



Callington Community
College

Teaching & Learning Policy

Version	Date	Review Date
2026/2027	October 2026	October 2027
Originator: R Bailey		

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Teaching and Learning Policy

At Callington Community College we are guided by cognitive science principles in our curriculum enactment. Willingham's assertion that *"memory is the residue of thought"* reminds us that students are most likely to remember what they actively think about and process. Lasting learning happens when attention is focused and thinking is purposeful.

We understand that there are three main parts to how the mind learns: **attention**, **working memory** and **long term memory**. We also understand how the mind struggles with learning through distraction, overload and forgetting. Therefore, our lessons are deliberately designed to ensure students are thinking hard about the key knowledge we want them to learn by ensuring that we:

- Maximise Attention
- Remove Distraction
- Reduce Cognitive Overload
- Reduce Forgetting

To support this, our Teaching and Learning Policy is structured to make learning as effective and manageable as possible. This includes helping students handle the natural complexity of what they're learning (by ensuring prerequisite knowledge is secure, teaching new information in small steps, using worked examples, and setting an appropriate level of challenge), and reducing anything that might distract or confuse them (by creating disruption-free classrooms, keeping teacher explanations concise, and building collective routines).

Central to our approach to Teaching and Learning is the importance of teachers thinking deeply about their planning and using their expert subject knowledge to carefully consider how to build secure and lasting understanding over time. This involves deliberately connecting new learning to what has come before and what is coming next, so that students can develop coherent, well-structured knowledge over time. This approach helps students to build strong, transferable schema and retain knowledge in long-term memory.

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Callington Community College - Preferred Learning Cycle

All children can learn and build a positive self-image All teachers will follow the CCC Preferred Learning Cycle in order to: - Secure attention and focus to help student thinking; - Develop student knowledge and memory through Expert Explanation and Independent Practice.			
A	Plan - High Quality Lessons - Ensure expert subject and curriculum knowledge - Name precisely what is to be learned and done (Learning Outcome) - Identify prerequisite knowledge, key vocabulary and possible misconceptions - Plan/script explanations; pre-plan questions; secure purposeful/ rigorous independent practice and assessment activities - Plan the classroom route (target students; checking, supporting)	These steps take place every lesson	↑ Monitor learning and give feedback throughout ↓
B	Entry Routine - Strong Start - Threshold - GTWT - Register		
C	Review - The Big Picture. - State the learning outcome (if appropriate) and explicitly link to prior learning - Review relevant prior learning - Activate/check prerequisite knowledge		
D	Teach - Through Expert Explanation. - Build on prior knowledge - Give clear, direct explanations - Present new material in small steps - Use models, examples and non-examples - Introduce key vocabulary explicitly - I do, we do	These steps may be repeated numerous times in a lesson or over a series of lessons Responsive	↑ At every step ensure equity for vulnerable learners ↓ ↑ Distraction Free Learning ↓
E	Check - Using Questions that require <i>understanding</i> to answer. - Ask questions and obtain responses from all students to check for understanding. - Select the means of participation (e.g. mini-whiteboard, thumbs up/down etc)		
F	Practice - Embedding knowledge and skills - Extensive periods of Silent <i>Independent Practice</i> - Live feedback to continually assess student learning (hunting not fishing)		
G	Exit Routine - End and Send - Students stand behind desks in silence - Dismissed one row at a time from threshold	These steps take place every lesson	

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Callington Community College Learning Routines

At Callington Community College, we believe that *collective habits support our collective responsibility*. Predictable and well-established classroom routines play a crucial role in creating a learning environment where all students can thrive. By embedding these routines across the College, we ensure that every learner can access the curriculum and make meaningful progress

Our College Standard Operating Procedures enables us to have a consistent set of expectations to support each other's practices and ensure students have clarity of expectations in order to:

- Maximise Attention
- Remove Distraction
- Reduce Cognitive Overload
- Reduce Forgetting

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Non-negotiables: What we ALL do

- Strong Start
- End and Send
- Common Attention Strategy
- Silent Independent Practice
- Disruption Free Learning - Warn, Remind, Park
- TORN
- Brighten the Lines

