








The Weald Federation: Principles for Great Teaching

With God's Love, we grow and learn together.

The following principles provide a shared language for celebrating and improving the quality of teaching across our schools. Learning should always be inclusive, underpinned by a Therapeutic Thinking Approach.

Principle	Great teaching...
 <p>Subject & Curriculum Knowledge</p>	uses our Federation curriculum documents to ensure coverage, progression and effective sequencing of learning.
	ensures clear understanding of 'end points' and the knowledge and skills that are essential for prior and future learning.
	has deep and fluent knowledge and understanding of the curriculum that helps spark pupils' curiosity.
	sequences learning in small steps so that it builds incrementally over time, building knowledge and skills.
	considers appropriate pitch and pace.
	identifies possible misconceptions and plans how to prevent these from forming.
	makes authentic connections in learning, referring to real-life examples and scenarios (where appropriate).
	ensures the curriculum is ambitious for all and adapted as needed.
	prioritises reading (decoding & comprehension) in and across lessons, ensuring opportunities for reading are planned for across the curriculum.
 <p>Behaviour and Relationships</p>	understands what a pupil's behaviour is communicating and support appropriately.
	bases relationships on mutual respect, trust and collaboration.
	creates a safe, enabling environment where children feel a sense of belonging.
	models expected learning behaviours (emotional, social & cognitive) through use of clear expectations, encouragement and positive language.
	establishes consistent expectations and explicitly teaches routines that maximise time for learning.
	recognises and celebrates success, setting small personalised targets (as appropriate).
	creates an environment of high expectation and challenge.
 <p>Explaining and Modelling</p>	models effectively to support learning, helping children to understand concepts and make connections.
	purposefully builds vocabulary and language over time.
	uses visual resources to reduce working memory load and represent key information (e.g. consider including images when using knowledge organisers and word mats).
	provides appropriate scaffolds to enable all pupils to access learning independently (e.g. writing frames, sentence starters) to avoid cognitive overload. When ready, support is gradually withdrawn.
 <p>Questioning and Feedback</p>	asks a range of questions for different purposes, encouraging pupils to expand their answers (where appropriate).
	provides adequate processing time.
	engages all pupils in thinking about the questions asked by rehearsing and sharing ideas.
	identifies misconceptions by checking all pupils' understanding and addresses these through feedback.
	provides immediate feedback (where possible) that moves pupils' learning forward. (See The Weald Federation Feedback and Marking Policy).
	uses regular formative and summative assessment.
 <p>Practise and Retrieval</p>	provides opportunities for pupils to practise and consolidate within lessons.
	uses both regular retrieval and space between practise to deepen understanding and fluency of key knowledge, skills and concepts.
	supplements whole class teaching with 1-2-1 / small group interventions as needed.