



South East Cornwall Multi Academy Regional Trust

Teaching and Learning Policy

Looe Community Academy

Date	Changes
Jan 23	Reviewed by Kate Jackman, Deputy Headteacher
Sept 24	Reviewed by Scott Yalden, Headteacher

Next date for review: Jan 2025 by Deputy Headteacher

Teaching and Learning Policy

Introduction

1.0 High quality Teaching and Learning is the core purpose of Looe Community Academy.

1.1 This policy applies to all staff who are directly involved with leading, delivering and /or supporting teaching, learning and assessment.

1.2 The aim of this policy is to enable all stakeholders to understand the ethos, values, and expectations of the Looe Community Academy 'way' of teaching and learning in it's essence.

1.3 The policy aligns closely with the national [Teacher Standards](#) and the SMART Model of Learning.

Aim

2.0 Our mission is to create a caring learning community where high expectations are set for all learners and that all learners are valued for who they are and what they may become.

2.1 At Looe Community Academy, we are committed to provide high-quality education that fosters holistic development in our students . An emphasis on strong relationships between staff and students helps to embed our school values of resilience, respect and responsibility which underpin our approach to teaching and learning in lessons and across the curriculum to all students .

2.2 We recognise the significant positive impact that routines and cognitive sciences have on the impact of teaching and learning practices. This policy outlines the LCA Six Steps approach to integrating excellent relationships, cognitive sciences and recent evidence based high quality teaching research: [EEF - Supporting pupil's independent learning](#). The aim being to improve students results and life chances.

Scope and Applicability:

Learning behaviours and social skills expected to be modelled at the Academy:

Respect

3.0 We want everyone to be valued for who they are, respect is crucial towards all members of the academy community for everyone to feel a sense of belonging. This is demonstrated through students learning to respect the environment and world around them and those in it. It is demonstrated through respect for others in social situations, classrooms, community and self; and demonstrated through healthy choices. good manners, etiquette and representation.

Responsibility

3.1 Responsibility is also key for a high-quality learning community. Students need to take responsibility for their learning, to learn to become unstuck metacognitively and chose to display the right types of learning habits in varying contexts. With responsibility comes leadership and we encourage the use of Lead Learners in lessons.

Responsibility can be demonstrated by independence in arriving on time, being ready to learn and students presenting themselves in appropriate uniform with the correct equipment for lessons.

Resilience

3.3 Resilience is important for learning, it is often termed 'stickability'. A student needs to experience learning in their 'stretch' zone for optimum progress to be achieved, teachers have to balance pitch, pace and scaffolding as strategies accurately; teaching is both an art and science. Resilience helps students to overcome challenges, to step up to difficult learning experiences and avoid the influence of negative distractions and self-doubt. As teachers and leaders, we wish for our students to have a 'Dare to Do Well' attitude and it is our job to believe in our students more than they do themselves.

Through Our Routines

4.0 All staff are expected to teach the learning behaviours they expect to see in society. This includes reframing life skills by instilling routines such as: walking through the corridors; how one enters the classroom; how to ask a question; how to queue in the canteen; how to interact with others; how to learn using cognitive sciences and how to be polite.

4.1 Posters have been placed around the Academy to remind all members of the community about how to demonstrate our values of respect, responsibility, and resilience in spaces such as classrooms, corridors, the canteen, school transport and outdoor spaces. Every context is a learning environment. Every opportunity is a learning opportunity, teachers reframe where necessary.

4.2 Most importantly we wish to ensure our learners have a love for learning; that they know how to be an outstanding learner by equipping them with learning tools to help them to learn anything; for learners to be literate and have a love of reading to improve their writing building on tier 2 and 3 academic language and cultural capital; for learners to learn about how the brain functions; how we can store information from short to long term memory and how through creative connections, we can increase concept mastery and have more eureka moments in learning opportunities.

How do we teach these skills and behaviours?

5.0 All teachers champion every child by developing positive relationships and building connections that show that they really know the children that they teach. This helps teachers to pick up misconceptions early and advance progress quickly.

5.1 All teachers are responsible for modelling the values of respect, responsibility, and resilience.

5.2 Skill development will be recognised and developed using Skills Builder. The skills link with the SECRET skills implemented across our SMART Trust MAT. Character Education is intertwined into PSHCE and curriculum areas over the five pastoral years.