Routine	By ensuring:	Students will:
Strong Start	The teacher is outside the classroom door and warmly greets students. Uniform is corrected before entry. Students enter and remain in silence, completing low stakes retrieval questions (GTWT). Expectations are narrated explicitly on entry.	Begin thinking and engaging with learning immediately. Feel supported and included, remaining cognitively present, engaged, and accountable.
End and Send	Students stand silently behind their chairs and are dismissed one row at a time. The teacher is on threshold and monitors student conduct in the corridor.	Leave lessons respectfully and maintain a calm sense of purpose when moving to their next lesson.
Common Attention Strategy	The teacher uses: <i>"Silent attention on [...] in 3, 2, 1"</i> before speaking or starting Silent Independent Practice.	Hear instructions clearly and focus attention, creating space for meaningful thinking and learning.
Silent Independent Practice	A period of uninterrupted silent independent work is built into every lesson.	Learn without distraction and access teacher support more effectively.
Disruption Free Learning	Warn, Remind, Park is consistently used if a student is disrupting learning.	Understand and meet behavioural expectations, ensuring a calm, respectful learning environment.
TORN	Teachers explicitly state expectations for Time, Outcome, Resource and Noise before each task.	Feel confident and motivated, and engage fully with their learning.
Brighten the Lines	Teachers make expectations, boundaries and routines crystal clear and highly visible.	Feel secure, respected and motivated to meet expectations.

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Core Teaching Techniques

'Techniques don't inhibit - they liberate. With strong techniques to rely on and strong core habits, you have the confidence to drive the learning process forward, to be creative and bring your character to the fore, supporting every child to learn whilst being yourself.'

Tom Sherrington

- Expert Explanation
- Checking for Listening - Choral response
- Checking for Understanding - Show Me
- Checking for Understanding - Turn and Talk
- Active Circulation
- Live Marking

Technique	By ensuring:	Students will:
Expert Explanation	Teachers plan and deliver new learning with clarity and precision by breaking down key concepts into small, sequential steps. They use clear examples and non-examples, emphasise key vocabulary, and carefully chosen visual and verbal scaffolds to support understanding.	Understand new learning the first time it is taught.
Choral Response	Teachers provide opportunities for repetition and rehearsal to check for listening.	Maintain sharp attention through listening carefully, thinking quickly and responding in unison.
Show Me	Teachers pre-plan and ask questions and obtain responses from all students to check for understanding.	Benefit from immediate feedback and clarification.
Turn and Talk	Discussion tasks are modelled and highly structured. Ensure equity for vulnerable learners.	Benefit from the chance to express their understanding in a low-stakes setting.
Active Circulation	Teachers use a seating plan to move strategically around the classroom noting patterns and responding as needed. Prioritise vulnerable learners.	Feel accountable for the quality of their work and know that they will be supported when necessary.
Live Feedback	Student work is checked and marked for accuracy, effort and understanding during the lesson. Teachers hunt strategically for misconceptions. Prioritise vulnerable learners.	Identify and correct mistakes/misconceptions in real-time.

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Universal Offer: Removing barriers

Teaching and Learning at Callington Community College is inclusive by design

1. Cognitive Science as Inclusive Practice:

Our T&L Policy is grounded in cognitive science principles that benefit all learners and are essential for vulnerable learners. By maximising **attention**, reducing **cognitive load**, and strengthening **long-term memory**, teachers create conditions where students can think hard without overload. As Willingham notes, *memory is the residue of thought* - so lessons are engineered to help all vulnerable learners focus on the right thinking, avoid distraction and retain core knowledge

2. Equity through the Preferred Learning Cycle:

The **Preferred Learning Cycle** ensures that learning is explicitly taught, coherently sequenced and free from assumptions about prior knowledge. Teachers identify prerequisite knowledge, key vocabulary and likely misconceptions in advance, enabling vulnerable learners to build secure, cumulative understanding. This aligns with the T&L Policy expectation that curriculum enactment must be clear, intentional and accessible for all.

3. Predictable Routines that reduce cognitive load:

College-wide routines create **predictability, emotional safety and clarity**, which are especially important for vulnerable learners. These routines free cognitive capacity for learning and support self-regulation:

- **Strong Start:** calm starts, retrieval and immediate engagement reduce anxiety and activate prior knowledge.
- **End and Send:** structured endings support emotional regulation and smooth transitions.
- **Common Attention Strategy:** ensures all students hear and process instructions.
- **Silent Independent Practice:** reduces sensory distraction and enables focused practice.
- **Disruption-Free Learning:** consistent boundaries with reasonable adjustments
- **TORN and Brighten the Lines:** explicit expectations reduce ambiguity and increase security.

4. Core Teaching Techniques that support vulnerable learners:

The College's **Core Teaching Techniques** ensure that every student is required to think, participate and receive timely feedback. These approaches reduce unnecessary cognitive demand while maintaining ambition:

- **Expert Explanation:** small steps, modelling and explicit vocabulary reduce overload.
- **Choral Response:** repetition strengthens memory and participation.
- **Show Me :** whole-class checking surfaces misconceptions early.
- **Turn and Talk :** structured rehearsal supports students with communication needs.
- **Active Circulation:** timely, targeted support and reassurance during practice.
- **Live Feedback:** immediate feedback enables rapid correction.

