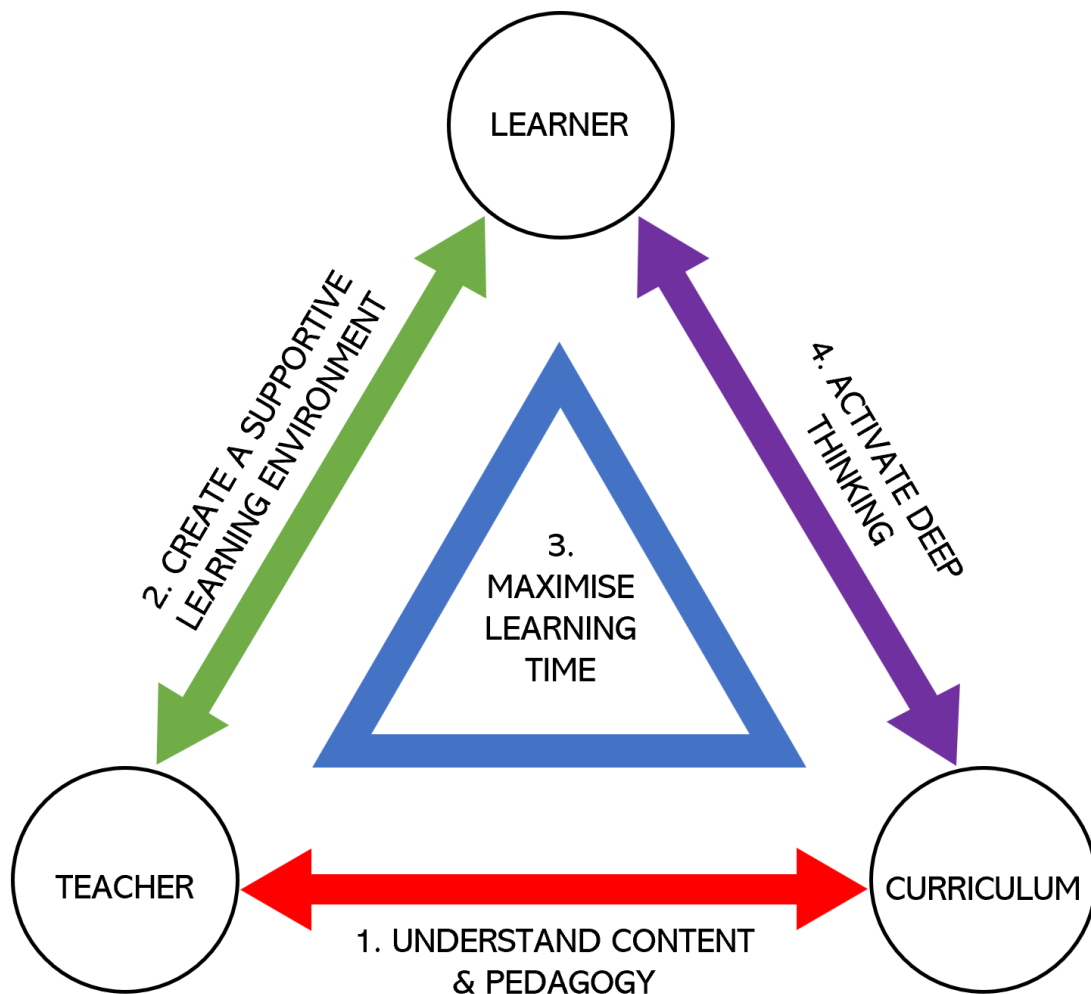


Teaching & Learning Framework

Adapted from the Great Teaching Toolkit Evidence Review (2020) in collaboration with the Ravenshall teaching team (October 2022).

Fully aligned with the Teachers' Standards (2011) and Early Career Framework (2019).



