The Polesworth School
ENSURING EXCELLENCE

Teaching Implementation Policy

Member of leadership team with lead responsibility for oversight and update of policy	FOR
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COMMUNITY ACADEMIES TRUST

Teaching Implementation Policy

1.

Outstanding teaching across the Polesworth school is grounded within a culture of research led reflective practice. Colleagues are encouraged to continually adapt their learning environments to foster the highest positive student relationships and collaborative learning.

Classroom practice should always be built on sound research led, responsive teaching methods that encourage independence, creative risk taking, builds shared responsibility for learning, and celebrates successes. Staff are supported to experiment in their teaching delivery and, where they can, to share best practice with others through collaborative discussions, calendared meeting activities and professional development opportunities.

Teaching staff will use the growing great people teaching and learning toolkit to identify areas of focus, link below. The 4 domains within should be considered when setting teaching goals and serve as a basis for paired coaching conversations. In 2024/2025 teaching staff will meet afterschool in teaching and learning domain groups to discuss their goals with colleagues from across the school.

Teaching and Learning toolkit for use in GGP goal setting

The 'Polesworth teaching and learning framework' of effective lesson delivery:

While all staff are encouraged to read and develop their own subject specific strategy, at a fundamental level teaching and learning is based around the 'Polesworth Teaching and Learning Framework' of effective lesson delivery. This framework has been adapted from research led pedagogy. An amplification of the framework can be found in Appendix 3. The framework is also underpinned by the teaching standards. While it would be expected that all lessons contain the critical ingredients below, they are not an exhaustive list. Likewise, the framework does not need to be followed in a sequential way. For example, retrieval practice can, and often should, take place at any point during the lesson.

From October 2024 all teaching staff will choose a school improvement priority that is linked to either planning for challenge or responsive teaching. This process is led by subject leaders. A structure to guide this process is included in Appendix 2.

Planning for challenge Planning for the needs of all students. In years 11/13 'Do Now' tasks and wider retrieval activities provide appropriate challenging recall/exam skill application.
Responsive teaching Assessment for learning regularly checks for understanding and misconceptions. Teaching is responsively adapted considering this.
Effective learning environment Establish positive learning behaviours and routines
Explaining and modelling Explanations are chunked, modelled and scaffolded.
Independent practice Independent practice is evident in lessons.

The eight teacher standards that underpin both the Polesworth teaching and learning framework and the 4 domains of the teacher toolkit:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Greater exemplification of each standard is given in the Early Career Framework. Please see the link below:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

2.
Roles and Responsibilities

Teaching and learning is a shared responsibility, and everyone within our school community plays a vital role.

2.1 Classroom Teachers

All classroom teachers at The Polesworth School will:

- Follow the expectations for teaching and professional conduct as set out in the teacher the Polesworth Teaching and learning framework. .
- Have high expectations and celebrate achievement/positive behaviour for learning.
- Create suitable seating plans for each class that promote a positive learning environment.
- Plan and deliver high quality, dynamic and stimulating lessons suitable to all learners' abilities/needs.

- Ensure a calm and structured entry and exit to the classroom (Meet students at the door, do now/settling tasks, students to be dismissed orderly under the instruction of the teacher or adult in charge)
- Support and challenge students to achieve their best.
- Complete registers promptly for all timetabled classes.
- Actively engage parents/carers in their child's learning.
- Issue rewards and sanctions in-line with the school's behaviour and rewards system.
- Provide opportunities and guidance to apply and develop reading, writing and oracy (for amplification please refer to the literacy policy).
- Meet the expectations set out in Polesworth's Teaching Implementation and behaviour Policy.
- Be prepared to discuss teaching and learning strategy in the quality calendared department meetings.

2.2 Support Staff

All Learning Support Assistants at The Polesworth School will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Engage in providing learning opportunities and feedback as required.
- Feedback observations of pupils to class teachers.
- Ask questions to ensure pupils understand the expectations for learning.
- Have high expectations and celebrate achievement/positive behaviour for learning.

