

# Curriculum Policy

## Mulberry UTC

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### Version Control

Version	Reviewed	Changes since last version
1	May 2025	Every Lesson, Every Minute, Every Day added
2	May 2026	<ol style="list-style-type: none"> <li>1. Updates to Every Lesson, Every Minute, Every Day' Page 19</li> <li>2. Added section for 'EL, EM, ED - Adaptive Teaching for ALL' to combine SEND work with T&amp;L policy Page 23</li> <li>3. Added section for 'EL, EM, ED – Literacy &amp; Reading' Full details to TBC in Summer HT2 following T&amp;L working party discussion and whole school approval</li> <li>4. Coaching details added to page 66</li> <li>5. Reduced workload section added to page 66/67</li> <li>6. Department 'EL, EM, ED models. To be added in Summer HT2 following approval</li> </ol>

# MUTC CHARTER

- Links with Industry
- Meaningful encounters
- Opportunities
- Student specialists
- Destinations



## Space and Environment



Culture  
Professionalism  
Respect



Independence  
High Aspiration  
Responsibility  
Routines



## Teacher as a Professional



Intent  
MUTC Charter



Evidence Informed Practice  
• Cognitive Load  
• Schema Theory



Reflection  
Collaboration



## Adaptive Practice



Knowing



Pillars:

- Instruction
- Modelling
- Scaffolding
- Successful Practice



## Review and Reflect



Repetition  
Rehearsal  
Retrieval



Direct Dialogue  
• Questioning  
• Oracy



Checking:  
• Assessment  
• Feedback  
• Student LEARNING



Homework

Mulberry UTC  
Where learning works





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## Mulberry UTC – Teaching, Learning & Assessment Policy



### **MUTC Principles of Great Teaching Framework– STAR**

At Mulberry UTC we are committed to offering students high quality learning experiences that both support and challenge, so that sustained and substantial progress is made by **all**. Throughout Mulberry UTC, all staff have consistently high expectations of what each student can achieve, and all members of the school pursue excellence in everything they do. As a UTC, we have a unique and ambitious curriculum. We are fully committed to preparing students for the most thriving industries so they can achieve personal, professional and economic success. Taking all this into consideration, Mulberry UTC has developed the MUTC Principles of Great Teaching Framework which identifies shared pedagogical principles which are vital to high quality teaching, learning and progress in academic, vocational and technical subjects. This allows all students to be successful not only in their studies but also when it comes to their future pathways.

The MUTC Principles of Great Teaching Framework is divided into four strands - S T A R - derived from the Teaching Standards (DfE), the ECF (2019), research from the Sutton Trust (What makes great teaching, 2014), Rosenshine's Principles of instruction, the Danielson Framework for teaching (2013 and 'A review of technical education (nfer, 2015). The MUTC Principles of Great Teaching Framework is designed as a holistic support so that teachers and leaders understand where they are in their practice within each of the four strands and can set goals for the next stage of development in the teacher's practice.

#### **Space and the Learning Environment**

Mulberry UTC is a unique school setting which values the importance of positive, supporting and enriching relationships between all staff members and students. Teachers at Mulberry UTC have high expectations which inspire, motivate and challenge students. Students take responsibility for their own behaviour and professionalism and are motivated to learn. This is supported with the use of clear routines. Linking learning to the wider world of work further enhances student progression and aids the development of confident, successful global leaders.

#### **Teacher as a Professional**

Mulberry UTC is committed to encouraging colleagues to engage in professional dialogue about learning; we promote evidence-based enquiry and value credible research into how we can best serve the needs of our students. Teachers use current information and guidance from exam boards, OFSTED and awarding bodies to regularly review and reflect on best practice. We work collaboratively to support colleagues in their own lifelong learning. As a UTC, all staff invest in partnership working with industry professionals, ensuring that teaching practices align with current and future industry specialisms. Staff fully embrace the MUTC Charter to ensure students have a vocational and technical advantage over other students of a similar age.

#### **Adaptive Practice**

All staff at Mulberry UTC have a deep knowledge of the diverse context in which they teach. Teachers know their students and plan in accordance to students' strengths and needs. Teachers provide a fully inclusive, engaging learning environment where all students are suitably supported and challenged, maintaining high expectations for all. Teachers apply a range of teaching and learning strategies that are supported by cognitive science to ensure students can know more and remember more. This includes careful

consideration and plans for instruction, modelling and scaffolding as well as ensure students are given plenty of well organised opportunities to successfully practice.

### Review and Reflect

At Mulberry UTC, retrieval is explicit in all lessons. This is expertly planned and draws on the teachers holistic understanding of the course to ensure optimum use of interleaving to combat the 'forgetting curve'. Under the remit of 'more questions, to more student, more often', well considered questioning is immersed into learning activities. A culture of oracy is evident. Checking for understanding occurs seamlessly throughout every learning experience and responses inform teachers, allowing them to respond effectively to the needs of the class and individuals, whether this be increasing the pace and challenge, addressing gaps and misconceptions or supporting individual students with specific requirements. Summative assessment is robustly organised and managed in all areas. Teachers and industry professionals where appropriate provide meaningful, detailed and clear feedback to students and use a variety of well-orchestrated strategies to ensure feedback feeds forward via the application of suitable Dedicated Improvement and Reflection Time (DIRT) to maximise student progress.

# Mulberry UTC Principles of Great Teaching Framework



Strand	Sub strands
<b>1</b> <b>Space and the Learning Environment</b>	<ol style="list-style-type: none"> <li>1. Creating an environment of respect and professionalism</li> <li>2. Managing routines and procedures</li> <li>3. Establishing a culture for learning and aspiration</li> <li>4. Managing professional expectations</li> </ol>
<b>2</b> <b>Teacher as a Professional</b>	<ol style="list-style-type: none"> <li>1. Intent: Subject and industry expertise</li> <li>2. MUTC Charter</li> <li>3. Evidence informed practice</li> <li>4. Collaboration with colleagues and the community</li> </ol>
<b>3</b> <b>Adaptive Practice</b>	<ol style="list-style-type: none"> <li>1. Knowing our learners and meeting their needs</li> <li>2. Pillars: Instruction  Modelling  Scaffolding  Successful practice</li> </ol>
<b>4</b> <b>Review and Reflect</b>	<ol style="list-style-type: none"> <li>1. Retrieval and Rehearsal</li> <li>2. Direct Dialogue</li> <li>3. Checking: Assessment, Feedback and Student Development</li> <li>4. Homework / Independent Study</li> </ol>

## Space and Learning Environment

	<u>Developing</u>	<u>Securing</u>	<u>Mastering</u>
<b><u>S1: Creating an environment of respect and professionalism</u></b>			
<b>S</b>	<ul style="list-style-type: none"> <li>Classroom climate is emerging, but yet to be established with some individuals or groups. Inconsistency can lead to loss of learning time.</li> <li>The teacher understands student's emotions and how these present in the classroom. They attempt to build trusting relationships and they manage their own emotions to positively influence student's attitudes and behaviours.</li> <li>There are attempts to deal with disrespectful behaviour with varied outcomes. Interactions may often be negative.</li> </ul>	<ul style="list-style-type: none"> <li>Positive, purposeful classroom climate is well established and consistent for all year groups.</li> <li>The teacher creates a safe environment based on respect and can deal appropriately with individual and group emotional needs when they arise.</li> <li>Students listen and respond positively to each other and to the teacher. Interactions are friendly and students offer ideas and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's relationships and actions ensure students believe they can be successful. Students demonstrate high professional standards and respect to all and can link this to industry.</li> <li>The teacher is highly attuned to student's emotional needs and can predict how they will think and feel in the classroom, responding fluently and effectively.</li> <li>Students participate and are comfortable challenging and correcting each other, both with learning and professionalism. There is no disrespectful behaviour. Interactions are warm and show genuine care and respect for each other.</li> </ul>
<b><u>S2: Managing routines and procedures</u></b>			
<b>S</b>	<ul style="list-style-type: none"> <li>The teacher attempts to establish procedures for key moments in the lesson-</li> <li>The teacher prompts and repeats instructions for routines regularly, including basic routines. Students may rely on these reminders to manage their behaviour.</li> <li>Learning time is lost and time is sometimes spent off task.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are clear, explicitly taught and mostly embedded. The students understand the routines and the purpose of them. Transitions between activities are generally smooth.</li> <li>Students are responsive to teachers' instructions and cues.</li> <li>Routines contribute to effective learning in most lessons, with little loss of learning time. Students use technical spaces practically and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are unobtrusive allowing the focus to be on learning and key moments may happen without any prompting from the teacher.</li> <li>Students take responsibility for their own behaviour and professionalism; and are motivated by a desire to learn.</li> <li>No learning time is lost. Where purposeful, students use specialist and technical spaces professionally and confidently.</li> </ul>

