

Teaching and Learning Toolkit



HIGH EXPECTATIONS

By establishing a culture of mutual respect, we create an environment where all pupils feel valued, supported, and encouraged to take responsibility for their own progress. Clear expectations for behaviour ensure that effective routines are in place to prioritise learning time. Staff consistently model and reinforce positive learning behaviours, promoting independence and self-regulation, so pupils become confident, active participants in their own learning journey. With these high expectations in place, pupils are focused, motivated and empowered to take ownership of their learning.



LESSON STRUCTURE

Routine plays a crucial role in creating a predictable learning environment that supports pupil engagement and retention. Retrieval activities that recall prior learning, help pupils reinforce and activate connections in their long-term memory. By starting with clear explanations and concrete examples, followed by guided and then independent practice, allows pupils a chance to apply their learning. This then makes concepts accessible, ensuring students can internalise new information. Giving students a chance to review and consolidate their understanding, reinforces the day's learning objectives and prepares them for future retrieval practice.



ACTIVE LEARNING

By creating engaging and dynamic learning experiences that foster intrinsic motivation among pupils. In a stimulating environment, pupils are encouraged to explore, question, and interact with materials and concepts in a hands-on way. This approach not only supports individual curiosity but also allows for a balance of support and challenge. By actively participating in their learning, pupils build confidence and resilience, becoming more invested in their progress and achievements. This blend of engaging activities and thoughtful support cultivates a passion for learning that extends beyond the classroom.



ADAPTIVE TEACHING

Focuses on meeting diverse student needs by creating a supportive environment where each pupil thrives. Teachers use a variety of tools to achieve this goal, such as manipulatives, flexible groupings, and tailored activities that align with a shared learning objective. By giving explicit instruction based on individuals, teachers ensure that all students have equitable access to the content. In this inclusive setting, pupils are encouraged to engage with the material at a level that is both challenging and scaffolded, allowing them to progress towards the shared objective with confidence and support. This fosters a classroom culture where every pupil feels valued and motivated.



ASSESSMENT

Designed to help students thrive by allowing them to advance at their own pace and building on their strengths. Through AfL, teachers gather insights into each pupil's understanding and progress, enabling them to tailor instruction that best supports individual growth. By considering pupils' prior learning, staff can design activities that connect new content to what students already know, making learning more meaningful and accessible. In this way, assessments serve as tools not just for measuring progress, but for guiding learning paths and ensuring each student can reach their fullest potential.