5. Shared Responsibility for Inclusion

Inclusion is a **collective responsibility**. Teachers, Curriculum Leaders, the Inclusion Team and Senior Leaders work together to ensure that Universal Provision is consistently strong. Lesson check-ins, QA processes, CPD and deliberate practice ensure that strategies are implemented reliably so that students with SEND and other vulnerabilities experience high-quality teaching in every lesson, every day.

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Roles and Responsibilities

At Callington Community College, learning is at the heart of everything we do, and as such, every member of the community has a vital role in making teaching and learning effective.

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the **Teachers Standards**;
- Follow the **CCC Preferred Learning Cycle**;
- Implement **Non-Negotiable Learning Routines** into their classroom practice by actively using SOPs, feedback and deliberate practice;
- Engage in collaborative planning and **deliberate practice** to rehearse, refine and adapt their Expert Explanation;
- Commit to the expert use of the **CCC Core Teaching Techniques** to secure thinking and drive learning.
- Actively engage with and use SOPs, CPD, feedback and deliberate practice.

The Inclusion Team will:

- Seek to ensure relevant information is shared with teachers to aid their understanding of individual needs both pastorally and academically;
- Pro-actively support students in meeting the expectations within lessons;
- Liaise with Curriculum Leaders so that they are informed of any extraction-based intervention.

Curriculum Leaders will:

- Lead by example and commit to excellence in all aspects of Teaching and Learning in their own classroom;
- Commit to having an expert understanding of all aspects of Teaching and Learning in this policy, including how this links to Willingham's Working Memory Model and Sweller's Cognitive Load Theory, and have a clear vision for how this should be implemented within their subject(s).
- Lead the implementation of the **CCC Preferred Learning Cycle** in their Faculty;
- Ensure **CCC Non-Negotiable Learning Routines** are implemented in every classroom within their Faculty and that delivery is consistent across all classrooms;
- Lead **CPD** within the Faculty to ensure teachers know why and confidently understand how/when to use **CCC Core Teaching Techniques** with fidelity;
- Use data to curate and lead **deliberate practice** to inform the teaching of upcoming topics.
- Carry out regular **Quality Assurance** to clarify and confirm the current practice within the department; curate and adapt departmental or individual CPD/deliberate practice to address any issues as they arise.
- Ensure that student **work scrutiny** is carried out regularly to ensure that teaching expectations and curriculum equity is maintained.
- Liaise with **EDoS/SCLs** where appropriate to ensure that Faculties remain aligned with Trust expectations.

Senior Leaders will:

- All members of the leadership team will commit to having an expert understanding of all aspects of Teaching and Learning in this policy, including how this links to Willingham's Working Memory Model and Sweller's Cognitive Load Theory.

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- All members of the leadership team will lead by example and commit to excellence in the implementation of all aspects of Teaching and Learning in this policy in their own classroom practice.
- T&L and RS Leads will meet fortnightly with linked curriculum leaders to review the quality and impact of teaching within the Faculty; they will construct key actions aimed at driving improvement as necessary.
- The T&L lead will Quality Assure all tracking documentation/minutes to ensure there is parity in the challenge and rigour of implementing the expectations outlined in this policy.
- The T&L lead will collate and triangulate input from all mechanisms of quality assurance to ensure that a strategic program of high quality **Nimble CPD** is planned and delivered throughout the year.
- The Principal, T&L Lead and RSL lead will liaise with **EDoS/SCLs** where appropriate to ensure that Faculties remain aligned with Trust expectations.

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Appendix 1

Standard Operating Procedures:

CCC Non-Negotiable Routines

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Focus	Strong Start
Date	September 2026
Purpose The Why	To ensure a safe, supportive and purposeful start to the lesson for all students
Narration The How	• Common GTWT slide is displayed with 5 questions that require short responses. • Teacher is outside their classroom door - visible in the corridor with presence in the classroom • Students are greeted and uniforms are corrected in the corridor with coats removed prior to entry. • Students enter and remain in silence. • Expectations for GTWT are narrated explicitly on entry. • An accurate register is taken in the first 10 minutes. • Teacher circulates to ensure no opting out • Teacher states "Green pens in 3, 2, 1" and students hold their green pens in the air, teacher provides spares. • Answers are displayed, students mark and correct in green pen.