**S3: Establishing a culture for learning and aspiration**

<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• The teacher has yet to establish a culture demonstrating passion for the subject and connected industry sectors. Students are not able to make links between the work they do   lesson and the future. Students put little effort into their learning.</li> <li>• The teacher gives general praise to students. The teacher may comment on talent and ability rather than effort.</li> <li>• Students focus on completing tasks rather than producing high quality work. Students do not attempt harder activities. Hard work is not always expected or valued.</li> <li>• Student’s books demonstrate that care is mostly taken over work, and they are generally well presented. Their work is mostly complete and to a good standard.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is passionate about their subject and connected industry sectors. The teacher develops student’s belief in themselves and their relationship with the subject and how it links to the future. Students understand their role as learners and consistently put effort into their learning.</li> <li>• The teacher regularly gives praise, which is often specific, supporting students to understand how the value of particular acts and choices impact their learning and futures. The teacher believes every student can progress and reach their full potential.</li> <li>• Students feel comfortable to share difficulties and take risks because the environment is safe and secure. Students develop confidence as learners and can articulate their aspirations.</li> <li>• Student’s books demonstrate pride in the quality and quantity of work.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher models a strong passion and love of learning for their subject and connected industry sectors, which has a positive influence on student’s attitudes and aspirations. There is a shared belief about the importance of learning and how this links to the future.</li> <li>• The teacher is confident in knowing what success looks like in their learning spaces for each student and uses praise deliberately and purposefully to develop students’ belief in themselves and their aspirations. The teacher may refer to a growth mindset and praises effort over talent. Praise is meaningful and highly specific to learning tasks, achievement and learning targets.</li> <li>• All students have high levels of independence and enjoy challenge. Students support each other in their learning and give valuable feedback, accelerating progress. Students speak passionately about their aspirations.</li> <li>• Work demonstrates that students value their books/folders as a resource to support future learning towards their aspirations.</li> </ul>
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**S4: Managing professional expectations**

<p><b>S</b></p>	<ul style="list-style-type: none"> <li>• The teacher attempts to respond and deploy strategies appropriately following issues around behaviour to de-escalate a situation. The teacher reminds students of the importance of professionalism.</li> <li>• The teacher uses interventions as a response to low-level disruption with the</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents of disruption are rare because the teacher manages professional behaviour proactively, anticipating difficulty. They are consistent in their responses to student’s behaviour.</li> <li>• The teacher intervenes early and effectively to prevent escalation.</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption is highly unusual because the teacher knows their classes extremely well and is highly attuned to student’s cues. Professional standards and industry links are made explicit to students when managing behaviour (‘work-ready mindset’).</li> <li>• The teacher reacts swiftly and flexibly to student’s behaviour, and they are several steps</li> </ul>
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	<p>goal of preventing situations from escalating.</p> <ul style="list-style-type: none"> <li>The teacher can state their expectations for professional behaviour and takes responsibility for their classroom. They apply the MUTC behaviour policy for reward and sanction- But this is not always consistently used.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has consistently high expectations for professional behaviour and applies sanctions and rewards consistently in all classrooms. They link sanction and reward to learning and aspiration so that students understand the impact of behaviour on learning.</li> </ul>	<p>ahead of their class so that learning never loses momentum.</p> <ul style="list-style-type: none"> <li>The teacher's daily practice is a model and exemplar for other teachers, and they use their expertise and experience to coach and develop colleagues to establish effective climate for learning.</li> </ul>
<b><u>Teacher as a Professional</u></b>			
	<b><u>Developing</u></b>	<b><u>Securing</u></b>	<b><u>Mastering</u></b>
<b><u>T1: Intent: Subject and industry expertise</u></b>			
<b>T</b>	<ul style="list-style-type: none"> <li>The teacher explains the basics of the curriculum intent for their subject at Mulberry UTC, but this lacks substance and depth of understanding. The teacher subject knowledge is sound.</li> <li>The teacher has engaged with knowledge and skills required for assessments and examinations.</li> <li>In vocational subjects, the teacher relies on established links and department CPD sessions to upskill themselves in terms of current industry practices and how they can be linked to developing the curriculum.</li> <li>The teacher provides some opportunities for specialist reading.</li> <li>The teacher uses subject specific language and encourages students to apply this in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a clear knowledge of the curriculum intent for their subject at Mulberry UTC and explains it clearly and concisely. The teacher has solid, up-to-date subject knowledge.</li> <li>The teacher uses exam board guidance to inform, review and reflect on best practice.</li> <li>In vocational subjects the teacher utilises links with some industry professionals to ensure teaching practices are up-to-date and align with current industry specialisms.</li> <li>The teacher provides a range of opportunities, including specialist reading material, for students to develop beyond the basics of the specifications. Students actively engage with these opportunities as evidenced through responses to questions and independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a clear and deep understanding of curriculum intent for their subject at Mulberry UTC, developed through extensive, up-to-date research. The teacher is an expert in their field.</li> <li>The teacher regularly uses up to date information and guidance from exam boards, OFSTED and awarding bodies to inform, review and reflect on best practice, supporting a clear understanding of what success looks like.</li> <li>In vocational subjects the teacher seeks extensive guidance and support from a range of industry professionals to inform teaching practices to align with current industry specialisms.</li> <li>Students, through the encouragement and support of their teachers, develop their own specialisms, lines of enquiry and exploration within their subject. This is evident through discussion, responses to questions and independent learning. The teacher regularly</li> </ul>

		<ul style="list-style-type: none"> <li>• Teir 3 language is embedded into teaching. Students are actively encouraged to apply this specialist language in discussions and written work.</li> </ul>	<p>provides reading material which is relevant to their specialism and industry.</p> <ul style="list-style-type: none"> <li>• The teacher and the students consistently apply Tier 3 language appropriately and fluently.</li> </ul>
<b>T2 MUTC Charter</b>			
<b>T</b>	<ul style="list-style-type: none"> <li>• The teacher connects content studied to careers and transferable skills on a basic level.</li> <li>• In technical subjects, the teacher refers to specialist equipment, but usage is not embedded fully into the working practices of the curriculum.</li> <li>• The teacher has some links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit students.</li> <li>• A few students explore industries linked to the subject area as part of their future planning. Some students go on to study or work in the sector as a response to their positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher connects content to careers and transferable skills in a meaningful and engaging way so that students can see the how their learning connects to the wider world.</li> <li>• In technical courses, the teacher makes use of specialist equipment in lessons, so students are engaging in experiences of industry within their learning.</li> <li>• The teacher has a range of links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit students.</li> <li>• Students are interested to explore industries linked to the subject area as part of their future planning. Many students go on to study or work in the sector as a response to their positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses a range of up-to-date information, including LMI, to infused learning about careers and transferable skills into the curriculum in a meaningful and engaging way to promote excitement about the future and to raise aspirations.</li> <li>• In technical subjects, the teacher actively integrates the use of specialist equipment into their lessons to ensure that students have a deep and meaningful understanding of how industry works.</li> <li>• The teacher has a range of well-established links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit the students. This includes working on meaningful projects.</li> <li>• Students aspire to work in industries related to their subject specialism. Most students go on to continue to study or work in the sector as a response to their positive experiences.</li> </ul>
<b>T3: Evidence informed practice</b>			
<b>T</b>	<ul style="list-style-type: none"> <li>• The teacher engages with professional development. They know when it is appropriate to draw on support from others.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher contributes to educational debate from a solid evidence base and makes connections with their own practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is a respected voice in the education debate and is involved in shaping and influencing thinking at a trust, network or regional level.</li> </ul>

	<ul style="list-style-type: none"> <li>The teacher has a theoretical understanding of how students learn in line with cognitive load theory and considers this when planning lessons.</li> <li>The teacher follows the department plans which include careful consideration for spacing / sequencing / interleaving to enable schema building. Students make basic links between topics, but this could be developed further for greater impact.</li> <li>Through discussion, the teacher reflects upon their practice and makes some changes to improve practice as a result.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a secure grasp of the implications of cognitive science for teachers and uses this knowledge to plan effective lessons which consider working memory constraints.</li> <li>The teacher's grasp of the subject alongside their understanding of how students learn including the importance of spacing / sequencing / interleaving effectively, helps students to create a holistic understanding of the subject, allowing students to know more, remember more and giving them the ability to be able to do more.</li> <li>The teacher regularly evaluates their impact and seeks out feedback to help them to grow. They respond positively and actively to feedback. Reflections and solutions are both theory and practice based.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses key principles of cognitive load theory to design lessons, which enables students to confidently grasp concepts at a solid pace without overloading working memory. The teacher balances the pursuit of depth and breadth in their development, continuously seeking new areas of insight but never at the expense of their existing practice.</li> <li>The teacher has a thorough and holistic understanding of the course and uses this to space / sequence / interleave lessons to enable students to link concepts and skills to build schemas for deep synoptic understanding. The teacher applies techniques within teaching to encourage schema building so that students know more, remember more and can do more.</li> <li>When reflecting, the teacher finds solutions for their own and other's practice. The teacher willingly shares expertise and experience with others in the pursuit of a common goal of excellence.</li> </ul>
<b>T4: Collaboration with colleagues and the community</b>			
<b>T</b>	<ul style="list-style-type: none"> <li>The teacher conducts himself or herself in a manner appropriate for a professional environment. The teacher is inconsistent with the implementation of the whole school behaviour policy.</li> <li>The teacher builds effective relationships with parents and guardians based on a good understanding of the communities they serve.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is a positive presence across the school community. The teacher implements the school behaviour policy.</li> <li>The teacher works in partnership with parents and guardians and builds relationships based on mutual respect. The communication they have with parents has an impact on the progress of students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a robust and reflective professional persona and acts as a professional role model to all others within the school. The teacher consistently and effectively implements the school behaviour policy as and when required.</li> <li>The teacher creates trusting and candid relationships with parents and guardians and actively seeks out their contributions.</li> </ul>

