**Teaching and learning culture: “The Monoux Teacher”**

Under the umbrella of “The Monoux Teacher” and linked to the broad teaching standards that we already use to inform policy and training, we will strive for consistent and well-understood tools for classroom practice. These will be the specific practices, some in line with our membership of the PiXL6 organisation, which we expect of all our teachers to use as standard, in order that students do not have a variable, confused or unreliable experience of teaching and in order that all teachers maintain contact with cutting edge pedagogy. For example:

* The use of Bloom’s Taxonomy to plan teaching, learning and skills acquisition
* The use of SOLO Taxonomy to structure stretch and challenge in lessons
* The Think-Pair-Share routine to facilitate deeper thinking in lessons
* Improving students’ oracy routinely in lessons
* The use of “flipped learning” through which students work constructively on content outside of lessons and use time in lessons to apply content using higher order thinking skills and through students’ active participation in problem-solving
* Increased prevalence of research in learning
* Coaching methods used by teachers to engender stronger student ownership of learning
* Effective approaches to embedding British Values into teaching and learning
* Contextualised approaches to improving students’ literacy and numeracy
* Use of Personalised Learning Checklists with students through a routine of Diagnosis-Therapy-Testing
* Use of fine grading and professional predictions in monitoring the progress of learners
* Systematic use of group profiles to plan differentiated learning
* Teaching of employability skills in the classroom, supported by teachers’ professional updating each year

We will be skilful in understanding the effectiveness and impact of teachers and teams, with a particular focus on the **accuracy of teachers’ in-year predictions** of students’ achievements as this is fundamental evidence of how well a teacher understands their students and the basis for effective planning.

We will also prioritise the need for full compliance with BTEC regulations and successful preparation for the changing specifications for A Levels and GCSE.

 **Positive relationships with our students**

We will foster strong and positive relationships with students and a climate within which this can be sustained. The key characteristics of our relationship with students will be the enthusiasm to connect and the skill to promote well-being. We always welcome students and smile when greeting students! Our approaches to working with students will prioritise:

* Ensuring that students would describe staff as reliable.
* Dedicating time to require students to reflect on their study and thinking skills.
* Acknowledging the importance of positive peer relationships. Teaching positive actions.
* Giving meaningful and timely feedback.
* Fostering a sense of purpose and direction.