1. UNDERSTAND CONTENT & PEDAGOGY *TS2 (progress) TS3 (curriculum) TS4 (lesson structure)*

- 1.1 Develop a theoretical knowledge of the neuropsychological **processes underlying learning & cognition**
- 1.2 Deep and up-to-date knowledge and **understanding of the content being taught**
- 1.3 Deep and up-to-date knowledge and understanding of the **teaching of reading**
- 1.4 Knowledge of **curriculum sequencing** in relation to the content being taught
- 1.5 Knowledge of relevant **curriculum tasks, activities and resources**
- 1.6 Ability to generate varied and multiple **explanations, representations and examples**
- 1.7 Knowledge of learner **strategies, misconceptions and potential errors** for the content being taught
- 1.8 Share essential knowledge related to content and pedagogy with **support staff** in a concise way

2. CREATE A SUPPORTIVE LEARNING ENVIRONMENT *TS1 (expectations) TS5 (adapt) TS7 (behaviour)*

- 2.1 Interactions and **relationships between staff and learners** are based on respect, care, empathy and warmth
- 2.2 All staff have a **deep knowledge of individual learners**, their needs and associated supportive strategies
- 2.3 Promote positive, cooperative and respectful **relationships between learners and their peers**
- 2.4 Promote **learner motivation** through feelings of enjoyment, competence, autonomy and mutual support
- 2.5 Create a climate of **high expectations** and high challenge for all learners
- 2.6 Promote a **growth mindset** approach to learning, enabling pupils to build confidence and resilience
- 2.7 The **classroom environment** is safe and suitably stimulating, including effective use of displays

3. MAXIMISE LEARNING TIME *TS4 (lesson structure) TS7 (behaviour)*

- 3.1 Manage time and resources efficiently to **minimise wasted time**
- 3.2 Give **clear instructions** so all learners understand the task presented
- 3.3 Use **structure and routines** to ensure transitions are smooth
- 3.4 Ensure **expectations for positive behaviour** are explicit, clear and reinforced appropriately by all staff
- 3.5 Ensure whole class and individual **strategies for regulating behaviour** are clear and followed consistently
- 3.6 **Be proactive** in preventing, anticipating and responding to incidents that may affect learning time

4. ACTIVATE DEEP THINKING *TS2 (progress) TS3 (curriculum) TS4 (lesson structure) TS5 (adapt) TS6 (assessment)*

4.1 Structure:

- a. **Signal the learning intent** clearly, helping learners to understand what success looks like
- b. Sequence the learning tasks appropriately to **build on prior learning**
- c. **Personalise tasks and resources** to learners' needs, ensuring they are appropriately pitched
- d. **Ensure tasks are accessible** for each learner
- e. Include opportunities to **practise reading, writing and mathematics** wherever possible

4.2 Explain:

- a. **Communicate new ideas** clearly, concisely and appropriately to ensure learner engagement
- b. Carefully consider the complexity of explanations and presentations, including **potential cognitive load**
- c. Connect and integrate new ideas with previous learning and **reactivate prior learning**
- d. Build connections and understanding by using **appropriate examples and non-examples**
- e. **Demonstrate new skills** with appropriate support and challenge

4.3 Communicate:

- a. **Interactions between learners, their peers and staff** promote and maximise learner thinking
- b. **Questioning, dialogue and/or other forms of communication** are used to challenge learner thinking
- c. Use a range of **high-quality assessment** techniques to check understanding and evidence learning
- d. **Interpret and respond appropriately** to interactions between and from learners about their thinking
- e. Give learners clear, **personalised and actionable feedback** to guide their thinking

4.4 Embed:

- a. Provide **opportunities for learners to practise**, with the aim of learning becoming secure and fluent
- b. **Review and revisit** previously learnt material, appropriately spaced to maximise longer-term retrieval
- c. Learners become **more independent** in their learning over time as they develop knowledge and skills
- d. Use assessment and evidence of learning effectively to **monitor progress and plan next steps**
- e. Where appropriate, support learners to plan and evaluate their learning using **metacognitive strategies**