

Our Teachers Charter

Educate all pupils by modelling only the highest learning behaviours; accepting nothing less than pupils' best endeavours in all aspects of curriculum and school life.

1. Children enter the classroom calmly and are greeted by the teacher at the door. The title and date should be on the board. The Prepare task should be ready for children to complete immediately upon entering the classroom. No time is wasted.
2. Teachers use signal-pause-insist to ensure that all pupils are listening and engaged. This signal is used to ensure that classrooms are calm and that teachers do not use a raised voice.
3. Teachers front-load expectations to ensure calm transitions between lesson phases.
4. Teachers actively monitor their classes at all phases to ensure that high standards of presentation and work are maintained.
5. The classroom environment is inclusive, free from clutter, with relevant high-quality displays that support learning.

Educate pupils to the highest possible standard, irrespective of starting point, through adaptive teaching techniques and challenging pupils' thinking.

6. Lessons are planned using the instructional framework and associated indicative content.
7. Oracy is used to enable successful discussion and develop pupils as effective communicators.
8. Every pupil will be known as an individual. Teachers will apply the strategies from the universal provision map, departmental SEND and more able provision maps and individual plans, where relevant.

Empower pupils to have a clear understanding of the progress they are making and where they need to improve through the innovative and accurate use of assessment information.

9. Teachers will lay the foundations for effective feedback.
10. Teachers will use excellent questioning and will systematically check for understanding throughout the lesson, making sure that responses are taken from a large number of pupils.
11. Feedback will focus on the task, subject and self-regulation strategies.
12. Live feedback will focus on moving the learning forward and targeting specific learning gaps. Teachers should offer personalised live feedback every lesson.
13. Teachers provide opportunities for pupils to use feedback.

Empower Teaching Assistants to work with pupils effectively at all times.

14. Teaching Assistants (TAs) are valued in all classrooms. Teachers understand that the role of Teaching Assistant is to 'supplement, not replace, the teacher'. The expectation should be that the needs of all pupils must be addressed, first and foremost, through excellent classroom teaching.
15. Teachers should provide Teaching Assistants with clear direction for how they can best support learning
16. Teachers support TAs to use the least help first model.

Engage proactively with pupils who struggle to regulate their behaviour so that learning spaces are an oasis of calm that nurtures successful learning for all.

17. Teachers develop positive relationships with all pupils by:
 - a. Establishing and maintaining clear classroom expectations
 - b. Communicating with kindness and respect
 - c. Combining assertiveness and warmth
 - d. Always being the adult
18. Behaviour expectations will be established and maintained through the use of positive reinforcement, praise and rewards.
19. Teachers will know pupils, including their specific needs and associated strategies to support them to regulate their behaviour.
20. Use the language of choice and consequence, maintaining the principle of certainty over severity.