Focus	End and Send
Date	September 2026
Purpose The Why	So that there are calm, orderly ends to lessons facilitating students moving quickly and quietly directly to their next lesson or to break time.
Narration The How	1. Students stand silently behind their chairs/stools ready to be dismissed. 2. Students are dismissed a row/table at time to stagger departure into the corridors. Silence is maintained. 3. Teaching staff dismiss from the threshold and address individual students e.g. 'great work today, [name]. 4. Classes are dismissed on time, never early or late Classes do not pack up to leave more than three minutes before the lesson ends.



Focus	Common Attention Strategy
Date	September 2026
Purpose The Why	All students hear information clearly and focus their attention on each learning episode, creating space for meaningful thinking and learning.
Narration The How	1. 'Silent attention on [...] in 3,2,1 - before speaking, modelling, or before students start an independent task. 2. Pause and observe - scan the room, praise compliance. Use verbal and non-verbal cues to quickly insist upon and establish full compliance.

Standard Operating Procedure



Focus	Silent Independent Practice (SIP)
Date	September 2026
Purpose The Why	Learn without distraction and access teacher support more effectively.
Narration The How	1. Prepare and Scaffold - expert explanation, check for understanding and task modelling should ensure students know what to do and how to be successful independently. 2. Set clear expectations - Use TORN and remind students that they should be silent, attentive and productive. 3. Initiate Silent Independent Practice - Use 'Silent attention on your work in 3...2...1'. Use proximity, praise and non-verbal cues to maintain silence. 4. Circulate quietly - communicate with students with a 'hushed tone' - don't break the silence. 5. End explicitly - Announce a clear end-point for silent work (e.g. we will work in silence for 15 minutes and then...')

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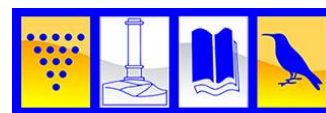
Focus	Disruption free learning – Warn, Remind, Park
Date	September 2026
Purpose The Why	So that classrooms are free of low-level disruption, teachers can teach and students can learn.
Narration The How	• First attention to best conduct. Recognise and reward the students who are “doing the right thing” this should be foremost in our minds when teaching any lesson. • If a student is not meeting our expectations they are issued with a warning. • If a student continues to not meet our expectations, they are issued with a remind. • If a student continues to not meet our expectations, they are issued with a park. • The teacher immediately records the behaviour, chooses “yes” to a detention which is set for the next available break time and selects the outcome “park” so that the reset room is notified. • Teaching staff are expected to use their behaviour management toolkit/invisible ladder of consequences including redirection, support, praise and regular reminders of “how we do things here” before and during use of the behaviour system.

Standard Operating Procedure



Focus	TORN
Date	September 2026
Purpose The Why	Students know and understand the expectations for each aspect of the lesson.
Narration The How	• Time - e.g. 'you have [x] minutes...' • Outcome - 'to [description of outcome/ number of questions to complete etc]... I will then be asking questions/choosing examples of work to share...' • Resource - '...you should use [resource] and [resource] to support your thinking...' • Noise - '...this will be completed in silence...'

Standard Operating Procedure



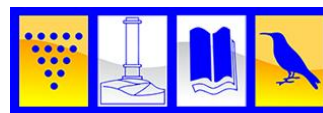
Focus	Brighten the Lines
Date	September 2026
Purpose The Why	To reduce cognitive load for students. Ensure attention is directed as appropriate to remove distractions. In-lesson transitions are silent, quick and purposeful.
Narration The How	• "Pens down" - Support students with attentional focus by insisting all hands are free of any objects*. • Model the ideal transition - show students exactly what a successful transition looks like and sounds like. E.g. 'watch how I turn to page [x] and have [x] glued into my book silently and in under 10 seconds'. • Control the start - give a clear signal of when to start a task e.g. 'keep your pens down and silent attention on me until I tell you to start...' • Narrate the strong example - Identify an example and call it out; well done Mia', 'Archie is working silently, well done!; thank you for starting Lola'. Keep this within the first few seconds - don't disrupt the silence! • Reinforce with positive framing - affirm effort and clarity e.g. 'that was crisp, well done, everyone was ready in 8 seconds!' *check ILP for students who may need a fidget device

Appendix 2

Standard Operating Procedures:

CCC Core Teaching Techniques

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Focus	Expert Explanation (Teach)
Date	September 2026
Purpose The Why	Pre-planned explanations are concise, clear and carefully sequenced. This ensures that all students understand new learning the first time it is taught, minimising confusion and preventing misconceptions through precise, intentional communication. Ensures explanations are intentional, clear and universally accessible.
Narration The How	1. Pre-plan the explanation* - identify the key concept, break it into small sequential steps. Script or outline the explanation using precise language. 2. Deliberately practice delivery - rehearse the explanation in advance focusing on pace, tone, clarity, and checking for ambiguity or potential misconceptions. 3. 'Pens down' and ' Silent attention on me in 3..2..1' - gain and sustain full student attention. 4. Deliver with clarity and precision - teach the concept step-by-step using clear examples/non-examples, consistent vocabulary and visual or verbal scaffolds and worked examples.. 5. Check for understanding before moving on. *Always take active steps to avoid cognitive overload. Consider the simplicity of ppt layout and avoid vague explanations.