	<ul style="list-style-type: none"> <li>The teacher is aware of the range of channels available for support and identifies the most appropriate.</li> <li>The teacher values opportunities to work in collaboration with others.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sees collaboration as an essential part of being a successful professional. They share their time and expertise to support colleagues and develop their practice.</li> <li>The teacher regularly participates in professional development and school initiatives, which support students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher actively supports colleagues in all aspects of their work and supports them towards practical solutions.</li> <li>The teacher relishes the opportunity to work with external industries and is likely to initiate or lead key strategic aspects of professional collaborative work. The teacher is proud of their school and works to increase the engagement of the school with the community and stakeholders.</li> </ul>
<b>Adaptive Practice</b>			
	<u>Developing</u>	<u>Securing</u>	<u>Mastering</u>
<b>A1: Knowing the students and meeting their needs (our diverse learners)</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>The teacher is aware of the diverse context in which they teach and has made some attempts to connect learning to the community to promote engagement and consideration for future careers in linked industries.</li> <li>The teacher has looked at data and pastoral information and is aware of most student needs. The teacher shows evidence of planning to support students and ensure that they are challenged appropriately.</li> <li>The teacher has a seating plan in place, but it is not always effective and purposeful towards learning in the lesson.</li> <li>The teacher is aware of requirements and suggested strategies for SEND students and makes attempts to ensure they are utilised in practice. The teacher communicates with</li> </ul>	<ul style="list-style-type: none"> <li>The teacher positively promotes the diverse context of the students and community in which they teach (e.g. referring to diverse practitioners and case studies) which has had a positive impact on student engagement and supports students to consider the industry as a potential pathway.</li> <li>The teacher uses up to date with data and pastoral information to ensure they are knowledgeable of all student needs. The teacher knows what factors inhibit learning and what strategies and adjustments to make and implement to overcome these. The teacher considers student strengths and need when planning and during lessons. The majority of students feel suitably challenged and are showing progress.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a deep knowledge of the diverse context in which they teach and positively promotes this through a range of strategies (e.g. providing opportunities for students to engage with diverse industry professionals). Students feel connected to the subject and can see themselves working within the industry field.</li> <li>The teacher regularly uses up-to-date data and pastoral information to ensure they are fully knowledgeable of all student needs. The teacher knows students' strengths and needs and responds with small adjustments to provide a fully inclusive, engaging learning environment (e.g. circulation to support students). All students are suitably challenged and thus show significant progress.</li> </ul>

	<p>additional adults in the classroom, such as TAs, to guide their support for individual children.</p> <ul style="list-style-type: none"> <li>The teacher attempts to adapt their teaching during lessons to address gaps as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has considered students' strengths and needs and uses this knowledge to plan an effective seating plan for all students.</li> <li>The teacher keeps up to date with SEND documentation and other learning preferences and uses this information to adjust teaching and implement strategies to support students. The teacher works with other relevant colleagues, such as TAs, to develop their understanding of their students.</li> <li>The teacher diagnoses gaps in children's knowledge accurately during lessons and adapts their teaching in response.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has carefully planned a highly effective seating plan in response to student strengths and needs which is reviewed regularly.</li> <li>The teacher sophisticatedly deploys relevant strategies and adjustments from SEND documentation (IEPs, EHCPs) and other learning preferences purposefully and effectively to support all students. The teacher works collaboratively with other relevant adults, such as TAs, to ensure best outcomes.</li> <li>The teacher accurately predicts where errors and misconceptions may emerge during lessons and is responsive to subtle clues from students about their understanding.</li> </ul>
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**A2: Pillars: Instruction**

<p><b>A</b></p>	<ul style="list-style-type: none"> <li>Content and skills are not always presented clearly, leading to some confusion. Delivery is sometimes too lengthy or not detailed enough.</li> <li>The teacher sometimes forgets the no interruptions policy allowing student questions and diversion from the task at hand. 'No hands' rule is not used routinely.</li> <li>Consideration for dual coding is inconsistent. For example, written content on the whiteboard is distracting and/or students are making notes during instruction time.</li> </ul>	<ul style="list-style-type: none"> <li>Content and skills are presented clearly with appropriate pace and energy. Content is planned with cognitive load by limiting the amount of material students receive at any one time. The teacher shows evidence of having examined the curriculum by demonstrating a clear understanding of what the learning steps look like, to inform their instruction whilst still maintaining aspirational learning.</li> <li>The teacher regulates the student's behaviour to ensure no interruptions. Some students require guidance with this. 'No hands' rule is not fully embedded.</li> <li>Consideration is given to dual coding but again is not fully embedded.</li> </ul>	<ul style="list-style-type: none"> <li>Content and skills are presented with complete clarity, including Tier 3 language, and with appropriate pace and energy. Content is carefully planned to ensure reduce cognitive load and shows evidence of in-depth knowledge of the curriculum. Planning shows a perfect balance of access for all and challenge. Planning enhances aspirational learning.</li> <li>During instruction there are no interruptions. Student questions are avoided during this period ('no hands' rule).</li> <li>Careful consideration is given to dual coding. This includes, but is not limited to, careful consideration for content presented in slides and resources during instruction and a 'pens</li> </ul>
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	<ul style="list-style-type: none"> <li>The teacher mostly gives clear what to dos to their students.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions between activities are well managed through specific, concrete, sequential and observable 'what to do's' throughout the lesson.</li> </ul>	<p>down' approach to ensure all students are fully focused on the content being presented.</p> <ul style="list-style-type: none"> <li>Transitions between activities are seamless because of specific, concrete, sequential and observable 'what to do's' throughout the lesson.</li> </ul>
<b>A2: Pillars: Modelling</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>Modelling is used within the lesson but is not always as effective as it could be. Students are not always able to connect the modelled technique to new questions/scenarios.</li> <li>The teacher demonstrates their thinking when asking students to engage in a task- Students make attempts to use this guidance to complete additional tasks but often need extra support.</li> <li>Attempts at modelling are evidenced by producing examples of completed tasks: exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>Modelling techniques are clearly evident in the lesson. Students successfully apply the techniques modelled to new questions/scenarios.</li> <li>Narration of decisions and choices is made by the teacher when completing a particular task. Students can use this to independently complete additional tasks with confidence and success.</li> <li>The teacher incorporates teacher and student exemplars into the lesson where appropriate by varied formats: e.g. use of a visualiser (teacher models and student spotlighting).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher effectively uses modelling techniques to ensure that students can learn how to solve problems and understand specific steps that can be used to successfully complete tasks, reducing cognitive load. Modelling techniques re embedded fully so that students can relate new knowledge to what is already known: compare, contrast, categorise.</li> <li>Modelling narrative is clear and concise, enabling students to master specific skills or concepts and go on to complete additional task independently with success.</li> <li>A variety of modelling techniques are used in the lesson. These are planned effectively to allow students to grow in confidence (I do, we do, you do).</li> </ul>
<b>A2: Pillars: Scaffolding</b>			
	<ul style="list-style-type: none"> <li>The teacher uses scaffolding techniques to guide students.</li> <li>Individual student needs are not always appropriately assessed, leading to issues with challenge for some students. Students may be overly reliant on the support given or not challenged enough.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of planned scaffolding tasks such as content, graphic, sensory and interactive techniques are successfully used to enable students to work independently on complex content, problem solving and skills.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of well planned, tailored support is provided by the teacher to help students successfully perform tasks that they cannot initially complete independently. Complex concepts are broken down and a supportive framework is provided and gradually removed to enable students to develop skills and understanding.</li> </ul>