2.3 Heads of Department

All Heads of department at The Polesworth School will:

- Ensure that well-balanced, broad and well-sequenced curriculum plans that build on prior knowledge and skills are in place and updated accordingly.
- Sequence lessons to allow pupils to make good progress from their individual starting points.
- Drive improvement in their subject, working with teachers to identify any challenges and raise standards.
- Deliver purposeful department meetings with written agendas and a focus on improving outcomes for all students and delivering full school messages/agendas. Whole school 1 hour weekly directed time meeting will need to be planned for in order to ensure team discussion challenges pedagogy and develop best practice.
- Conduct monitoring and evaluation activities in line with subject team review activity.
- Liaise with Lead Practitioners, curriculum access leads and other TLR holders to ensure curriculum and lessons align with wider school policies, specifically the assessment and feedback policy.
- Deliver accurate and objective feedback to teachers to improve teaching and learning.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas and good practice including the use of video capture where appropriate.
- Improve on weaknesses identified in monitoring activities.
- Manage budgets effectively to resource their subject and ensure teachers have all necessary resources.

2.4 Strategic Leaders

All Strategic Leaders at The Polesworth School will:

- Have an ambitious and clear vision for providing high-quality, inclusive education for all.
- Celebrate achievement and have the same high expectations for all (ambitious end points).
- Support classroom teachers and learning team leaders so they can deliver highly effective lessons.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support through coaching and mentoring to guide staff.
- Input and monitor the impact of professional development (PD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels
- Address underachievement and intervene promptly
- Meet expectations set out in the Teaching Implementation Policy and the behaviour Policy
- Conduct monitoring and evaluation in line with subject team review and wider whole school review activity.

2.5 Pupils

All pupils at The Polesworth School will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn – Ready, Respectful, Responsible.
- Attend all lessons on time and be ready to learn (with all the necessary equipment).
- Actively participate positively in all lessons by Putting maximum effort and focus into their work.
- Be respectful to all staff and peers.
- Follow the school behaviour policy.
- Know how to improve their work.
- Be curious, respectful and questioning learners.
- Complete all home learning.

2.6 Parents and Carers

Parents and Carers of pupils at The Polesworth School will:

- Value learning.
- Encourage their child as a learner.
- Support good attendance.
- Ensure their child is ready and able to learn every day.
- Communicate with the school to share information promptly.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.
- Support the school behaviour and reward policy.
- Have access to Information videos on the website regarding the 6 Polesworth Principles & student learning expectations.

2.7 Governors (SSC)

Governors (SSC) at The Polesworth School:

- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

3. Celebrating Good practice

If a lesson or sequence of lessons is considered to demonstrate expert practice colleagues should be encouraged to do one or more of the following (not exhaustive):

- Lead a workshop – dept. or whole school
- Conduct peer observation; be encouraged to buddy up with a colleague
- Lead or participate in coaching / mentoring / triad lead
- Summarise a book or a piece of research pertinent to the subject
- Undertake Action Research and feedback to staff
- Record using video capture and add to the best practice library. (Please refer to the 'Professional Use of Online Platforms Policy' before recording)

4. Planning and preparation

All lessons will be planned well to ensure good short, medium and long term progress and all lessons should include AFL strategies and modelling/scaffolding to support all learners and enable effective, responsive planning. All departments work from a shared long-term subject plan and schemes of learning for short term planning. Subject Leaders ensure that this is shared and reviewed regularly with colleagues. Teacher planners and electronic planners are available to all staff if they wish to use them but there is no prescribed way to plan. However, all staff must be able to evidence the following four critical parts of effective planning, based on what the evidence says:

Where are the learners starting from?
Where do you want them to get to (ambitious end point)?
How will you know when they are there?
How can you best help them get there?

This can be evidenced through conversations: lessons produced (for example PowerPoints and specific activities) or teacher planners.

