

# THE MLT TEACHING & LEARNING STANDARD

The MLT Teaching and Learning Standard is the framework for teaching. It outlines what we consider to be the essential nuts and bolts of great teaching and ensures a consistency to all teaching dialogue, discussion and feedback. Within the edges of this framework we expect creativity, flair and individual styles to flourish.

## 1. PRECISE PLANNING

### a. Effective use of data to inform lesson planning and seating plan:

- Teachers clearly know all of their students well using the data available: NGRT, SAS, IBPs, IEPs, PPs/Priority Cohorts, LACs, iLl scores.
- Data is used to ensure all students, regardless of starting point, are able to access a challenging curriculum.
- Data informs seating plan, which is accurate on 'ClassCharts'.
- Where required, modified resources are provided.

### b. Effective use of Teaching Assistants (where applicable):

- TA Plan is up to date and completed in collaboration with the TA.
- TA is deployed effectively.
- Strategies are enacted and impactful.

### c. Accessible Learning Question and Progressive Outcomes:

- Learning Questions are designed to secure investment.
- Outcomes are informed by the curriculum intent and well-sequenced planning.
- Diagnostic use of assessment and feedback inform planning.

### d. Clarity on success criteria and modelling:

- Teachers provide clarity on what success looks like using live modelling, unpicking the success criteria, WAGOLls and WABOLls.
- Teachers provide the cognitive narrative behind their modelling; as such, students can clearly and confidently articulate what success looks like.
- In advance of the lesson, teachers consider the answers students will give to key questions, tasks and activities that are set: this adds clarity and precision to the lesson.

### e. Challenge for all:

- Planning ensures every learning episode/activity ambitiously and appropriately challenges every student regardless of their starting point.
- Teachers always teach to the top; scaffolding is used judiciously to support all students to access a challenging curriculum.
- Every student has access to every challenging learning episode: teachers use student data, including IEPs and IBPs to overcome potential barriers.

### f. Literacy development at every relevant opportunity:

- Emerging literacy needs are regularly reviewed to identify how students' literacy, vocabulary, grammar, reading and cultural capital can be further developed.
- Literacy learning opportunities, including reading, are planned for and maximised where appropriate using the reading toolkit.

### g. Homework:

- Homework is embedded and purposeful.
- Homework requires students to preview/retrieve/practice pertinent knowledge and skills to maximise learning and lesson time.
- Homework is habitually set and followed up, giving it completion value.

## 2. CLASSROOM CULTURE

### a. Quality learning environment:

- Clean, tidy (clutter free), organised, bright classrooms are a visual metaphor of the teachers' highest expectations.
- High quality displays are up-to-date and attractive to support learning.
- Equipment is easily accessible and part of classroom routines, optimising learning time.
- Professional, high quality PowerPoints and resources.

### b. Sharp start:

- Teachers are positioned at the door welcoming students.
- Lesson starts are organised, purposeful and impactful.
- Seating plan is consistently enforced.
- Equipment, planner and class book are promptly out on the desk.
- Purposeful sharp start stimulates and challenges all: the task supports retrieval practice and/or hooks into the upcoming lesson.
- Registers are completed within the first 10 minutes: this doesn't interrupt 'flow.'

### c. Full Investment from all students:

- Students tackle challenging work with positivity, showing solid resilience: they are absorbed in learning.
- Teachers use the language from the 'Fully Invested - Investment in Learning' criteria, to make their expectations explicit.
- Motivated, enthusiastic, purposeful body language and work output from students.
- Purposeful pace is reflected in the learning atmosphere and high quality work in books.

### d. Active engagement by teacher:

- Teachers constantly circulate the classroom actively observing, specifically checking students' work and progress, offering live feedback and challenging misconceptions. Teachers are not sat at desk, other than when lesson delivery requires it.
- Teachers model passion for their subject; they are a role model of expertise, they personify the academy key drivers and champion careers in their subject area.
- Teachers academic dialogue fosters high academic standards.
- Registers are updated promptly throughout the lesson as required.