		<ul style="list-style-type: none"> <li>The teacher considers the needs of the student to ensure students are appropriately challenged.</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding is tailored to the need of the student to allow effective challenge for all. The teacher uses ongoing diagnosis of student needs and promotes learner autonomy through fading assistance until mastery is achieved.</li> </ul>
<b>A2: Pillars: Successful Practice</b>			
<b>A</b>	<ul style="list-style-type: none"> <li>Most students are engaged with the activity when working collaboratively. When working independently, some students find it difficult to focus and remain on task.</li> <li>The teacher circulates the room and offers support to students. There are times when some students are off task, and this is not always identified and dealt with in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage well with activities when collaboratively working. When working independently, students are mostly focused.</li> <li>The teacher circulates effectively, using praise to motivate students. The teacher is efficient at identifying and supporting students with errors or areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Students are submerged fully in activities when involved in collaborative working. When working independently, students are completely focused on achieving the goals of the task.</li> <li>The teacher ensures that all students experience a high level of successful practice by strategically circulating. Authentic praise is used to positively reinforce students. The teacher can successfully identify errors or areas for improvement to supportively guide students to greater success.</li> </ul>
<b>Review</b>			
	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<b>R1: Retrieval and Rehearsal</b>			
<b>R</b>	<ul style="list-style-type: none"> <li>Retrieval is attempted but isn't executed successfully.</li> <li>Retrieval isn't planned well within the wider context of the curriculum and/or in terms of effective spaced repetition.</li> <li>Students are given an opportunity to rehearse material, but this is not well planned.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval is explicit in most lessons. The teacher is mindful of the need engage students in this area and thus uses a variety of strategies.</li> <li>Retrieval practice is well planned in line with the wider aspects of the course, taking spacing / sequencing / interleaving into consideration to help improve students when it comes to building schemas and reducing forgetting.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval is explicit in all lesson. The teacher uses a wide variety of engaging strategies are used to secure students fluency in storing and retrieving information from their long-term memories.</li> <li>Retrieval practice is expertly planned and draws on the teacher's holistic understanding of the course to ensure optimum use of spacing / sequencing / interleaving to combat the 'forgetting curve'</li> </ul>

		<ul style="list-style-type: none"> <li>• Opportunities to rehearse and develop are planned within the curriculum. The teacher guides students on the specifics of tasks to promote improvements in both knowledge, understanding and skill base.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher integrates expertly planned rehearsal opportunities into the curriculum to allow students to enhance craft, developing deeper levels of understanding, improve skills and build connections.</li> </ul>
<b>R2: Direct Dialogue</b>			
<b>R</b>	<ul style="list-style-type: none"> <li>• Questioning is apparent in lessons. Techniques are used to ensure participation is not self-selecting. Effective routines are not yet achieved (e.g. stating name before asking the question or moving on to another individual too quickly if they cannot answer)</li> <li>• Questions are not always planned effectively.</li> <li>• Whole class questioning is not utilised effectively. However, most students are included in the questioning process.</li> <li>• Little focus is given to oracy in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning is an intrinsic and routine part of each lesson. Routines are developed for questioning (e.g. 'track the speaker' and 'whole class respectful.') but are not fully embedded yet. Teachers 'stick with it' if students are at first unsure.</li> <li>• Most questions show evidence of having been planned in advance to shape the learning of the lesson.</li> <li>• All students participate in the questioning. This may require teacher prompts. All students are involved in listening and learning from the questioning activities.</li> <li>• The teacher actively promotes the development and use of spoken communication in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• 'More questions to more students more often'. Directed questioning is embedded, with clear, effective routines around respect, challenge and tracking.</li> <li>• Questions are planned and their response informs the learning of students.</li> <li>• A wide range of questioning techniques are effectively embedded into practice including whole class questioning, cold calling, probing questions, process questioning and hinge questions. Student eagerly and appropriately participate.</li> <li>• A culture of oracy is evident. This includes active use of Tier 3 language and a range of planned strategies such as 'push for perfection' / 'say it better again', think-pair-share, debating, talk for writing and 'think it, say it, teach it'.</li> </ul>
<b>R3: Checking: Assessment, Feedback and Student Development</b>			
<b>R</b>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities to check for understanding are evident in lessons and include both whole class checks and individual student probes. Routines require some tweaking to optimise outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of formative assessment methods to check for understanding are effectively used within the lesson. This involves a mix of whole class checks and individual student probes. Routines are in place to encourage all students to actively participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use a wide variety of formative assessment methods to check for understanding. These are fully embedded throughout the lesson. This includes a mix of effective whole class checks and individual student probes to illicit constructive responsive teaching. Each strategy is well planned and</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher identifies some gaps and misconceptions. These are not always addressed effectively.</li> <li>• For examination courses / units, mock exams assess a range of content and skills that would be expected from the final examination. QLA/TLA are used to identify whole class and individual student gaps. Plans are made to fill gaps, but the cycle is not robust when it comes to reassessment to assess progress effectively.</li> <li>• For examination courses / units, additional summative assessments are set during half terms where there are no mock exams. Feedback and DIRT are utilised but requires more rigour to ensure effective progress for all.</li> <li>• NEA is organised and managed by the teacher, so the majority of students attempt all criteria on first submission. Feedback is clear and students use this to make improvements.</li> <li>• In T' Level courses (and vocational course where possible), industry links are used to set appropriate employer set projects that enable students to link classroom learning to the world of work and for students to develop some key industry specialist skills that will be useful for their future pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher adapts the lesson appropriately as a response to the outcomes of the activity by regularly identifying and addressing gaps and misconceptions to benefit student progress.</li> <li>• For examination courses / units, mock exams are representative of what would be expected from the final examination, assessing a range of content and skills. QLA/TLA's are used by the teacher to identify whole class and individual gaps. The teacher implements strategies to fill gaps and correct misconceptions. Reassessment is a key feature of the programme, and the majority of students show progress.</li> <li>• For examination courses / units, additional cumulative summative assessments are set during half terms where there are no mock exams. Feedback is meaningful. DIRT is factored in to planning to allow students time to reflect and develop.</li> <li>• NEA is effectively organised and managed by the teacher to ensure students make successful attempts at all criteria at first submission. Feedback is effectively used by students which consequently leads to improvements in final submission. Final submissions are made within set deadlines.</li> </ul>	<p>executed to ensure all students are actively engaged and thinking deeply at all times. Teachers apply a supportive but clear 'no opt out' expectation.</p> <ul style="list-style-type: none"> <li>• Responses from checks identify class strengths leading to increased pace and challenge as well as identifying and addressing misconceptions at the earliest opportunity to ensure student know more and remember more. Support mechanisms are put in place for individuals identified as requiring more guidance or challenge.</li> <li>• For examination courses / units, mock exams are representative, assessing a wide range of content and skills at a similar level of challenge to be expected from the formal examination. The teacher applies appropriate QLA/TLA strategies to identify whole class gaps as well as individual student improvement requirements. QLA/TLA leads to effective and efficient strategies to close whole class gaps and targeted individual intervention plans. Reassessment is central to the programme, demonstrating sustained and substantial progress for all.</li> <li>• For examination courses / units, additional cumulative summative assessments are set during half terms where there are no mock exams. Feedback is detailed and meaningful. Effective Dedicated Improvement and Reflection Time (DIRT) is successfully factored</li> </ul>
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		<ul style="list-style-type: none"> <li>In T'Level courses (and vocational subjects where possible), industry links are successfully used via employer set projects to enable students to create lifelong learning, linking content taught in class to the classroom as well as allowing students to develop a wide range of specialist skills that will be beneficial to future pathways.</li> </ul>	<p>in to ensure feedback is processed successfully by the student.</p> <ul style="list-style-type: none"> <li>NEA is robustly organised and managed by the teacher to ensure students are successful at top criteria at first submission. Feedback clearly identifies criteria achieved. Students are eager to complete their final submissions. All students use feedback to maximise outcomes.</li> <li>In T'Level courses (and vocational subjects where possible), industry links are optimised via employer set projects which allow students to create a deep connection between learning and the workplace and promote the development of extensive industry specialist skills that will be important for future career pathways.</li> </ul>
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**R4: Learning outside the classroom - Homework and Independent Study**

	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
	<ul style="list-style-type: none"> <li>Homework and Independent Study is set but not planned in advance. Little consideration for the wider SOL is given. Students don't always see the value of completing the work set.</li> <li>Homework and Independent Study is sometimes set via TEAMS assignments. Checking and Follow-up is inconsistent.</li> <li>Feedback from Homework and Independent Study is rarely included in lessons so the tasks sometimes feel irrelevant to students, and therefore completion can sometimes be low.</li> </ul>	<ul style="list-style-type: none"> <li>Homework and Independent Study is planned in advance with some consideration of the wider SOL. Homework and Independent Study is deemed to be useful in the learning process.</li> <li>Homework and Independent Study is set via TEAMS assignments, checked and followed up.</li> <li>Feedback from Homework and Independent Study is sometimes included</li> </ul>	<ul style="list-style-type: none"> <li>Homework and Independent Study is very well thought through and organised. HWK/IS is planned in advance as part of the wider SOL to enable students to develop their knowledge and critical understanding. Students see extensive value of the work set outside of lessons and complete it to a high standard.</li> <li>Homework and Independent Study is consistently set via TEAMS assignments, checked and followed up (reward points, detentions and/or contact with parents) to maximise engagement</li> </ul>

		in lessons to promote relevance and purpose.	<ul style="list-style-type: none"><li>• Feedback from Homework and Independent study is embedded into lessons to ensure that the work is relevant, meaningful and respected.</li></ul>
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## **Every Lesson, Every Minute, Every Day 2026-2027**