5. Lesson routines & structure

All classroom teachers must ensure:

- All lessons have suitable seating plans that can be accessed electronically and promote positive working/learning environments (For example- be aware of sitting friendship groups together).
- Teaching is well planned and structured, including a do now task, main teaching tasks and lesson summary. Within at least one of these areas prior knowledge must be interleaved/recalled.
- Hands up questioning should not be used in favour of more inclusive responsive teaching techniques that check for understanding frequently. A summary of alternative strategies is provided in appendix 1.
- They are, where possible, in the classroom before/as the students enter and there is a task for learners to complete to settle themselves. This allows for a positive start to all lessons
- Modelling & Scaffolding techniques are used throughout lessons to ensure all learners can access and excel within the curriculum.
- Assessment for Learning strategies are implemented in all lessons to ensure the teacher is able to check for understanding before using responsive teaching techniques to adapt teaching in light of students understanding.

Appendix 1

Assessment and feedback toolkit

This toolkit is not an exhaustive list because teachers are creative and can deliberately plan activities that provide formative assessment information. This toolkit contains some useful classroom strategies for assessment for learning and providing feedback that teachers can draw upon.

Questioning

Strong questioning is an essential aspect of strong pedagogy. To be effective, questioning must be planned and include a balance between low-level questioning aimed at recall and higher-level questions to produce deeper learning and thinking. Providing students with appropriate thinking time when questioning has a very positive impact upon learning. Sherrington T and Caviglioli O recommend thinking time of anything from five seconds to thirty seconds or more depending on whether the question is low level knowledge based or higher order.

From Jonathan Doherty https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/ and Sherrington T and Caviglioli O, Teaching WALKTHRUs - Five step guides to instructional coaching, John Catt publications, 2020

Assessment/feedback method	**Information**
Cold calling	Aim the question at everyone in the room, use thinking time to scan the room, select a student to respond, respond to the answers by turning them into a short exchange, repeat.
In the hot seat	Students take it in turns to sit in the 'hot seat' and answer questions.
Ask the expert	The teacher puts questions to a student on a given topic, extending this to encourage other students to ask questions.
Ask the classroom.	The teacher displays a number of written questions to stimulate thinking about pictures or objects in the classroom.
Think-pair-share	Establish talk partners for each student to avoid someone not taking part. Set the question with a goal and a clear timeframe e.g. you have three minutes to discuss X. As with all questioning build in thinking time, circulate to listen to the student discussions and choose students to sample their responses.
Phone a friend	A useful strategy in which a student nominates another to answer the teacher's question. The first student also provides an answer.
Eavesdropping.	When groups are working, the teacher circulates around the classroom and poses questions to groups based on what is heard in their discussions.
Here is the answer what is the question?	Deliberately back to front to encourage out-of-the-box thinking.
More than me	The teacher asks a student a question and deliberately cuts short the answer to involve another student to build on this answer.
Probe	This is what teachers often instinctively do. Turning each answer into a short exchange allows for the follow up question that prompts further thought and deeper understanding, such as 'So how would that affect…'

Say it again better	Ask a student a question, acknowledge their first response in a positive way and give supportive verbal feedback. After exploring what a better answer could include, invite the student to "say it again better", respond to the improved response.
Process questions	Rosenshine's Principles of Instruction suggests that more effective teachers typically ask more process questions. This encourages metacognitive talk in lessons. Before asking process questions model your own thinking, emphasizing how and why. Ask students to explain their reasoning, method, ideas or choices and then challenge them about how a similar question or problem may be approached.

Other assessment for learning strategies

Adapted from https://www.teachthought.com/pedagogy/simple-assessment-strategies/

Assessment/feedback method	**Information**
Peer assessment	Successful peer assessment requires students to be very clear about the learning aim from the activity, as they will apply the success criteria to another learner's work and make value judgements based on these. To maximise the impact, ideas on how to improve the work should be provided. Through this both students will be increasing their own understanding of what makes a successful piece of work.
Self assessment	A student evaluating their own work and reflecting upon their own learning. This works best for short knowledge based activities but can be developed through practice to the point of self-assessment of activities showing greater depth of understanding.
Observation	The teacher circulating around the room taking note of how students are achieving in the learning activity. Provides an opportunity for verbal feedback and questioning.
The formative use of school tests and exams	A summative assessment such as a test only shows what the student can do at that particular point in time and past exam papers are not designed to give a clear picture of which precise knowledge has not been understood. This means that care needs to be taken in interpreting the results of a summative assessment. However there is a significant value in returning marked written assessments so that students can spend time understanding where they gained marks and where they had misunderstandings.
Ask students to reflect	During the last five minutes of class ask students to reflect on the lesson and write down what they've learned. Then, ask them to consider how they would apply this in a different setting or scenario.
Use quizzes and formative pencil–paper assessment	Give a short quiz to check for comprehension. Students respond individually to short, pencil–paper formative assessments of skills and knowledge taught in the lesson. Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction.