### e. Strong classroom behaviour management, embedded routines and relationships:

- Precise praise is used consistently, is motivational and is based on the language of 'Investment in Learning' and the Academy 'Key Drivers' - students feel seen and their efforts are recognised by the teacher.
- Active listening routine is used consistently and effectively to achieve silence using the four associated behaviours: sat up straight, tracking the teacher, silence, nothing in hands.
- School behaviour systems are used effectively and consistently to promote full investment in learning; due to this consistency, clear routines are built and habits of attention and investment are created.
- In addition to the school's behaviour systems, where needed, teachers use a range of techniques such as positive tone, emotional constancy, front loading positive framing and appropriate humour to build strong relationships with the students.

## 3. DELIVERY

### a. Challenging pitch and pace:

- Teachers deliver challenging lessons that teach to the top and expect high success rates.
- High challenge tasks are planned and directed with precision; students are pushed to apply their new learning in new ways, rather than simply doing more.
- Teachers move on quickly once students have mastered learning, ensuring adequate time on more challenging activities.
- No low-level 'down time' tasks feature in the lesson e.g. cutting out, colouring in, watching a partner do something, poster work.
- Teachers monitor and alter the pace of the lesson to ensure productivity is sustained.

### b. Responsive teaching which checks for understanding:

- Teachers identify learners' current position throughout the lesson through a range of methods, including: whole-class feedback, mini-whiteboards, cold calling, active observation of work and live marking.
- 'Show me' activities have 100% participation ratios and are completed with full investment.
- Teachers use information garnered from checks for understanding to adapt the lesson where needed to maximise progress, investment and challenge.

### c. High quality oracy opportunities:

- Every lesson includes well-planned and well-structured oracy episodes that are concise and purposeful, with 100% participation and full investment.
- Teachers direct students to use oracy structures and roles to develop the quality of students' articulation.
- Teachers model technical/enabling (Tier 2 & 3) vocabulary and insist on students using the same aspirational language.
- Due to the consistent use of the oracy structures, clear routines and habits of discussion are embedded.
- Over time, teachers embed a culture of purposeful talk: as such students speak with confidence and energy.

### d. Meaningful, structured reading episodes:

- Structured reading episodes are pertinently planned into the curriculum to support all students to engage meaningfully with texts and stimuli.
- Every teacher is a teacher of reading, thus a culture of reading is evident and, students read with confidence.
- Teachers consistently use reading roles/reading toolkit strategies to develop the quality of student reading; this supports <88 SAS students to unlock challenging texts, whilst developing deeper understanding for HA >112 SAS readers.

### e. Impactful questioning:

- Every lesson includes well-planned and well-structured oracy episodes that are concise and purposeful, with 100% participation and full investment.
- Teachers direct students to use oracy structures and roles to develop the quality of students' articulation.
- Teachers model technical/enabling (Tier 2 & 3) vocabulary and insist on students using the same aspirational language.
- Due to the consistent use of the oracy structures, clear routines and habits of discussion are embedded.
- Over time, teachers embed a culture of purposeful talk: as such students speak with confidence and energy.

### f. Articulating Progress:

- Teachers make links to prior learning and emphasise the importance of the lesson content: as such, students can clearly and confidently articulate what they are learning and why.
- Teachers monitor progress throughout the lesson, recognising where gains have been made: as such, students are able to articulate the progress they have made in lesson and over time, using their books as an aid.

### g. Effective instruction and use of practice:

- Teachers give clear, precise and concise instructions to students.
- Guided practice develops expertise and prepares students for deliberate independent practice.
- Teachers make effective use of the visualiser and/or board work to model thought processes when shaping responses.
- Where relevant and advantageous, sections of the student planner and classroom displays are used to support learning.

## 4. QUALITY OF WORK

### a. Assessment books/Folders/Key Assessments and assessments completed on a laptop:

- Work demonstrates high levels of challenge.
- Deep feedback is regular, improvement driven and subject specific.
- Common literacy errors identified and corrected.
- Teachers plan with precision to close the gap following feedback: as such, students are enabled to show clear improvement through a substantial, high quality response to feedback.
- Teachers circulate to reinforce excellent presentation in line with the expectations outlined in the front of the exercise book.

### b. Class books and work completed on a laptop:

- Work demonstrates high levels of challenge.
- Feedback given in line with department policy.
- Over time, the book shows clear improvement in students' subject specific skills, knowledge and understanding.
- Teachers circulate to reinforce excellent presentation in line with the expectations outlined in the front of the book.