Responsibilities in delivering the Teaching, Learning and Assessment policy

6.0 Teaching and learning at LCA is a shared responsibility and everyone in our school community has an important role to play.

Teachers at our school will:

7.0 Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

7.1 Champion every student and work on getting to know every child by building strong relations with all students as a foundation for learning to be optimal.

7.2 Follow the expectations as set out in this policy and deliver the Curriculum Pathway designed by their team and Heads of Departments.

7.3 Liaise with Learning Support Assistants to ensure LSA deployment is effective, evidence based and planned to meet the needs of all learners. A scaffolded approach is expected: [Maximising the use of TAs](#)

7.4 Contact parents/carers of children who are underperforming in a subject area as a method of early intervention and explore the 'Team around the child' approach with pastoral support if necessary to help re-engage the child with their learning.

7.5 Equally use the praise system to ensure students remain motivated to learn.

Pastoral staff at our school have read 'Pastoral Leadership' by Amy -May Forrester and will:

8.0 Put teaching and learning first when they are teaching, other than a safeguarding issue.

8.1 Know students well and support other teachers to meet the individual learning needs for all students

8.2 Initiate Ice Berg analysis data for students who are struggling to engage across numerous subjects and support teaching and learning with evidence based pastoral interventions and behaviour strategies, relentlessly focusing on engaging the child to improve their commitment to learning.

8.3 Liaise with parents /carers about attitudes to learning and put in place attitude reflection opportunities or behaviour plans to help students set goals that will help students experience moments of success to build learning experiences from.

8.4 Meet the expectations set out in this policy

Heads of Department will:

9.0 Ensure all of the teachers they line manage have an unwavering non-bias, inclusive positive belief in all of the students that they teach

9.1 Ensure all teachers are consistent with whole school and departmental routines and that praise is high on the agenda

9.2 Guide staff to create a ambitious and well-sequenced, spiral, broad, and balanced curriculum pathway that ensures visible concept mastery and excellence in learning habits and progress for all

9.3 Ensure excellence and coherence in the sequence and delivery of lessons across a department/faculty in a way that allows students to make rapid progress and for students to be able to articulate their learning journey and what they have improved and their next steps.

9.4 Monitor teaching and learning through half termly Developmental Drop Ins with other middle leaders and/or SLT and aim to share best practice.

9.5 Implement the 'Coaching for Improvement' program if teaching needs improving and work with Senior staff to ensure accountability exists to bring about improved attitudes, values and delivery of teaching.

9.6 Praise and share best practice in INSETs and offer support and CPD to teachers needing support in the Six Steps to successful teaching and learning.

9.7 Moderate and monitor progress across their subject/phase by systematically reviewing progress against a range of evidence in performance data, in comparison with other subjects within the Academy and nationally. Improve teaching and learning based on findings.

9.8 Welcome feedback through 'Faculty Deep Dives' and Trust improvement working to aid improvement for the benefit of every child. Take time to be reflective of strengths and weaknesses in teaching across the faculty and act on areas to improve in order to raise progress and outcomes for all learners

9.9 Use their budget effectively to resource their subject, providing teachers with necessary equipment and CPD opportunities to positively impact on specialist teaching and learning

10.0 Review departmental practice against policy and find ways of being highly impactful by reducing workload

Senior leaders at our school will:

11.0 Have a clear and ambitious vision for teaching and learning and provide CPD to help to embed high-quality teaching and learning linked to whole school expectations, evidence based practice relative to time and context

11.1 Ensure inclusive education exists with everybody; 'Every Teacher is a Teacher of SEND – Every Leader is a Leader of SEND'. All staff improve the sense of belonging for everybody.

11.2 Celebrate achievement of all and have high expectations for everyone

11.3 Plan and evaluate strategies to secure high-quality teaching and learning across school

11.4 Lead on the delivery of the Looe Community Academy Teaching and Learning Policy and share best practice across the TRUST by offering insights and innovation.

11.5 Provide support and guidance to staff to improve teaching through coaching and mentoring and hold teachers to account if policy is not followed. Accurately adjust leadership with teachers through the consideration of SHU HA RI.

11.6 Evaluate and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

11.7 Promote team working at all levels and empower colleagues through distributed leadership to collaborate effectively to share and improve teaching and learning practice. Value this with time and resource

11.8 Address underachievement and intervene promptly to improve teaching to better serve the children who are most important commodity and future generation.

