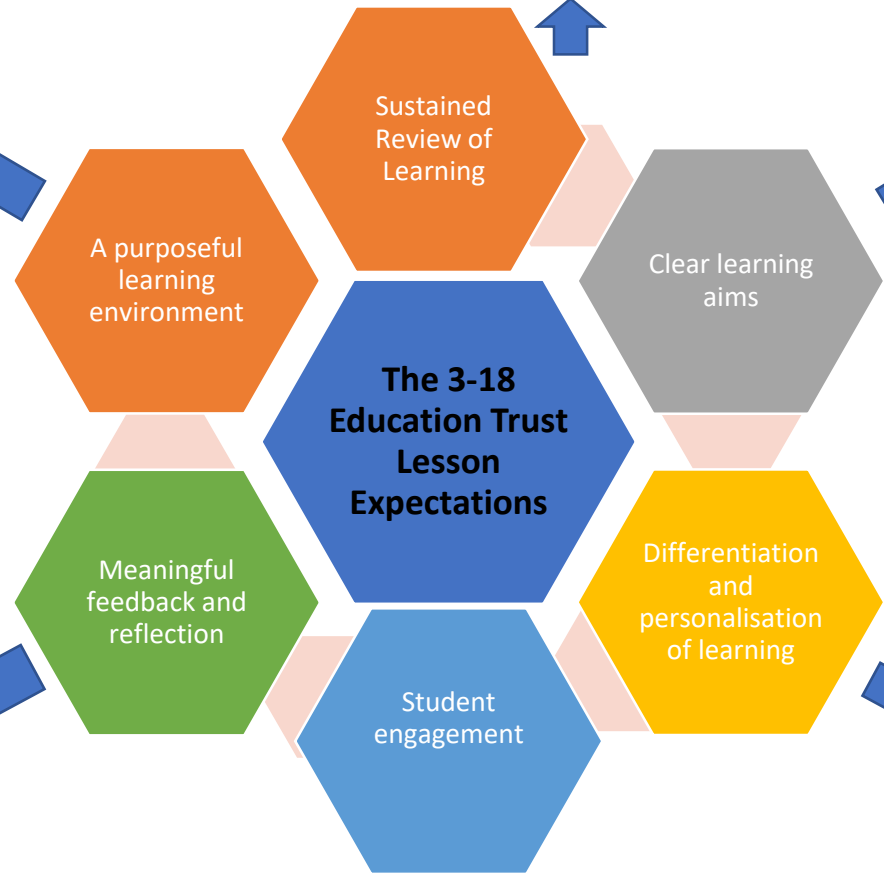




Behaviour for learning is a clear focus. Students stand behind their chairs at the beginning and end of lessons. Clear routines, expectations and high standards for presentation work are present in every lesson. This is supported by a tidy and purposeful environment.  
**TS 7**

Learning is reviewed and recapped at the beginning and key points within the lesson  
**TS 4**

Learning aims specify what is to be remembered, where it fits in the scheme of learning and provide the context for "life-skills". School values (Respect, Resilience, Success) are woven into expectations.  
**TS 2 / TS 3**



Written feedback allows for student reflection and corrections. Verbal feedback to individuals and whole classes helps to move individuals forward in their learning. Modelling of examples helps students to understand and 'see' what is needed. Peer and self assessment are carefully structured.  
**TS 6**

Clear instruction provided. 'No hands up' questioning that promotes depth of answers. Provide thinking time for responses. Interesting and thought provoking texts (all lessons required to have "reading" elements) and resources.  
**TS 1**

SEND, PP and Most Able students are supported and challenged. Variation of tasks where appropriate. Scaffolding of tasks. Avoiding one task and resource for all. Challenge and extension work available. This will include effective deployment of additional intervention if required.  
**TS 5**