We embrace diversity when it comes to planning lessons to ensure students have a varied diet of activities to keep learning engaging and when considering the most suitable strategies linked to the variety of qualifications we teach. However, we also understand that having a sense of stability via core routines positively impacts student's learning, behaviour, participation, and social and emotional well-being, as well as being important for a positive climate for learning. Routines reduce cognitive load, meaning students can focus on their learning. Cognitive science also informs us that there are essential pedagogical practices that are central to enhancing the memory process to ensure students know more and remember more. Taking all of this into account, the 'Every Lesson, Every Minute, Every Day 2026-2027' drive focuses on **non-negotiables** that must be met in all lessons, whether academic, vocational or technical. The non-negotiable strategies reside under the following titles, linking explicitly to the STAR framework:

- Lessons are strategically planned to meet the needs of all students  
STAR Spotlight: A1 Knowing
- Routines for learning are clear and consistent  
STAR Spotlight: S2 Routines
- Instruction, Modelling and Scaffolding are effectively used to promote Successful Practice  
STAR Spotlight: A2 Pillars
- Checking and Feedback is used extensively and purposefully to maximise student outcomes  
STAR Spotlight: R3 – Checking: Assessment, Feedback and Student Development
- Careers and Industry links are explicit  
STAR Spotlight: T2 MUTC Charter
- HWK/IS is well considered and organised to promote student learning outside of lessons  
STAR Spotlight: R4 Homework/IS

To empower subject leaders and strengthen curriculum delivery, each department has developed its own subject-specific model for Every Lesson, Every Minute, Every Day, ensuring a clear and consistent understanding of how the six core elements are implemented within different curriculum areas. This approach balances whole-school consistency with professional autonomy, enabling subject leaders to adapt teaching approaches appropriately across subjects, qualifications, and year groups while maintaining high expectations for all pupils.

This model gives subject leaders greater ownership of quality assurance within their areas, enabling them to systematically monitor the consistent and effective implementation of agreed strategies. As a result, leaders are better able to identify strengths, address inconsistencies, and secure sustained improvements in teaching and learning across their departments. In line with the expectations of the Ofsted Education Inspection Framework 2025, leaders identify priorities for improvement and take appropriate and timely action to address them.

Professional autonomy in Every Lesson, Every Minute, Every Day is supported through a structured and evidence-informed CPD programme that promotes reflective practice, collaboration, and continuous improvement. Mulberry UTC is committed to ensuring that systems and expectations remain manageable and purposeful, helping to reduce unnecessary workload while maintaining a strong focus on high-quality teaching, inclusion, and pupil achievement.

The department overviews for Every Lesson, Every Minute, Every Day can be located on pages ....TBC

# EVERY LESSON, EVERY MINUTE, EVERY DAY 2026-2027

**STAR Spotlight:**  
A1 Knowing  
P21-26

**Lessons are strategically planned to meet the needs of ALL students**  
Seating Plans    Adaptive Practice for All  
Literacy & Reading    Stretch  
CPD Development Focus: HT3

**STAR Spotlight:**  
R3 Checking  
P42-50

**Checking and feedback is used extensively and purposefully**  
Cold Calling    Circulation    WCLC  
Feedback & Student Development  
CPD Development Focus: HT2 & HT5

**STAR Spotlight:**  
R2 Routines  
P27-33

**Routines for learning are clear and consistent**  
Entering the classroom    During lessons  
Exiting the classroom    Organisation  
CPD Development Focus: HT1

**STAR Spotlight:**  
T2 MUTC Charter  
P51-55

**Career and industry links are explicit**  
Explicit Links  
CPD Development Focus: HT4

**STAR Spotlight:**  
A2 Pillars  
P34-41

**Instruction, Modelling and Scaffolding are used effectively to promote successful practice**  
Instruction    Modelling    Scaffolding  
CPD Development Focus: HT3

**STAR Spotlight:**  
R4 HWK/IS  
P56-60

**HWK/IS is well considered and organised to promote student learning outside of lessons**  
Organisation, Checking and Feedback  
CPD Development Focus: HT2



# 1. Lessons are strategically planned to meet the needs of ALL students



A1: Knowing the students and meeting their needs (our diverse learners)			
	Developing	Securing	Mastering
<b>A</b>	<ul style="list-style-type: none"> <li>The teacher is aware of the diverse context in which they teach and has made some attempts to connect learning to the community to promote engagement and consideration for future careers in linked industries.</li> <li>The teacher has looked at data and pastoral information and is aware of most student needs. The teacher shows evidence of planning to support students and ensure that they are challenged appropriately.</li> <li>The teacher has a seating plan in place, but it is not always effective and purposeful towards learning in the lesson.</li> <li>The teacher is aware of requirements and suggested strategies for SEND students and makes attempts to ensure they are utilised in practice. The teacher communicates with additional adults in the classroom, such as TAs, to guide their support for individual children.</li> <li>The teacher attempts to adapt their teaching during lessons to address gaps as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher positively promotes the diverse context of the students and community in which they teach (e.g. referring to diverse practitioners and case studies) which has had a positive impact on student engagement and supports students to consider the industry as a potential pathway.</li> <li>The teacher uses up to date with data and pastoral information to ensure they are knowledgeable of all student needs. The teacher knows what factors inhibit learning and what strategies and adjustments to make and implement to overcome these. The teacher considers student strengths and needs when planning and during lessons. The majority of students feel suitably challenged and are showing progress.</li> <li>The teacher has considered students' strengths and needs and uses this knowledge to plan an effective seating plan for all students.</li> <li>The teacher keeps up to date with SEND documentation and other learning preferences and uses this information to adjust teaching and implement strategies to support students. The teacher works with other relevant colleagues, such as TAs, to develop their understanding of their students.</li> <li>The teacher diagnoses gaps in children's knowledge accurately during lessons and adapts their teaching in response.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a deep knowledge of the diverse context in which they teach and positively promotes this through a range of strategies (e.g. providing opportunities for students to engage with diverse industry professionals). Students feel connected to the subject and can see themselves working within the industry field.</li> <li>The teacher regularly uses up-to-date data and pastoral information to ensure they are fully knowledgeable of all student needs. The teacher knows students' strengths and needs and responds with small adjustments to provide a fully inclusive, engaging learning environment (e.g. circulation to support students). All students are suitably challenged and thus show significant progress.</li> <li>The teacher has carefully planned a highly effective seating plan in response to student strengths and needs which is reviewed regularly.</li> <li>The teacher sophisticatedly deploys relevant strategies and adjustments from SEND documentation (IEPs, EHCPs) and other learning preferences purposefully and effectively to support all students. The teacher works collaboratively with other relevant adults, such as TAs, to ensure best outcomes.</li> <li>The teacher accurately predicts where errors and misconceptions may emerge during lessons and is responsive to subtle clues from students about their understanding.</li> </ul>

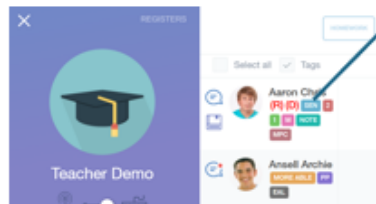
# 1. Lessons are strategically planned to meet the needs of ALL students



Non-negotiables 2025-2026:

## Seating Plans

- ✓ All teachers to create carefully considered seating plans to ensure a **positive learning environment** where students can **fulfil their potential**.
- ✓ Seating plans consider: SEND, IEP strategies, EAL, TG/CWA/MG/IP and behaviour notes – all information is now centralised within EduLink.
- ✓ Seating plans are **saved on EduLink**
- ✓ Seating plans should be reflected on regularly and adapted when required – please use your professional judgement and seek advice and guidance from the pastoral / behavioural / SEND team as required.