	Both student and teacher can quickly assess whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended purpose.
Ask students to summarise	Have students summarise or paraphrase important concepts and lessons. This can be done in a variety of ways, orally, visually, or otherwise.
Hand signals	These can be used to rate or indicate students' understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.
Show me	Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.
Four corners	The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include "I strongly agree," "I strongly disagree," "I agree somewhat," and "I'm not sure."
Choral reading	Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue.
One question quiz	Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.
Socratic seminar	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.
3-2-1	Students consider what they have learned by responding to the following prompt at the end of the lesson: 3) things they learned from your lesson; 2) things they want to know more about; and 1) questions they have.
Exit ticket	Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a "ticket out the door" to check for students' understanding of a concept taught. (Link to sticker marking below)
Misconception check	Present students with common or predictable misconceptions about a concept you're covering. Ask them whether they agree or disagree and to explain why.
Analogy prompt	Periodically, present students with an analogy prompt: "the concept being covered is like ____ because ____."

Peer instruction	Have one student try to teach another student what they have learned. If they can do that successfully, it's clear they have understood.
"Separate what you do and don't understand"	Whether making a t-chart, drawing a concept map, or using some other means, have the students not simply list what they think they know, but what they don't know as well. This won't be as simple as it sounds–we're usually not aware of what we don't know. This strategy is a bit crude because students may not be fully aware of what they do and don't know.

Verbal feedback

Verbal feedback is powerful because it can be provided at the exact time that a student has gone through a thought process. Verbal feedback should still move learning forward, targeting the specific learning gaps that pupils exhibit. It may focus on the task, the subject or self-regulation strategies. All answers should be valued using a positive but honest response which will help to encourage students to speak up in future, such as 'Well done for having a go but not the right answer this time.'

From Torsten Payne's 'Eight verbal feedback strategies to improve learning', from Optimus Education's Knowledge Centre. http://my.optimus-education.com/eight-verbal-feedback-strategies-challenge-pupils-and-improve-progress

Assessment/feedback method	**Information**
Redirect	This is when a contribution shows that a pupil hasn't properly understood an idea and needs it explained to them again. In this instance I would usually say something like 'That's not quite right but that's my fault as I didn't explain that very well. What I meant to say was…'
Mirror	Clarify their contribution by rephrasing it and repeating it back to them such as, 'So what you're saying is…' This allows any misconceptions to be addressed, gives the rest of the class two opportunities to understand the point and builds rapport.
Bounce	The teacher bounces the answer onto another pupil for them to evaluate it, for instance, 'Thank you Susie. What do you think Liam, is that a good answer?' This keeps all pupils alert as any of them might be called upon next, and it forces them to evaluate responses. You can also shape the answers with comments such as, 'That's a great answer Beth. Billy, tell me why that's so good.'
Devil's advocate	Ensure that they have fully understood a point by making them defend it and consider the repercussions, with phrases such as 'So what would happen if…'
Metacognitive talk	This models the process of learning to others. A simple 'Well done' to a pupil does nothing to improve anyone else's understanding; it's vital to understand the process by which they reached the correct answer. This can be done by asking them directly to model their process – 'Perfect answer Sundeep. How did you figure it out?' – or by bouncing it to another pupil, with a sentence such as 'That's an excellent answer Sophie. Nathan, how do you think she worked it out?'

Written feedback

This is often the often feedback method recognized by parents/carers as they think of "marking". It can be though the most time intensive method of providing feedback so it should only be used for key pieces of work where feedback on the specific piece of work is necessary, an individual depth of understanding needs to be seen or students must be able to refer back to comments. It should be positive in tone, move learning forward and target the specific learning gaps that pupils exhibit. This feedback may focus on the task, the subject or self-regulation strategies.

