraged to access extended learning tasks via our website

	Not seen	Coaching opportunity *-Limited*	Some evidence *-Some*	Secure *-Effective* *-Explicit*	Exemplary *-Expert* *-Mastery*
Retrieve 		**Short** and **medium** term planning does not reflect the secure **sequencing** of knowledge. **Misconceptions** are not addressed. Poor subject knowledge results in students acquiring misconceptions. Teachers do not deliberately select and use pedagogical approaches to **enhance learning retention** and reinforce ' **long term memory retention**. There is little knowledge of how to apply long term memory theories to i**nstructional design** through effective retention strategies such as **interleaving, spacing and retrieval practice**. As a result, are not able to recount, recall and apply examples of previously learned knowledge or skills after a period of forgetting. There is a disconnect between **components and composites** so that no or little new knowledge builds on secure foundations with any awareness of the **threshold concepts.**	**Short** and **medium** term planning for subjects reflects inconsistencies in the secure **sequencing** of knowledge. **Misconceptions** are not consistently addressed. Poor subject knowledge results in students acquiring misconceptions. Although there is a growing understanding of how to **enhance learning retention**, teachers do not yet consistently select and use pedagogical approaches to enhance and reinforce ' **long term memory retention**. Teachers have some surface level understanding of how to apply long term memory theories to **instructional design** through effective retention strategies such as **Interleaving, spacing and retrieval practice.** However there are some examples that tend towards tokenistic or insufficient. As a result, all are not yet able to recount, recall and apply examples of previously learned knowledge or skill after a period of forgetting. **Components and composites** are not consistently mapped so that new knowledge builds on **secure foundations** with an awareness of the t**hreshold concepts**.	**Short** and **medium** term planning for subjects consistently reflects the secure **sequencing** of knowledge and is reviewed regularly. **Misconceptions** are actively identified and addressed. Teachers have a secure understanding of how to **enhance learning retention** and consistently select and use pedagogical approaches accurately and effectively to reinforce ' **long term memory retention** and fluency through **Interleaving, spacing and retrieval practice.** As a result, many are able to recount, recall and apply examples of previously learned knowledge or skill after a period of forgetting in order to gain deeper understanding **Components and composites** are mapped so that new knowledge builds on **secure foundations** with an awareness of the **threshold concepts.**	**Short** and **medium** term planning consistently reflects secure **sequencing** of knowledge and is constantly developing. **Misconceptions** are actively identified and addressed. Teachers have expert understanding of how to **enhance learning retention** and consistently select and use pedagogical approaches accurately and effectively to reinforce ' **long term memory retention** and fluency through **Interleaving, spacing and retrieval practice.** As a result, all are able to recount, recall and apply multiple examples of previously learned knowledge or skill after a period of forgetting in order to gain deeper understanding and **fluency.** **Components and composites** are precisely mapped in all subjects so that new knowledge builds on **secure foundations** with an awareness of the **threshold concepts.**