Chris Aaron  
Status: -

Important Notes:  
Pastoral/Note

SEN strategies:

Title	Strategy
Strategy 1	Break down tasks, information, instructions into smaller parts
Strategy 2	Repeat instructions
Strategy 3	Give extra time for completing tasks at home and in class



Behaviour points



Tags



Assessment data

# 1. Lessons are strategically planned to meet the needs of ALL students

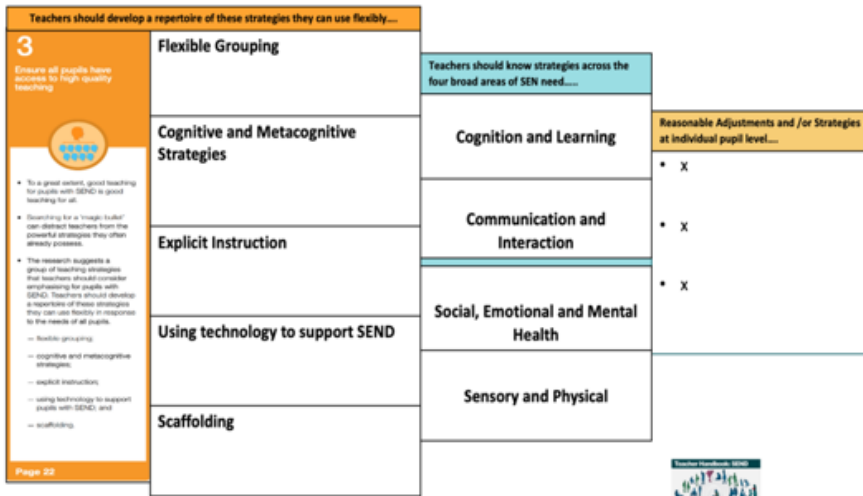


Non-negotiables 2026-2027:

## Adaptive Teaching for All

- ✓ Teachers plan lessons in advance using adaptive teaching strategies to meet the needs of all learners in the classroom.
- ✓ **Teachers read and use IEPs and are aware of the needs**, strengths and reasonable adjustments required for all identified students in their classes.
- ✓ Teachers regularly use and review a range of strategies to engage, support and challenge all students appropriately.
- ✓ **Teachers work collaboratively with Leadership, SENCO, Teaching Assistants and Behaviour Mentors** to ensure support strategies are implemented consistently across lessons.

### De-mystifying High Quality Adaptive Teaching for All



### STRATEGIES ACROSS THE FOUR BROAD AREAS OF NEED TO INFORM TEACHING APPROACHES...

Cognition and learning	Social, emotional and mental health	Communication and interaction	Sensory and/or physical
Pre learning vocabulary	Images	Give time to respond (10 sec)	Enlarged resources
Writing frames	Checklists	Question prompts	Enlarges images
Key terms	Specific feedback	Sentence starters	Adjusted seating
Spelling prompts	Praise the effort as well as the result	Chunking information	Seating plan
Structure strips	Consistency	Writing frames	Gap fills
		Language of choice (you have 2 options)	



# 1. Lessons are strategically planned to meet the needs of ALL students



Non-negotiables 2026-2027:  
[Literacy and Reading](#)

[TBC following consultation with T&L working party June/July 2026](#)

# 1. Lessons are strategically planned to meet the needs of ALL students



Non-negotiables 2025-2026:

## Stretch and Challenge

- ✓ Appropriate and well considered stretch and challenge activities are **planned** into each element of the lesson. Activities encourage **deeper thinking**.
- ✓ **No learning time is wasted** as students are encouraged to move on and develop further once the initial task has been completed.
- ✓ The teacher checks that **targeted students** are completing the stretch tasks and encourages others as well.

## Challenge Toolkit



Challenge cards in GCSE RE

**CHALLENGE:**

When you finish, write a paragraph comparing both religions and their views on life and death. Use evidence from the worksheet to support your points.

## Exam Questions

Question 1

Question 2

Question 3

Ask students to produce exam questions for the topic they are studying. These could be scaffolded by criteria or left open.

Extension:

- Students go on to create model answers to the questions they have set.
- Students swap questions with one another and then answer these.
- Questions are taken in by the teacher and redistributed at random. After writing answers students meet up with the question author to mark the work.

## Articles

Article 1 Article 2 Article 3

Laminate newspaper, journal or magazine articles relevant to your subject area or topic. These can be kept to hand for when students finish their work.

Supplement with questions or tasks that give the student's reading purpose, e.g.:

- What is the main argument?
- Is there an element of bias in the text?
- Do you agree with the article? Why?
- How might you summarize the content of the article for a peer?
- How might we follow up on the article's content?

T.I.F. Take it Further for Do Now in Psychology

Do Now....

Analysing Quantitative Data: Descriptive Statistics

1. a. What do the results in the table below suggest?

	Mean number of words recalled	Standard Deviation Score
C2: Resulting in the same state as you heard (order / colour)	26	2
C2: Resulting in a different state to the one you heard in (order / colour)	14	7

- b. What level of measurement has been achieved? Interval, Ordinal or Nominal? Justify your choice
- c. Given the level of measurement, should the researcher have used the mean and SD? Explain
- d. State one strength and one limitation of the mean

T.I.F: Inferential Statistics – which inferential statistical test should be used? Justify your choice.

## Stretch in Media

**DO NOW** In your red book!!!!

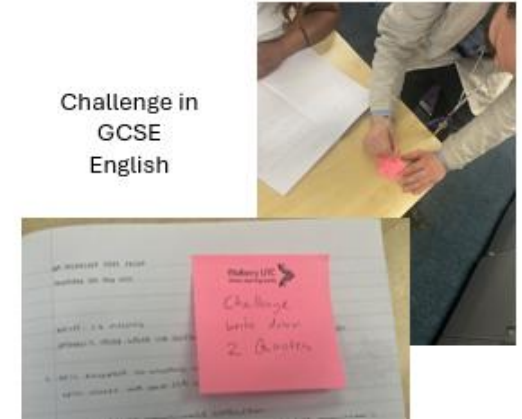
Comics cwk: Characters 27/11/24

1. List 2-3 **key points** from our coursework brief (e.g. target audience is..)
2. Explain **your ideas** for your **main character**.

**Stretch:**

3. How do your ideas appeal to the target audience?

Challenge in GCSE English



# 1. Lessons are strategically planned to meet the needs of ALL students



Notes:

# 1. Lessons are strategically planned to meet the needs of ALL students



Notes:

# 1. Lessons are strategically planned to meet the needs of ALL students



Notes:

## 2. Routines for learning are clear and consistent



<u>S2: Managing routines and procedures</u>			
	Developing	Securing	Mastering
<b>S</b>	<ul style="list-style-type: none"> <li>The teacher attempts to establish procedures for key moments in the lesson.</li> <li>The teacher prompts and repeats instructions for routines regularly, including basic routines. Students may rely on these reminders to manage their behaviour.</li> <li>Learning time is lost and time is sometimes spent off task.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are clear, explicitly taught and mostly embedded. The students understand the routines and the purpose of them. Transitions between activities are generally smooth.</li> <li>Students are responsive to teachers' instructions and cues.</li> <li>Routines contribute to effective learning in most lessons, with little loss of learning time. Students use technical spaces practically and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are unobtrusive allowing the focus to be on learning and key moments may happen without any prompting from the teacher.</li> <li>Students take responsibility for their own behaviour and professionalism; and are motivated by a desire to learn.</li> <li>No learning time is lost. Where purposeful, students use specialist and technical spaces professionally and confidently.</li> </ul>

## 2. Routines for learning are clear and consistent



Non-negotiables 2025-2026:

### Entering the classroom

- ✓ Greet students at the door before the lesson starts
- ✓ Teacher checks students are in **correct uniform (including lanyards)**
- ✓ Students immediately sit in their **assigned seats** according to seating plan take out **equipment** necessary for the lesson
- ✓ Teacher does **register** during the Do Now. MUTC-Referral for students truanting

### The Do Now

- ✓ The Do Now is **planned purposefully** and thoughtfully to ensure it is accessible to all and builds challenge and engagement (**3-5 questions**)
- ✓ The Do Now is in the same place every lesson so taking it and **getting started is the habit** of all students
- ✓ Students start the Do Now as soon as they have sat down and **experience success** (achievement points given for effort)
- ✓ Students should be able to complete the Do Now without any direction from the teacher, without any discussion with their classmates and in most cases without any other materials save what you provide.



The first step in a great lesson is a “Do Now” – a short activity that you have written on the board or that is **waiting for students as they enter.**



- **Habit**
- **Self-managed**
- **Pen to paper – accountability**
- **Preview today’s learning, review or embed prior learning**

Teach Like a Champion  
CLASSROOM CULTURE

The Strong Start:

- Threshold Routines
- Do Now
- Review Now

Ultimately, it's a way of mastering the **SYSTEMS AND ROUTINES**, key to the development of **INDEPENDENT LEARNERS**, and effectively using these to drive student **PROGRESS**.