Assessment/feedback method	**Information**
Individual written comments	This can be a powerful strategy especially if it is comment only without a grade or mark. These individual written comments should be meaningful and manageable for both the student and the teacher. They should be clearly based upon the learning objectives and success criteria. They should also be specific and include an action that prompts the student to do something to improve their work or apply their learning in a different context. This should be directly related to learning and sufficiently detailed and challenging to make the student think and move their learning forward. (Link to DIRT below.)
Codes or symbols	Based on 'Marking: minimum effort for maximum pleasure' from Andy Tharby, writing on the blog of Shaun Allison, at Class Teaching: Find the Bright Spots. https://classteaching.wordpress.com/2013/10/28/marking-minimum-effort-for-maximum-pleasure Use a series of codes or symbols to prevent re-writing the same target out in pupil's books. When students receive their work back, they write the explanation of the code underneath their work so that they know what they need to improve. A word of caution: care does need to be taken to make sure the system doesn't become too complex with too many different codes and symbols that could get confused.
Sticker marking on exit tickets	Based on Every Book Every Lesson: The Ultimate Marking Strategy, from Joe Kirby, blogging at Pragmatic Reform https://pragmaticreform.wordpress.com/2013/11/02/every-book-every-lesson/ This strategy is based on sticker marking on exit tickets. Give students an exit ticket (a short task at the end of a lesson that sums up their key learning). When you come to mark their books, use red/amber/green stickers to let students know whether they have fully/partially/not met the learning aim. Set students a task in the following lesson that extends (for green stickers) consolidates (for amber) or repeat (for red) the key learning.
DIRT: dedicated improvement and reflection time	Based on Marking is an Act of folly from David Didau, blogging at The Learning Spy https://learningspy.co.uk/leadership/marking-act-folly/ When you mark, give each student one piece of feedback to act upon, then give them time in the next lesson to act on it. In this strategy, your marking helps you to plan lessons because students will need time to act on the feedback you have given

	them. Dylan Wiliam says that feedback should be more work for the recipient than the donor and he's right. If it takes a minute to mark a piece of work, it should result in 10 minutes' worth of improvement from the student. Furthermore, marking is differentiation because you can respond to how individuals have progressed in their learning and give them specific follow on tasks to move to the next level.
Dot round	Based on Doug Lemov, writing in his "field notes" section of his blog, at Teach Like a Champion. Walk around the room while pupils are working independently, and place a dot next to any aspect of a student's work that needs to be improved. The dot simply means, 'check this'. The dot should encourage the student to reflect on their work, either independently, by discussing with an elbow partner, or by asking you for advice. Once they have established the reason for the dot, they make the relevant corrections. As with any new classroom strategy, some initial training is required. The first few times that you try dot marking with a class, you will need to explain what the dots might mean.
Live marking	Based on the blog at Learning from my mistakes: an English teacher's blog During the lesson while pupils are working independently, pupils come to your desk, you mark their book and they then act immediately on that feedback. This method means you can support pupils then and there if they are struggling. However, the timings mean this cannot be of equal benefit to all pupils: some get feedback right at the start, meaning they have only done a little bit, and you can't see how much depth of understanding they have. Some will get feedback at the very end, meaning they don't have enough time to act on the feedback. A way of overcoming this could be by sample marking. (Link to whole class feedback)
Whole Class Feedback	Skim read students' work (or sample during live marking) and make a note of frequent misconceptions, errors, excellent points and incomplete work. Once you have summarised the piece of work, use the whole class feedback sheet to generate comments about the piece of work in general, students who deserve praise, misconceptions etc. Photocopy the sheet for every member of the class. Talk through the general feedback with the class and provide DIRT time to improve their work based on the comments you have written/discussed. This strategy is particularly useful for feedback on exam practice prior to PPEs, where students are doing lots of practice questions but you are unable to mark individual books before the assessment.
Yellow box marking	Choose one area of a student's work to mark. Mark it in detail and offer detailed, specific feedback. By avoiding any assessment, students should understand that their work is in progress and by 'zooming in' on one area to improve, the Yellow Box focuses students to act on that feedback in a clear and specific framework.

