

Principles for Learning in the classroom

Core Trust Principles

Teaching and learning at Beckfoot Trust Schools will demonstrate that our learners:

- Enjoy their learning, are engaged and stimulated throughout their lessons.
- Take an active role in their learning, are curious and ask questions.
- Are supported and challenged appropriately through purposeful and personalised learning activities.
- Are ambitious and aspirational and have high expectations for themselves.
- Take a pride in their work and have a consistently positive attitude to learning.
- Receive regular and meaningful feedback and effectively evaluate their own work and that of their peers.
- Reflect and act upon feedback in order to make progress.
- Take every opportunity to improve their work and are proactive in finding out how to do so.
- Are aware of their point in their learning and how to reach their targets.
- Make excellent progress over time and are never limited by anything within their teachers' control.
- Are leaders of their own learning, displaying resilience and independence.
- Value opportunities for home learning just as much as classroom learning.

In Beckfoot Trust Schools teaching is driven by our vision and values:

- Performance Management is linked to the provision of timely and relevant professional development. The school's priorities are translated into continuing professional development opportunities that meet the needs of the School and the individual teacher.
- All teachers meet national standards and undertake Professional Development that improves their teaching and leadership capacity.
- Teachers know how each student is progressing and they work with them to go even further. Expectations are high. Every child feels significant. There are no bystanders.
- Teachers have superb, up to date knowledge. They have a desire to develop and are proactive in sharing new learning, welcoming others into the classroom.
- Teachers are thoroughly prepared. They deliver high impact written feedback, well embedded into the classroom routine, so that students think hard and engage with their learning.
- Teachers plan precisely to deliver teaching that provides stretch and challenge for all learners.
- Teachers take risks. They step outside their comfort zone. They are creative and brave.
- Teachers show students how important they and their success are to them. They celebrate individual progress and achievement.
- Teachers encourage student leadership allowing them the space to make mistakes.
- Teachers fair and consistent, they are excited about learning and they never give up on any child.

Key Performance Indicators

1. Systematic and consistent approach to monitoring and evaluating the impact of teaching on all schools.
2. Differentiated programme of CPD informed by lesson monitoring and linked to Performance Management.
3. All QA records evidence consistent, embedded learning routines.
4. Trust target for Attitude to Learning: 75% of learners to achieve A2L Grade 1 (or highest grade possible) in 50% of lessons. A2L data collected from Progress Reports (3 times each year).
5. Teaching in the classroom: 100% of all career stages at least good within the academic year.
6. 80% G+ or better within the academic year.
7. All QA records evidence regular purposeful home learning tasks being set and completed across all subjects and by all learners.
8. Positive staff/student survey feedback.

Controlling the Controllables

In Beckfoot Trust Schools learners are taught by World Class teachers. We achieve this by “controlling the controllables” and through consistent day to day delivery of World Class teaching.

- **Consistent learning routines:** line up, greet at the door, planners and equipment out, purposeful, engaging start, register taken (including initial ATL awarded), effective sharing of learning outcomes, link to previous learning and/or the big picture, consistent use of PLS, calm exit from the lesson.
- **Effective classroom organisation:** teaching pack with seating plans, photographs and latest data available for every teaching group in every classroom.
- **Thorough planning,** which challenges and supports every learner, based on effective schemes of work and exam specification requirements.
- **Regular and purposeful home learning tasks that deepen and extend learning.**