

10 Principles for Teaching and Learning at TSAT

<p>High Expectations We have high expectations of all our students and foster a love of learning. They take pride in their learning and achieve their very best every lesson.</p>	<p>Challenge and Aspiration We offer high levels of challenge. For example through our aspirational, knowledge rich curriculum, our classroom dialogue and insistence on academic language.</p>	<p>Evaluation The progress of every student is planned for, checked and secured. We evaluate, diagnose and intervene in response to the students' learning. We are creative and willing to take risks.</p>	<p>Adaptive Teaching We use all our knowledge of students (e.g. prior attainment, AEN information, pastoral insight) to ensure teaching is responsive and adaptive so all have the opportunity to flourish.</p>	<p>Metacognition We share the learning journey with the students so they know what we are learning, how we are learning it and why. Students take responsibility for their learning, are aware of their growing body of knowledge and make connections between prior learning, topics and subjects.</p>
<p>Relationships and Trust Clear structures and a safe environment enable staff and pupils to always try a variety of different approaches to engage, enthuse and motivate all learners. We adopt the mantra of unconditional positive regard.</p>	<p>Collaboration We collaborate and engage with research both within Trust and beyond to ensure our teaching and learning are evidence-informed and utilise all the resources and expertise at our disposal.</p>	<p>Timely Feedback Timely feedback in all its forms is the key to student progress – all students know where they are, where they are going and their next steps to get there.</p>	<p>Modelling and Scaffolding We model excellence and scaffold learning when required to ensure our students know what success looks like and how to achieve it.</p>	<p>Subject Knowledge We are passionate about our subjects and constantly seek to improve and refine our teaching and our subject knowledge to assess our impact on students' learning.</p>