

**Reduce inconsistencies in the quality of teaching.**

**Introduction of a standardised lesson structure (2021 – 2022).**

The return to the academy from COVID saw a relaunch of T&L in the academy. All lessons follow a **Recall Explanation Apply Progress** structure. Implemented alongside new curriculum designs.

Teaching approaches adopt a “I do, We do, You do” approach to modelling and application.

**CPD system Redesign (2022 - 2023)**

Consistency in structure was achieved. Inconsistency in the quality implementation was still identified through the QA systems.

CPD designed around career stages and curriculum areas to target emerging needs.

This included:

- The movement away from standardised starts to subject designed starter activities that didn't just focus on recall but retrieving knowledge needed for that sequence of learning.
- Development of questioning strategies across the academy including a no hands up approach.
- Development of planning within departments and shared resources.
- Vocabulary delivery became a focus – departments to use a “See it, Say it, Understand it” approach

Line management developed to include planned fortnightly joint lesson walks with a focus on consistency. Curriculum leaders and departments identified the core knowledge for all students, although identification happened this wasn't fully embedded this academic year.

Reviews alongside Trust Lead Practitioners in each department.

Regular visits from the Trust teaching and learning lead practitioner to review and feedback across subjects.

**Checking for understanding and Independence (2023 – 2024)**

Newly structured Teaching and learning team in the academy, increased strategy and more robust QA systems around two priorities.

1. To strengthen the implementation of regular checking for understanding in lessons
2. To strengthen the independence of students during their apply phase.

To develop these two areas our first priority is to ensure all staff are regularly checking for understanding through the use of whiteboards, questioning and classroom circulation.

Lessons are being developed to amplify the intended learning and CPD is within department areas to ensure that learning is focussed so that the students take away the essential knowledge from each lesson. This continues from the development of core knowledge documents to ensure the intended curriculum is the taught curriculum.

The CPD structure for this academic year will continue to move through checking for understanding, to strengthening teachers' responses to whole class feedback.

We have appointed four classroom practice coaches to increase the profile of teaching and learning around the academy and in the early implementation phases of Steplab to eventually adopt a whole school instructional coaching approach to teacher development.