Explain		Teachers do not map lessons to follow a **coherent sequence**. As a result, lessons are not structured effectively through **instructional design** and new content is not framed in the context of what the already know. Consequently, often experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding. Models are rarely used. Teachers do not **simplify complex concepts** by breaking them down into manageable components, reducing **cognitive load**, and facilitating deeper engagement with the content. Challenging ideas are not made accessible, teachers do not support all learners to succeed. ' foundational knowledge is not secured for **higher-order thinking** and as a result lack confidence, motivation, and improved comprehension.	Teachers do map lessons to follow a coherent sequence, but lessons are not consistently structured effectively through **instructional design** and new content is not framed in the context of what the already know. Where teaching is inconsistent there are disconnected series of lessons that are not built on secure foundations of the core knowledge. Students are shown some models but these are not always closely matched to students' goals and the learning intentions. Teachers do not consistently **simplify complex concepts** by breaking them down into manageable components, reducing **cognitive load**, and facilitating deeper engagement with the content. Challenging ideas are not consistently made accessible to all and so teachers do not support all learners to succeed. ' foundational knowledge is not fully secured for **higher-order thinking** and as a result some lack confidence, motivation, and improved comprehension	Lessons are structured effectively through **instructional design** and **sequential planning** leads to teachers framing new content in the context of what already know. High quality worked examples and models are included effectively in the learning sequence so that students can see excellence, learn the method and apply it to their learning. Teachers consistently **simplify complex concepts** by breaking them down into manageable components, reducing **cognitive load**, and facilitating deeper engagement with the content. Challenging ideas are made accessible to most and teachers support to succeed. ' foundational knowledge is often secured for **higher-order thinking** and as a result build confidence, motivation, and improved comprehension.	Lessons are structured effectively through highly evolved and embedded **instructional design** and **sequential planning** leads to teachers framing new content in the context of what already know. High quality worked examples and models **interwoven** in the learning sequence at **pivotal points** so that all students can see excellence, learn the method and apply it **masterfully to maximise** their learning. Teachers **simplify complex concepts** with expertise by breaking them down into manageable components, reducing **cognitive load**, and facilitating deeper engagement with the content. Challenging ideas are made accessible to all and teachers support all to succeed and reach their full potential. ' foundational knowledge is secured for **higher-order thinking** and as a result build confidence, motivation, and improved comprehension.
Practice 		Teachers do not maximise **cognitive engagement** through **building ratio**. Few fully participate or are challenged to **think hard**. As a result, lessons often represent a 'shallow land.' where there appears to be learning, but in reality, it's all happening at the surface level and there is no **rigour or challenge.** Across a number of subjects, a lack of subject knowledge severely limits teachers' ability to **adapt in order to extend.** Students have limited opportunities to **rehearse** skills and apply knowledge. The **end points** are	Teachers do not yet consistently maximise **cognitive engagement** through effectively **building ratio**. As a result, not all participate or **think hard**. As a result, some lessons represent a 'shallow land.' where there appears to be learning; but in reality, it's all happening at the surface level and there is insufficient **rigour or challenge.** In some subjects, a lack of subject knowledge severely limits teachers' **ability to adapt in order to extend.** There are inconsistent opportunities for students to **rehearse** skills and apply new knowledge. The **end points** are not clear and evident in the work. The necessary	Teachers secure **cognitive engagement** through effectively **building ratio** and so get many to participate and to **think hard**. Teachers often build accountability measures into the classroom culture and are often accountable for their engagement throughout the lesson through a no opt out culture. As a result, teachers ensure that most lessons incorporate sufficient **rigour and challenge.** Due to strong subject knowledge teachers can deliberately plan accurate classroom pedagogy and to a**dapt in order to extend**. Opportunities to **rehearse** skills and apply new knowledge are carefully and regularly planned. This supports students to build	Teachers maximise **cognitive engagement** through effectively **building ratio** and so get all to participate and to **think hard**. Teachers build accountability measures into the classroom culture and are fully accountable for their engagement throughout the lesson through a no opt out culture. As a result, teachers ensure that lessons consistently incorporate high levels of **rigour and challenge.** Due to strong subject knowledge teachers can deliberately plan accurate classroom pedagogy and to **adapt in order to extend all .** Opportunities to **rehearse** skills and apply new knowledge are carefully and regularly

		therefore not clear and evident in the work. The necessary **components** and **composites** are not securely learned.	**components** and **composites** are not securely learned.	towards clear end points. This is evident in the books and the **components** and **composites** are almost always securely learned.	planned. The **end points** are clear and evident in the students' work and highly accurate The necessary **components** and **composites** are always securely learned.
Review 		Teachers do not routinely check for understanding. **Assessment** is rare and not closely matched to the learning intentions. Feedback does not support learners to move forward because it is not always timely or accurate and does not address misconceptions. As a result there is no **continuous cycle of improvement** and inaccuracies mean that teaching is not inclusive, **responsive, and adaptive** to the needs of all . Students rarely use their purple pens to act on feedback and **pivotal learning points.** There is limited or no **progress.**	There are inconsistent **assessment** techniques to gauge the level of understanding and learning. Teachers do not accurately **adapt** learning as a consequence. Teachers do not consistently plan for or implement a **continuous cycle of improvement.** Feedback is not always based on an accurate analysis of data, which leads to inaccuracies. As a result, teaching is not fully inclusive, **responsive, and adaptive** to the needs of all . Time is sometimes allowed for students to act on feedback and **pivotal learning points** with purple pens. This is inconsistent and as a result not all students make expected **progress.**	There are a variety of **assessment** techniques to check understanding. This results in accurate data about the learning that allows the next steps to be **adapted**. As a result of a **continuous cycle of improvement**, feedback is based on accurate data and teaching is **responsive and adaptive** (both planned and 'in the moment') and implemented to create an inclusive and supportive learning environment. Time is planned for students to consistently use the purple pens to act on feedback**, pivotal learning points** and addressing **misconceptions.** As a result, most students make expected **progress.**	Teachers continually check for understanding using a variety of **assessment** techniques. The findings are always used skillfully to plan and **adapt** the next stages of learning. As a result of a **continuous cycle of improvement**, feedback is based on accurate data and teaching is highly **responsive and adaptive** (both planned and 'in the moment') and implemented to create an inclusive and supportive learning environment where all thrive. Time is planned for improvement activities and as a result all students use purple pens to act upon feedback, **pivotal learning points** and address **misconceptions**. As a result all students make exceptional **progress**.