## 2. Routines for learning are clear and consistent



Non-negotiables 2025-2026:

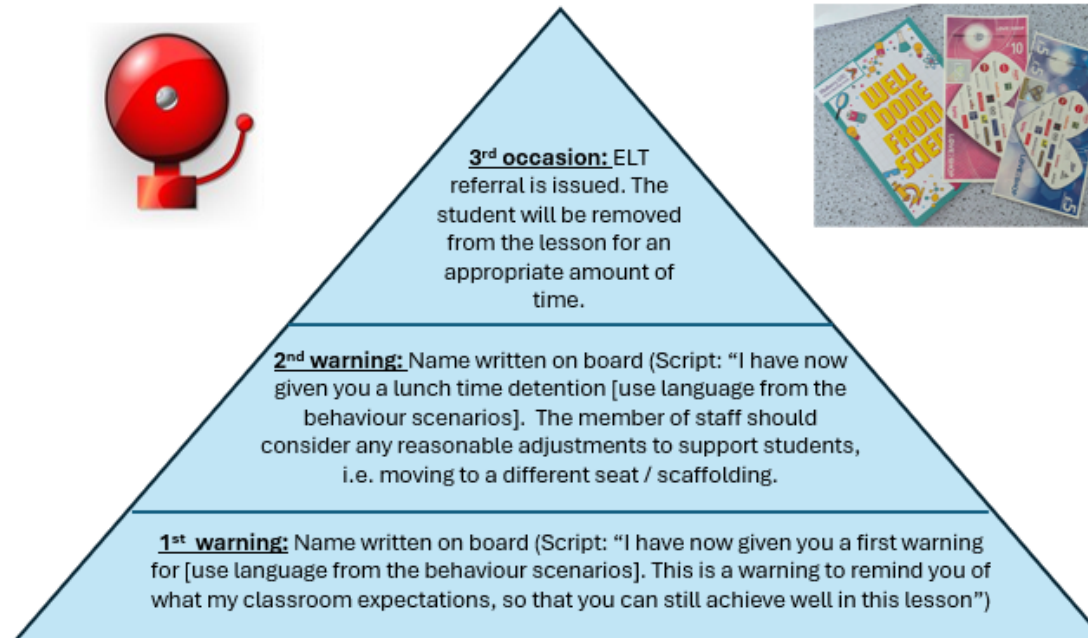
### During lessons

- ✓ Giving **praise** for positive behaviours and narrating this
- ✓ Follow behaviour policy **consistently** using the warning, detention and referral stages
- ✓ Update **EduLink** with lateness, achievement points, behaviour points and detentions

### Exiting lessons

- ✓ Teacher to ask students to **pack away** equipment, and tidy the room
- ✓ Students to **stand behind chairs**, until dismissed by teacher at the bell
- ✓ Students to leave in a professional, calm manner

SELECT LEARNERS	Student info	Behaviour points	Achievement points
Learner name Year Class MS Group House	Graham Abbes Year 8 SA Grenetta Abbey Year 11 11P Jimmy Abbey Year 10 G Sean Abbey Year 8 SS Andrew Abbot Year 10 10E Ben Abbot Year 11 11A	0 50 155 10 0 0 10	0 0 85 0 15 0



## 2. Routines for learning are clear and consistent



### Non-negotiables 2025-2026:

#### Organisation

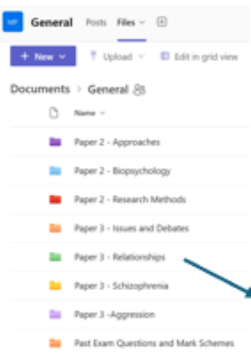
Folders / Equipment:

- ✓ Lesson resources are **uploaded to TEAMS** before the start of the lesson. Resources are well organised on TEAMS with clear titles connected to curriculum requirements.
- ✓ Teachers supply students with a **guide** on how to organise their folders (online and offline).
- ✓ Students are supplied with **curriculum documentation**.
- ✓ Students are expected to bring **essential equipment** with them to lessons
- ✓ Teachers complete **folder / equipment checks** to ensure students are following the guidelines. Teachers follow the behaviour policy in response to equipment checks (including folder organisation).

Deadlines:

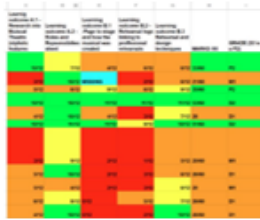
- ✓ Departments thoughtfully **plan coursework deadlines**. These are added to the **staff calendar** and students are informed and reminded.
- ✓ Teachers follow the **T&L procedures** when students do not adhere to deadlines (KS5: ASP via DOLs/HODs & KS4: Parental Contact / Detention and DOLs/HODs referral)

Please go to '6. HWK/IS is well considered and organised to promote student learning outside of lesson' for additional expectations of organisation



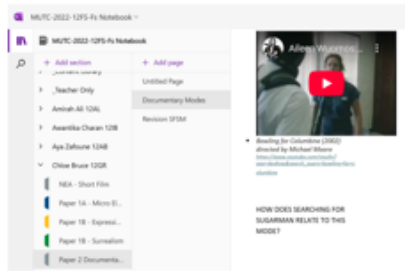
Teaching resources organised in TEAMS

NEA is tracked. Teachers follow up missed deadlines



1. Factors affecting attraction - Physical Att...
2. Factors affecting attraction - Self disclos...
3. Factors affecting attraction - The Filter Th...
4. Evaluate the sexual selection and human ...
5. Sexual selection and human reproductive...
6. Theories of romantic relationships - SET...
7. Theories of romantic relationships - Equ...

TEAMS class notebook:



Student folder organisation:

**KS5 Science and Maths Department Information:**

Staff in department:

Staff Name	Subject	Room
Ms Saleh	DCS Science and Maths	502/2nd floor office
Mr Adam	HOD and Chemistry teacher	502/lab/oral hub
Ms Lachopna	Science Teacher	503
Mr Murrin	Senior Science technician/STEM	Prep room
Ms Squire	Maths Teacher	303
Mr Abdul	Head of GCSE Maths	304
Mr Alom	Maths Teacher	306
Ms Soares	Science and T level Teacher	301

- Equipment list:**
- Pens (Black/Blue) Green pen (self/peer marking)
  - Highlighter
  - Ruler
  - Pencil and Rubber
  - Protractor set (Maths/Geometry set) – Needed for Science and Maths
  - Scientific calculator – Needed for Science
  - Maths A level calculator – Casio FX-991EX
  - Student planner
  - Folders/exercise books
- Professional expectations as Students:**
- Students to line up in silence outside of their lessons in a punctual manner
  - No mobile phones to be seen/heard in the classroom at any point.
  - No shouting out answers (put hands up silently if you have a question)
  - Students respect each other and their teachers
  - No member of the classroom should be talking while a member of staff/student is speaking
  - Students to support one another in a kind manner
  - Students complete any class tasks, homework and coursework by the deadline provided by the teacher
  - Get involved in lessons by providing answers, discussion points or requesting help or support
  - Bring the correct equipment to their lessons for the subjects (folders/books, homework, stationary including protractor set and scientific calculator, green pen etc.)
  - Independent learning outside of lesson time – minimum 6 hours per subject per week (not including homework)

**SOCIOLOGY FOLDER LAYOUT Y12**

Education	Methods in Context	Family	Theory	Home work	Essays	Exams	Revision
1. Education checklist	1. Methods checklist	1. Family Genetics 1	1. Theory Genetics 1	1. HW topics must record on log!	1. Essay tracking sheet	1. Exam tracking sheet	1. Exam revision notes
2. Year education pack	2. Year methods pack in order			2. Info to books booklets	ALL ESSAYS WITH GREEN PEN RESPONDING TO FEEDBACK	ALL EXAMS WITH GREEN PEN RESPONDING TO FEEDBACK	
3. Any additional notes	3. Any additional notes			3. All HW sheets			
4. Textbook packs	4. Textbook packs						

**IGA A Level Psychology Paper 3 - Issues and Debates**

	Green	Yellow	Red
AD1: Gender Psychology – Universality and Bias. Gender bias including androcentrism and alpha and beta bias			
AD3: Gender Psychology – Universality and Bias. Gender bias including androcentrism and alpha and beta bias			
AD1: Culture in Psychology – Universality and Bias. Cultural bias, including ethnocentrism and cultural relativism.			
AD3: Culture in Psychology – Universality and Bias. Cultural bias, including ethnocentrism and cultural relativism.			
AD1: Free will and determinism: hard determinism and soft determinism, biological, environmental and psychic determinism.			
AD3: Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism.			
AD1: Determinism - The scientific emphasis on causal explanations.			
AD1: The nature-nurture debate: the relative importance of heredity and environment in determining behaviour. The interactionist approach.			
AD3: The nature-nurture debate: the relative importance of heredity and environment in determining behaviour. The interactionist approach.			