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- David Didau, blogging at The Learning Spy https://learningspy.co.uk/leadership/marking-act-folly/
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Appendix 2 – Guides to setting school improvement priority (October 2024 onwards)

All teaching staff choose a school priority from one of the below two areas. Planning for challenge or responsive teaching. Heads of department will review priorities with all teaching staff across each term to ensure these individual goals align with individual and wider team strategic direction.

Planning for challenge	High Impact	Highest Impact
Plan for challenge (1ciii)	successfully plan to challenge all pupils, at all levels demonstrating a high regard for pupils' abilities.	successfully plan to challenge all pupils, at all levels and can enable mastery of the subject.
Have knowledge of misconceptions (1aiv)	have knowledge of common misconceptions and addresses them within planning.	have extensive knowledge of misconceptions and addresses them within their own planning and supports others within their practice.
Plan to use retrieval practice to link and embed prior learning into long-term memory	plan links within the learning so that all pupils are able to recall prior learning embedded within the long-term memory.	plan links within the learning so that all pupils recall prior learning fluently. Learning is coherent and sequenced allowing clear

(1av)	Lessons are coherent in the learning sequence allowing clear connections between prior knowledge and new learning.	connections between prior and new learning. Utilise research to ensure all retrieval activities have maximum impact on pupils' ability to recall information.
Adapt a planned curriculum (1avii)	be intuitive in their approach to adapting planned curriculum for the individual needs of their pupils/class.	be an expert, supporting others to adapt and develop curriculums. Adaptations lead to accelerated pupil progress
Plan explanation and delivery including modelling (1bii)	plan lessons making informed, pedagogical choices to ensure effective exposition and modelling is used.	plan lessons making evidence-based informed, pedagogical choices to ensure the most effective exposition and delivery is used.
Plan the scaffolding and guided practice (1biii)	plan a balance of scaffolding and guided practice that is appropriate to the task, subject and pupil need. Many pupils reflect on their own learning and are able to start working independently.	plan a balance of scaffolding and guided practice that is appropriate to the task, subject and pupil need. All pupils are able to reflect on their own learning, enabling a transition to independent practice.
Plan with the knowledge of pupils' individual learning needs e.g., SEND, PP, EAL (1ci)	have a secure knowledge of individual learning needs and engage with developing their understanding of pupils' learning needs is ongoing. Their planning uses all appropriate documentation and guidance to ensure pupils' learning needs are met.	have an excellent understanding of all pupils' learning needs. They are fully engaged in planning using all appropriate documentation, research, and guidance to ensure pupils' learning needs are met.
Reflect and adapt planning for individual learning needs (1cii)	reflect comprehensively on all aspects of the lesson and adapt the planning accordingly to move the learning forward for all pupils.	reflect comprehensively on all aspects of the lesson and adapt the planning, maintaining high expectations with plenty of opportunities for depth. Draw upon advice and support to ensure the most effectively mechanisms are used to meet the individuals' learning needs.
Plan retrieval opportunities (1diii)	consistently provide opportunities to recall previous learning and plan to adapt accordingly.	consistently provide a variety of opportunities at appropriate points within a lesson to recall previous learning and extend it and plan to adapt accordingly.
Responsive teaching	**High Impact**	**Highest Impact**
Be adaptable and flexible to respond to needs (3giii)	Understand the pupils' starting points, adapting and responding to pupils' needs in the moment.	Have a strong understanding of pupils' starting points and consistently adapts to their needs.
Plan opportunities for formative assessment (1bv)	plan a variety of formative assessment strategies within their lesson.	acknowledge prior formative assessment outcomes, these inform subsequent assessment strategies and embed prior learning.