Evaluate the Learning 		Teachers do not **routinely evaluate the learning of students**. If there is any use of **formative and summative assessment**, it is not intentionally designed to accurately track and respond to learner progress. As a result, teachers do not **know what learners know** and **misconceptions** are not addressed.	Teachers do not consistently **check for understanding** and the use of **formative and summative assessment** approaches are not intentionally planned to accurately and sufficiently track and respond to student progress or utilise the data for **instructional decision-making**. As a result, teachers do not fully **know what learners know,** feedback is not always accurate, and **misconceptions** are not sufficiently addressed.	Teachers consistently **evaluate the learning of their students** and use a range of formative and summative assessment approaches intentionally and accurately to track and respond to student progress and utilise the data for instructional decision-making. As a result, teachers **know what learners know,** feedback is accurate, and **misconceptions** are effectively addressed, used to secure learning and instruction is responsively adjusted according to how well the learners grasp the content / concepts / knowledge / skills.	Teachers swiftly, relentlessly and often **evaluate the learning of all learners** and use a range of **formative and summative assessment** approaches intentionally and accurately to track student progress and utilise the data for highly responsive and accurate **instructional decision-making.** As a result, teachers **know what learners know,** feedback is accurate, and **misconceptions** are securely addressed and instruction is responsively adjusted and driven according to how well the learners grasp the content / concepts / knowledge / skills.
Commitment to learning		There is **little engagement, purpose or focus evident** in lessons and learners do not develop **self efficacy, motivation and resilience** as a result. The school procedures are not evident. There is a lack of engagement and persistent low level or high level wilful disruption. A significant minority show a lack of respect for each other. There are incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect. These are	Evidence of **engagement, purpose and focus i**n lessons is inconsistent and so not all **learners develop self efficacy, motivation and resilience** as a result. The school procedures are sometimes implemented through routines but this is not yet consistent. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly but not consistently or effectively. Most learners' attitudes to their education are positive. They	The **engagement, purpose and focus** of lessons is consistent and many learners develop **self efficacy, motivation and resilience** as a result. The school procedures are routinely implemented. There are high expectations of students' behaviour and conduct. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively. Routines and procedures are embedded during lessons. Attitudes are positive	The **engagement, purpose and focus** in lessons is relentless and the majority of learners develop **self efficacy, motivation and resilience** as a result. The school procedures are embedded in routines. There are relentless exceptionally high expectations of students' behaviour and conduct. There are high levels of respect for all members of the community. They actively listen to others. They demonstrate empathy for others. Students have consistently highly positive attitudes and commitment to

		frequent. Learner's attitudes to their education are often negative. They rarely demonstrate a commitment to their learning. They have very low aspirations. Relationships among learners and staff are not learning focused. There is not yet a positive and respectful culture. Teachers do not ensure the culture and ethos of classrooms are equitable and safe. There are too many students who do not complete work set outside of class and do not attend extra-curricular opportunities.	demonstrate a growing commitment to their learning. Their aspirations are rising. Relationships are learning focused, but require greater consistency of routine and high expectation to fully reflect a positive and respectful culture. The classroom is mostly equitable and safe. Not all students complete work set outside of class. Not all students attend extra-curricular opportunities.	and students are committed to their learning. Students have ambitious aspirations. Relationships are learning focused and reflect a positive and respectful culture. Students are safe and they feel safe. All students complete set homework and some seek opportunities to deepen their learning. They attend extra-curricular opportunities open to them.	their education. They are highly motivated and persistent in the face of difficulties. Students have ambitious aspirations and they strive to meet them. Parental involvement is embedded and they play a role in their child' s learning experience. Students complete both set homework and pro-actively seek out opportunities to deepen their learning. They attend extra-curricular opportunities open to them.
Academic learning		Teachers do not plan for or explicitly teach for **literacy skill development**. There is little or no planning of deliberate pedagogy selected for the purpose of **disciplinary knowledge building.** **The teaching and use of disciplinary vocabulary is lacking due to low levels of substantive and disciplinary subject knowledge.** Teachers are not familiar with Y8 pedagogy and the implications that this has for the way in which Y9 are taught.	Teachers are not yet fully confident to plan for or explicitly teach for **literacy skill development.** Teachers are beginning to gain confidence in the planning of deliberate pedagogy selected for the purpose of **disciplinary knowledge building.** **The teaching and use of disciplinary vocabulary is inconsistent across a number of subjects due to low levels of substantive and disciplinary subject knowledge.** Teachers are aware of Y8 pedagogy but this has not resulted in any adjustments to the way they teach Y9.	Teachers plan for and explicitly teach **literacy skill development.** Teachers' use of deliberate pedagogy is carefully selected for the purpose of **disciplinary knowledge building** and prioritizes the achievement of student learning outcomes. The teaching and use of **disciplinary vocabulary** positively contributes to the strong acquisition of substantive and disciplinary subject knowledge across subjects. Teachers adapt their teaching approaches to teaching Y9.	Teachers confidently, expertly and explicitly plan for and **teach literacy skill development.** Teachers' use of deliberate pedagogy is carefully selected for the purpose of **disciplinary knowledge building** and prioritizes the achievement of student learning outcomes. Teachers in a range of subjects are 'experts' and lead on deliberate pedagogy in and/or beyond the school. The teaching and use of **disciplinary vocabulary** is highly ambitious for all and positively contributes to the strong acquisition of substantive and disciplinary subject knowledge across both subjects and student groups Teachers of Y9 adapt their own teaching

					approaches to incorporate key features that will support seamless learning for all , including disadvantaged groups. Models of excellence so that students know what a good one looks like. This includes rich texts so that students are exposed to academic literature and writing.