Students at our school will:

12.0 Follow the home , school agreement

Parents and carers of students at our school will:

13.0 Follow the home. school agreement.

Governors at our school will:

14.0 Meet with Head of Departments and Senior Leaders each half term to get an insight into teaching and learning developments in relation to the School Development Plan and it's impact.

14.1 Monitor the use of resources and funding allocations effectively to support the school's approach to teaching and learning

14.2 Monitor the impact of teaching and learning strategies on students' progress and character development.

14.3 Monitor the effectiveness of this policy and hold the Headteacher to account for the implementation and outcomes.

Teaching and Learning in the Classroom

15.0 Teachers are to provide the Six Steps to high quality teaching and learning for all students, each day, and every day. Focusing on teaching is the core factor that sustains and drives improvement of student aspirations, attainment, and rapid progress.

15.2 We believe at Looe that teaching is an art and a science and not one lesson is the same; there are so many variables it would be difficult to define such a prescriptive approach without learning experiences becoming mundane.

15.3 Through a lot of debate, research and deliberation with all stakeholders including students, our perceptions and expectations of high quality teaching and learning in a lesson has been consolidated into 'Six Steps to Success' with the help of the most expert of teachers suggesting a selection of evidence-based strategies within the 'Six Steps to Success' for our teachers to use.

Pitch & Pace

16.0 Teachers have the highest expectations that everyone can achieve and/or exceed their target grades – a non-bias approach is expected

16.1 Teachers must use their judgement within the lesson to know when a lesson should move on to the next planned section and when to build and release the scaffold.

16.2 If children require more time for mastery on a set task or discussion, this should be allowed if they are making progress.

16.3 If engagement is waning due to lack of variation or challenge, the lesson should move at a quicker pace or a review of planning is required

16.4 When teachers scaffold, planning must be for the most able in terms of outcomes and then adapted as and when to overcome the barriers of learning for other groups in their classes to enable all learners to access explicit outcomes. Flexible grouping may be used.

16.5 Timely 'live' adaptation of questioning, resources, time, choice, feedback, support and grouping to differentiate is positively impacting on learner attainment and progress.

16.6 Teachers aim to challenge learners to operate in their 'zones of proximal development'

16.7 Formative Assessment for Visible Explicit Learning is implemented

Our focus is to develop independent assessment capable learners.

17.0 Assessment for learning's prime concern is with the here and now of learning. It occurs in the flow of activity and transactions occurring in the classroom. Authentic interpretations and enactments of assessment for learning improve students' learning, their engagement with learning, and their attainment as measured by tests, and most importantly helps them to become more self-regulating, autonomous learners. This evidence has lasted the test of time

17.1 Expected AfL strategies intertwined into this policy are:

- Learning objectives shared with learners
- Scaffolding and the use of Success Criteria
- Cold Call and No- Opt Out - Questions pose, pause, pounce, bounce, bounce
- Pair share - square share – oracy to improve outcomes
- Self & Peer Assessment
- Advocacy of positive language and behaviour management techniques
- Types of Feedback: Written, oral, self and peer - see Feedback policy where each department has a consistent approach.

17.2 Student Voice: Assessment capable learners should be able to answer the following when asked about their progress in lessons:

1. Describe your learning journey in this subject.
2. What do you need to demonstrate by the end of the lesson and why?
3. Do you know what 'success' looks like – can you describe it?
4. Can you tell me what you are doing well and what you need to improve?
5. What learner strategies do you need to become successful/unstuck?
6. Can you explain how your learning can transfer into other subjects or different aspects of life?
7. What is your current grade/level and target grade/level – how do you know?

Assessment Recording and Reporting

18.0 The academy has an annual cycle for assessment, recording and reporting

18.1 Our 1 – 9 assessment system from year 7 to year 11 reflects skills, knowledge and understanding and links to GCSE examination.

18.2 Data is collected and analysed in SIMS, the school's information management system to assess progress and formative assessment and the hidden curriculum development is equally considered.

18.3 Assessment data is reported to parents through academic reports and face to face conversations delve deeper into a student's application to learning through skills built, character development and PSHCE schema.