Use retrieval activities to aid retention and reinforce knowledge (3biii)	ensure appropriate retrieval activities occur at relevant times during the lesson to reinforce knowledge and adapts the learning accordingly.	use a variety of retrieval strategies at relevant points within their lesson to reinforce knowledge, check errors and adapts the learning accordingly. Pupils gain a sense of self efficacy when they are successful in retrieval practice.
Use questioning to engage pupils (3di)	use targeted questions based on prior assessments and knowledge of pupils' learning.	use effective questioning that challenges pupils cognitively and deepens their thinking, so that they can engage in an authentic and challenging dialogue.
Use a variety of questioning techniques (3dii)	use varied questioning techniques within every lesson, allowing all pupils to demonstrate their understanding.	select the most appropriate question technique to enable all pupils to demonstrate their understanding.
Use all pupil response mechanisms (4bii)	select the most appropriate pupil response mechanisms to check the understanding of all pupils.	select the most appropriate pupil response mechanisms to assess their understanding and respond accordingly.
Circulate and observe pupil output (4biii)	circulate regularly with a focus, checking the understanding of all pupils to inform the teacher's next steps.	circulate regularly with a focus and approach every moment in the lesson maximising opportunities to check pupils' thinking and understanding to inform the next steps in learning.
Use verbal feedback (4ci)	use timely and effective verbal feedback to move learning forward; it is manageable, meaningful and motivational.	ensure verbal feedback is timely, appropriate and is successfully differentiated to address individual pupils' needs; it is manageable, meaningful and motivational.

Appendix 3 – Amplification of the Polesworth teaching and learning framework

The summary of the teaching and learning toolkit below forms the specific focus for all teaching staff within the school. When conducting lesson visits these areas guide best practice and provide a structure to identify developmental next steps.

Focus	Some impact	High Impact	Highest impact
Planning for challenge Planning for the needs of all students. In years 11/13 'Do Now' tasks and wider retrieval activities provide appropriate challenging recall/exam skill application.	**Plan for appropriate opportunities for challenge for some pupils.** (1c iii)	**Successfully plan to challenge all pupils,** at all levels demonstrating a high regard for pupils' abilities. (1c iii)	**Successfully plan to challenge all pupils, at all levels and can enable mastery of the subject.** (1c iii)
Responsive teaching Assessment for learning regularly checks for understanding and misconceptions.	**Use questioning techniques** that are a feature of the lesson, allowing **some pupils** to	**Use varied questioning techniques** within every lesson, allowing **all pupils** to **demonstrate**	Select the **most appropriate questioning technique** to enable **all pupils** to

Teaching is responsively adapted considering this.	**demonstrate** their **understanding**. (4b ii) **Circulate** regularly **with a focus** observing **pupil output.** (4b iii)	their **understanding.** (4b ii) **Circulate** regularly **with a focus, checking the understanding of all** pupils **to inform the teacher's next steps**. (4b iii)	**demonstrate** their **understanding.** (4b ii) **Circulate** regularly **with a focus** and approach every moment in the lesson maximising opportunities **to check pupils'** thinking and **understanding** to **inform the next steps in learning**. (4b iii)
Effective learning environment Establish positive learning behaviours and routines	**Demonstrate clear rules and routines** with an understanding of the need for positive learning behaviours and takes responsibility for promoting good learning behaviours. (2b ii)	**Demonstrate clear rules and routines embedded** within their daily practise and takes full responsibility for promoting good learning behaviours. (2b ii)	**Employ subtle and preventative measures to ensure that clear rules and routines are fully embedded** in practice. They take full responsibility for promoting excellent learning behaviours in their own classroom and around the school. (2b ii)
Explaining and modelling Explanations are chunked, modelled and scaffolded.	Model the thought process linked to the task, so that **pupils understand why and how something is constructed in this way.** (3c v)	**Model the thought process, so that pupils understand why and how something is constructed in this way, thereby deepening their understanding allowing application.** (3c v)	**model and utilise the thought process in <u>worked examples,</u> so that pupils understand why and how something is constructed in this way and empowers pupils to emulate the skill therefore taking ownership of their learning.** (3c v)
Independent practice Independent practice is evident in lessons.	Provide the relevant amount of guided practice to ensure pupils understand the knowledge (3e ii)	Use the appropriate guided practice to respond to the pupils' developing needs. (3e ii)	Be proficient at appropriate guided practice techniques to **ensure that all pupils are ready for independent learning.** (3e ii)