Focus	Choral Response
Date	September 2026
Purpose The Why	Reinforces key knowledge through repetition, rhythm and active participation. Student attention is sharply focussed as students must listen carefully, think quickly, and respond in unison.
Narration The How	1. Gain full attention - ensure student attention using 'Silent attention on me in 3...2...1' 2. Give the cue and set the expectation - hand to chest (teacher speaks), hand to room (students respond chorally). 3. Listen carefully and respond accordingly - monitor the clarity, volume and accuracy of the group response. Repeat, reteach, or praise to reinforce listening and understanding.



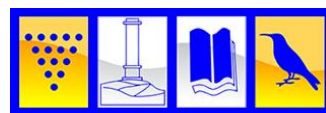
Focus	Show Me
Date	September 2026
Purpose The Why	- Provides immediate whole class assessment. - Enables responsive teaching - Ensures participation and equity - Provides students with immediate feedback
Narration The How	1. Ask a question and give thinking time. 2. Instruct 'write your answer' and then 'hover' - ensure students commit to their own response (*when using MWBs) 3. Give the verbal instruction '3, 2, 1...Show Me' - maintain a sense of pace and participation. 4. Scan student responses - identify gaps and misconceptions; highlight students for targeted support 5. State and display the correct answer 'thank you, the answer is...' 6. Reteach concept if necessary *Establish a MWB routine - students know what is expected; downtime and distractions are reduced.



Focus	Turn and Talk
Date	September 2026
Purpose The Why	Promotes active engagement, deeper thinking and communication by allowing all students to discuss ideas with a partner in a low-stakes, collaborative way.
Narration The How	* Establish a Turn and Talk routine. Class in rows - everyone has a talking partner. Make adjustments when necessary to account for absence/new joiners. 1. Signal and identify partners - 'we are going to Turn and Talk - window partners will talk first, followed by door partners'. 2. Pose the question or prompt. Ask the question, then model a response or give sentence starters... 3. Thinking time - give 10 seconds of silent thinking time so students can formulate their response independently. 4. Time limit and signal to start - 'you have 30 seconds to turn and talk, go..' 5. Circulate and listen to student conversations. 6. Share back - select individuals to share their responses.



Focus	Active Circulation
Date	September 2026
Purpose The Why	Silent Independent Practice becomes a powerful learning opportunity. Teachers are present, proactive and responsive.
Narration The How	1. Establish and reinforce expectations - begin independent work with a clear reminder of behaviour and task expectations. 2. Circulate with purpose - move strategically* around the room, covering all areas. Ensure all students are in view and feel accountable. 3. Scan for focus and understanding - observe body language, pacing, quality of work to assess who is on track, who is struggling, and who is coasting/disengaged. 4. Use non-verbal/low disruption cues - prompt or correct behaviour and guide learning with minimal disruption 5. Note patterns and act on what you see - mentally/physically log those who need follow up; praise as appropriate; plan any necessary reteaching or support. * A seating plan must be in place and used as a working document - teachers are intentional about misconceptions and behaviours they are looking for.



Focus	Live Feedback
Date	September 2026
Purpose The Why	Provides immediate, targeted feedback allowing students to correct errors in real-time and stay focussed, whilst giving the teacher instant insight into understanding and progress.
Narration The How	1. Establish and reinforce expectations - begin independent work with a clear reminder of behaviour and task expectations. 2. Circulate with purpose - move strategically* around the room, covering all areas. Ensure all students are in view and feel accountable. 3. Mark work in real time - check for accuracy, effort and understanding. Use ticks and brief comments in red pen to give immediate feedback. 4. Immediate, low disruption feedback - Prompt improvements or corrections quietly with a quick written comment or non-verbal cue (e.g. underline or question mark) 5. Note patterns and act on what you see - mentally/physically log those who need follow up; praise as appropriate; plan any necessary reteaching or support. * A seating plan must be in place and used as a working document to enable purposeful and impactful circulation.

Appendix 3

Standard Operating Procedures:

Teachers' Standards

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PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>