18.4 Each department has formative and summative assessment points along their spiral curriculum pathways and teaching and learning is adapted based on outcomes and starting points in a cycle of APDR.

Monitoring & Evaluating

The Academy has well embedded systems for monitoring and evaluation including:

19.0 Monitoring and evaluation is carried out by the Senior leadership team and Head of Departments through data analysis, lesson observations, learning walks, book audits and feedback from students, parents and staff feedback.

19.1 The Senior Leadership Team and Head of Departments quality assures the quality of teaching and learning through paired observations / half termly ten-minute Developmental Drop Ins

19.2 Our academy gathers data overtime to inform staff performance of individuals and teams with reference to teacher standards, this is discussed with individuals during our appraisal cycle and CPD offered. Some CPD is directed should it be needed promptly to improve teaching.

Continuing Professional Development

20.0 Teachers have high expectations and are evaluate their impact on learning, similarly so do the students. All staff are offered the opportunity to further develop their expertise through a range of CPD pathways and opportunities:

- Induction programme for new staff and for refreshers
- CPD folder online with current evidence-based resources linked to four areas of focus at Looe: Love for Learning; Literacy for Life; Magnificent Metacognition; Memory for Learning
- PSHCE training material and support from PSHCE lead
- National Online Safety resources and training for PSHCE
- Creative Education to support the TIS development and attachment friendly schools
- Voluntary 'Teach Meets' run periodically and are overseen and led by a range of staff including middle leaders / aspiring practitioners.
- Teacher Development Projects linked to local Universities and are ran to evaluate evidence-based teaching and learning strategies

- Coaching roles are taken on by expert teachers to support other colleagues and quality assure standards of teaching, learning and assessment. External coaching advisors' quality assure coaching skills and delivery.
- NPQ courses are offered in partnership with LSSW to support potential middle leaders in leading T & L linked to whole school teaching and learning priorities
- Leadership courses provided through SMART to build networking opportunities between established middle leaders.
- External courses are agreed where necessary with the expectation that staff attending will share and report CPD on return.
- Internal INSET and INSET across SMART offers relevant CPD for teachers focusing on whole school, subject, and personal improvement endeavours.
- Staff to shadow others in role – e.g. SENDCO
- Staff must reflect on their own practice frequently and coaching is available to support this process within department and faculty areas.
- CPD reports are written annually to assess the impact of teacher development and attainment and shared with staff and Governors.

This is a learning community

30.0 At LCA, there is a common purpose and shared responsibility amongst students, parents, staff and governors. All are actively committed to the life, growth, and development of this school. There is intellectual challenge for everyone and a culture of learning and curiosity and questioning of practice.

30.1 Teachers share a common understanding achieved through discussion, consideration of practice, the sharing of information and whole school planning of important issues. Teachers are thoughtful and self-critical.

30.2 Teachers' individuality is valued and so is an evidence-based approach to reduce the workload burden.

Appendix 1 : LCA Teaching and Learning Policy has been based on The Principles of Instruction from Barak Rosenshine along with EEF guidance from Metacognition; Literacy and SEND research.

THE PRINCIPLES OF INSTRUCTION


TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.


HOW²
teachinghow2s.com

01 DAILY REVIEW




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS




Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS




Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE




Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING




Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS




Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Aide Memoire – Teaching and Learning Policy



RESPECT

- *Belonging
- *Sense of Accomplishment
- *Excitement
- *Spirit of Adventure
- *Responsibility


RESPONSIBILITY

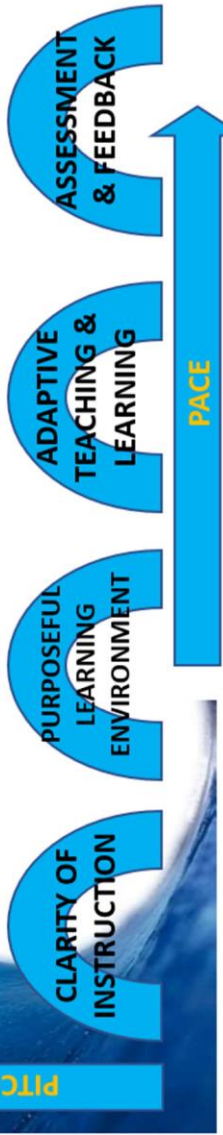
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- *Heroes'
- *Fun &
- *Curiosity & Creativity
- *Leadership &
- *Confidence to act

RESILIENCE





PTCH

- P** PURPOSEFUL LEARNING ENVIRONMENT
- T** ADAPTIVE TEACHING & LEARNING
- C** CLARITY OF INSTRUCTION
- H** ASSESSMENT & FEEDBACK

PACE

KEY PRIORITIES FOR 2023 – 24

- HAPPY AND HERE - ATTENDANCE
- SENSE OF BELONGING
- EXPECT THE BEST – NO LABELS
- FACULTY FOCUS ON T & L POLICY
- READING READY
- BEHAVIOUR FOR LEARNING

EFFECTIVE QUESTIONING

PROGRESS MADE BY ALL LEARNERS

STUDENTS

RESPONSIBLE LEARNERS
HAPPY & HERE
ENGAGED WITH ENRICHMENT
READING READY

TEAM WORK

HIGH ASPIRATIONS FOR ALL
DRIVEN IN OUR PERSONAL DEVELOPMENT
COLLABORATORS
ENRICHMENT

Whole School Routines

- Teacher controls entry and exit
- Uniform expectations are dealt with by the tutor and at threshold
- All communication with respect (consistent use of R & B policy)
- Do Now , Deliberate Silence, Structured Learning Talk and Deliberate Practice
- Maximizing lesson time by reflecting on planning

Appendix 3: Teaching and Learning guide with modelled guidance on strategies and research underpinning this policy.

	Teacher (I do)	Learners (You do)	Learning Habits	Guidance
Clarity of Instruction	<ul style="list-style-type: none"> Meet and greet & dismissal routines in place. Do Now Task written and in the same place. Clear explanation of what needs to be learnt by learners. Learning is delivered with clarity using explicit instruction. Misconceptions are picked up swiftly so that lesson time is maximised for progress. Cognitive load is reduced. Scaffolding occurs until students can attempt practice independently. 	<ul style="list-style-type: none"> Ready to learn, happy and arrive on time. Do now completed and retrieval practice supports previous or new learning. Know what they need to accomplish by the end of the lesson, why and how. (WPW) Students act on misconceptions identified and can articulate new understanding through structured talk/deliberate practice. Scaffolding leads to deliberate practice independently within flexible grouping or repeated modelling at 'help' area. 		warm/strict approach Expectations for 'DO NOW' Making instruction explicit Cognitive Load Theory Deliberate practice
Purposeful Learning Environment	<ul style="list-style-type: none"> Positive expectations exist for all learners. Consistent application of the Relationship and Behaviour Policy. Expert in de-escalation. Trauma informed approaches are applied when needed. Seating plan and flexible group planning is based on the level engagement and mastery. Narrates the positive and reinforces importance of effort over outcome. Sets motivational targets for learners to encourage engagement with learning to help to develop growth in mindset. Uses metacognition to structure the learning environment. 	<ul style="list-style-type: none"> All learners feel that their teacher believes they can succeed as a learner. Fully aware and accepting of boundaries; feels safe and happy to learn. Feels supported by the adults in the classroom. Accesses learning due to the scaffolding of grouping and seating plan. Feels proud of efforts and can move from a fixed to growth mindset. Recognises the process is more important and works on WIN (what's important now). Able to plan, reflect on the learning process and seeks feedback as a positive. 		The Pygmalion Effect How to be a safe adult Trauma - sensitive connection steps Academy policy Use the Effective Effort rubric to praise the process and effort

Adaptive Teaching	<ul style="list-style-type: none"> • Teachers know their learners' starting points • Teachers teach to the top and scaffold down. • Success criteria is explicitly taught by the teachers who think out loud when modelling concisely and emphasising significant points. • Teachers quickly address SEMH and cognitive barriers through chunking information, re-modelling and adapting the lesson. • Teachers contribute to and utilise the RON engaging in the assess, plan, do and review process with students that have barriers to learning. • LSAs are deployed effectively to reduce learned helplessness, maximise lesson time and increase the rate of progress. 	<ul style="list-style-type: none"> • Learners know their starting points. • Learners have high aspirations as themselves as learners and can persevere with learning. • Learners use success criteria to plan, evaluate and review their learning progress. • Learners are on task and show resilience when they make mistakes and can put them right through practice. • Learners' experiences in this class are listened to and adjustments made. • Learners who need support with removing barriers are given skills and knowledge to be able to get themselves 'unstuck'. 	<p>HQT Seven Step Model for Structure & Consistency</p> <p>ECT Understanding Adaptive Teaching</p>
Assessment & Feedback	<ul style="list-style-type: none"> • Teachers use formative assessment to inform baseline, class progress and next steps for individual progress. • Feedback is motivational, purposeful, precise and links closely to success criteria. • Misconceptions are addressed swiftly through assessment of learning and effort demonstrated by learners is praised. • Teachers track learners during the lesson and give timely feedback. • Deployment of LSA resource maximises lesson time and assists with increasing rates of progress in all learners. • Lessons are adapted in a timely manner and re-modelling is used as a way of scaffolding learning intentions. • Lead learners are identified and used to model learner habits. 	<ul style="list-style-type: none"> • Students close gaps through retrieval 'Do Now' tasks at the start of lesson and Q & A episodes. • Students feel 'championed by their teacher' and can identify where they are with their learning and how to improve. • Students know that failure is part of learning, and they positively act on feedback to improve their rates of progress. • Students access the EEF Scaffolding support triangle when needed to independently get out of 'The Pit'. • Feedback dictates flexible grouping of learners where scaffolding can be accessed. • Assessment capable learners are role models of the learning processes and are clearly aware of what metacognitive strategies they need to use. 	<p>Powerful Teaching: Author – Retrieval strategies from 6 mins</p> <p>Austin's Butterfly Effect – Share!</p> <p>Responsive Teaching: Acting on misconceptions through feedback and marking</p> <p>How should you deploy your LSA? Add value NOT replace! Flexible Grouping Guidance</p> <p>Dylan Williams – Formative Assessment</p>

Effective Questioning	<ul style="list-style-type: none"> Teachers show awareness of cognitive load and use and construct hinge questions. Teachers show an awareness of cognitive overload and manage communication effectively during Q & A episodes through oracy strategies. Teachers use ‘Cold Calling’, No Op Out’ and ‘Pose, Pause, Pounce, Bounce’ strategies. Teachers plan questions to close gaps and misconceptions in learning. Teachers scaffold questions according to learner attainment and potential development. 	<ul style="list-style-type: none"> Learners engage with thinking time and structured talk time with peers to help them answer hinge questions. Learners show skills in speaking and listening to construct useful discussions based on new learning. Learners’ thinking is stretched, and deeper learning connections are made with current and previous learning All learners feel included in Q & A episodes and feel like they can contribute to learning process through E.Q and discussion. 	<p>The Power of THINK-PAIR SHARE – watch video</p> <p>Hinge question guidance</p> <p>Cold Call and No Op Out Guidance</p> <p>Pose, Pause, Pounce, Bounce</p> <p>Explore: 6 Thinking Hats</p>
Progress for All Learners	<ul style="list-style-type: none"> Teachers expect the best from all learners and are fully aware of the Pygmalion effect. Teachers promotes the ethos of ‘Is it excellent yet?’ Teachers are expert in using pitch and pace to ensure lesson structure and adaption helps learners to achieve the main aim of the lesson. Teachers help learners make connections between schemas; they help learners build on their schema which leads to a deeper understanding of what is being learnt. Teachers are in flow and one learning episode that is mastered if seamlessly metamorphoses into another, ensuring all learners are progressing and not feeling left behind. Teachers are facilitating learning more than talking at length in the lesson. Use of academic language. 	<ul style="list-style-type: none"> All learners believe that their teacher champions them and wants all children to do well. Learners are engrossed in the learning and tasks and can connect one task to another and explain why their previous learning links to this one. Active learning, metacognition and AfL is expertly threaded throughout the lesson to enable learners to feel ownership of their learning. Learners can offer concrete examples when given different assessments and constructs. Learners are fully immersed in learning and can’t believe it when the lesson is coming to an end. Students use academic language to explain their learning. <p>Closing the language gap: Building vocabulary</p>	<p>The Pygmalion Effect</p> <p>Mihaly Csikszentmihalyi flow in the classroom</p> <p>EEF Metacognition & Self Regulated Learning</p> <p>Kagan Active Learning</p> <p>Enabling students’ learning independence through assessment for learning</p> <p>Six Strategies of Effective Learning - Learning Scientists</p>