## 2. Routines for learning are clear and consistent



Notes:

## 2. Routines for learning are clear and consistent



Notes:

## 2. Routines for learning are clear and consistent



Notes:

### 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



A2: Pillars: Instruction			
	Developing	Securing	Mastering
<b>A</b>	<ul style="list-style-type: none"> <li>Content and skills are not always presented clearly, leading to some confusion. Delivery is sometimes too lengthy or not detailed enough.</li> <li>The teacher sometimes forgets the no interruptions policy allowing student questions and diversion from the task at hand. 'No hands' rule is not used routinely.</li> <li>Consideration for dual coding is inconsistent. For example, written content on the whiteboard is distracting and/or students are making notes during instruction time.</li> <li>The teacher mostly gives clear what to do to their students.</li> </ul>	<ul style="list-style-type: none"> <li>Content and skills are presented clearly with appropriate pace and energy. Content is planned with cognitive load by limiting the amount of material students receive at any one time. The teacher shows evidence of having examined the curriculum by demonstrating a clear understanding of what the learning steps look like, to inform their instruction whilst still maintaining aspirational learning.</li> <li>The teacher regulates the student's behaviour to ensure no interruptions. Some students require guidance with this. 'No hands' rule is not fully embedded.</li> <li>Consideration is given to dual coding but again is not fully embedded.</li> <li>Transitions between activities are well managed through specific, concrete, sequential and observable 'what to do's' throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Content and skills are presented with complete clarity, including Tier 3 language, and with appropriate pace and energy. Content is carefully planned to ensure reduce cognitive load and shows evidence of in-depth knowledge of the curriculum. Planning shows a perfect balance of access for all and challenge. Planning enhances aspirational learning.</li> <li>During instruction there are no interruptions. Student questions are avoided during this period ('no hands' rule).</li> <li>Careful consideration is given to dual coding. This includes, but is not limited to, careful consideration for content presented in slides and resources during instruction and a 'pens down' approach to ensure all students are fully focused on the content being presented.</li> <li>Transitions between activities are seamless because of specific, concrete, sequential and observable 'what to do's' throughout the lesson.</li> </ul>

A2: Pillars: Modelling			
	Developing	Securing	Mastering
<b>A</b>	<ul style="list-style-type: none"> <li>Modelling is used within the lesson but is not always as effective as it could be. Students are not always able to connect the modelled technique to new questions/scenarios.</li> <li>The teacher demonstrates their thinking when asking students to engage in a task. Students make attempts to use this guidance to complete additional tasks but often need extra support.</li> <li>Attempts at modelling are evidenced by producing examples of completed tasks: exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>Modelling techniques are clearly evident in the lesson. Students successfully apply the techniques modelled to new questions/scenarios.</li> <li>Narration of decisions and choices is made by the teacher when completing a particular task. Students can use this to independently complete additional tasks with confidence and success.</li> <li>The teacher incorporates teacher and student exemplars into the lesson where appropriate by varied formats: e.g. use of a visualiser (teacher models and student spotlighting).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher effectively uses modelling techniques to ensure that students can learn how to solve problems and understand specific steps that can be used to successfully complete tasks, reducing cognitive load. Modelling techniques re embedded fully so that students can relate new knowledge to what is already known: compare, contrast, categorise.</li> <li>Modelling narrative is clear and concise, enabling students to master specific skills or concepts and go on to complete additional task independently with success.</li> <li>A variety of modelling techniques are used in the lesson. These are planned effectively to allow students to grow in confidence (I do, we do, you do).</li> </ul>

### 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



A2: Pillars: Scaffolding			
	Developing	Securing	Mastering
	<ul style="list-style-type: none"> <li>The teacher uses scaffolding techniques to guide students.</li> <li>Individual student needs are not always appropriately assessed, leading to issues with challenge for some students. Students may be overly reliant on the support given or not challenged enough.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of planned scaffolding tasks such as content, graphic, sensory and interactive techniques are successfully used to enable students to work independently on complex content, problem solving and skills.</li> <li>The teacher considers the needs of the student to ensure students are appropriately challenged.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of well planned, tailored support is provided by the teacher to help students successfully perform tasks that they cannot initially complete independently. Complex concepts are broken down and a supportive framework is provided and gradually removed to enable students to develop skills and understanding.</li> <li>Scaffolding is tailored to the need of the student to allow effective challenge for all. The teacher uses ongoing diagnosis of student needs and promotes learner autonomy through fading assistance until mastery is achieved.</li> </ul>

A2: Pillars: Successful Practice			
	Developing	Securing	Mastering
<b>A</b>	<ul style="list-style-type: none"> <li>Most students are engaged with the activity when working collaboratively. When working independently, some students find it difficult to focus and remain on task.</li> <li>The teacher circulates the room and offers support to students. There are times when some students are off task, and this is not always identified and dealt with in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage well with activities when collaboratively working. When working independently, students are mostly focused.</li> <li>The teacher circulates effectively, using praise to motivate students. The teacher is efficient at identifying and supporting students with errors or areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Students are submerged fully in activities when involved in collaborative working. When working independently, students are completely focused on achieving the goals of the task.</li> <li>The teacher ensures that all students experience a high level of successful practice by strategically circulating. Authentic praise is used to positively reinforce students. The teacher can successfully identify errors or areas for improvement to supportively guide students to greater success.</li> </ul>

### 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



Non-negotiables 2025-2026:

#### Instruction

- ✓ Instructions fit within the **clear WTD** (what to do) framework of **SOCS** (Specific, Observable, Concrete, Sequential)
- ✓ Instructions are **planned verbally** (teacher exposition) and supported **through visuals** in lesson slides (e.g. time reminders, success criteria, imagery)
- ✓ Teachers demonstrate an understanding of **cognitive load**
- ✓ Students know exactly what to do, when, how and why
- ✓ Students **feel successful** as they move through the lesson tasks, including transitions ('lesson agenda')

- Specific.
- Observable.
- Concrete.
- Sequential.



This technique emphasises giving clear, observable directions, checking for understanding, and providing positive reinforcement, all within a **structured process**.

To what extent do I...	
1	<p><b>Explicit instruction</b></p> <p>...use clear and succinct language when explaining things to pupils, checking their understanding frequently?</p> <p>...use dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content?</p> <p>...model how to complete a task before expecting pupils to work independently?</p>

#### EEF blog: 'Clarity is king'



Teachers should strive to minimise extraneous **cognitive load** by presenting information in a clear, organized, and accessible manner, allowing students to focus **their mental energy on learning the material itself**.

#### THE 'WHAT TO DO' CYCLE

**WHAT TO DO DIRECTIONS:** GIVE CLEAR CONCRETE OBSERVABLE DIRECTIONS FOR THE TASK YOU WANT STUDENTS TO DO.

**BE SEEN LOOKING:** LOOK DELIBERATELY FOR FOLLOW THROUGH AFTER YOU DIRECTION. MAKE SURE THAT STUDENTS SEE YOU LOOKING SO THEY KNOW IT MATTERS TO YOU AND THEY KNOW YOU'LL NOTICE WHETHER THEY DO IT.

**NARRATE THE POSITIVE:** ACKNOWLEDGE (BUT DON'T PRAISE) STUDENTS AS THEY BEGIN TO DO IT: "THANKS, CHRIS, FOR GETTING STARTED RIGHT AWAY. THANKS JASMINE."

**CORRECT WHEN NECESSARY:** USE THE LEAST INVASIVE FORM OF CORRECTION SUCH AS POSITIVE GROUP CORRECTION (MAKE SURE YOUR PENCIL IS MOVING) OR ANONYMOUS INDIVIDUAL CORRECTION (STILL NEED TWO SEE TWO STUDENTS WRITING).

The goal is to create a classroom where students immediately **understand expectations** and begin **working efficiently, fostering a productive learning environment**.

# 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



Non-negotiables 2025-2026:

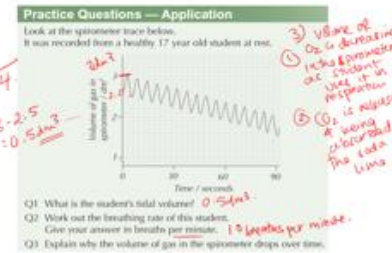
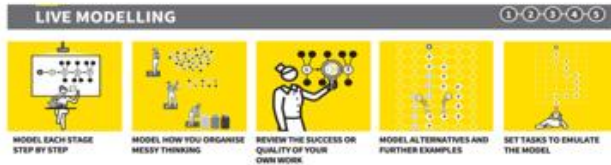
## Modelling

- ✓ Teachers apply a **variety** of modelling strategies in every lesson to ensure effective, deliberate practice.
- ✓ Students know **what success looks like**
- ✓ Students can **apply** this learning to their own independent work

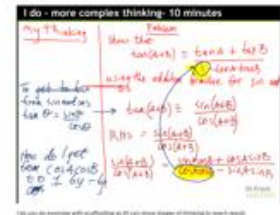
### Modelling Menu:

'I do, we do, you do' / Exemplars / Use of visualisers / Practical demonstrations / Sharing great practice when circulating

### Live modelling in Science



'I do' followed by 'we do' and 'you do' in Math



Practical demonstration in T' Level Health



Examining exemplars in Sociology

Outline and explain two Functionalist contributions about the family (10 marks)

**Lets colour code our model paragraph together**

One Functionalist contribution is that of George Murdock. He identifies four key functions of the nuclear family: the sexual, reproductive, economic, and educational functions. This means that the family helps maintain the smooth running of society by providing stable relationships, producing the next generation, supporting them financially, and socialising children into the norms and values of their culture. This can be further supported by functionalist beliefs that society operates like a human body - each part (including the family) has a role to play in keeping society stable. An example of this is how parents teach their children right from wrong, which helps prevent deviant behaviour in the future. This is because Murdock sees the family as a universal institution that is essential for the survival of society and the well-being of its members. **ADD:** However, this view is criticised by Marxists and Feminists, who argue that Murdock ignores family diversity and the negative aspects of the family, such as inequality and domestic violence.

### Hand-washing technique with soap and water



### Modelling practical activities in H&SC

#### Part 1: Live Demonstration (Practical)

You will perform a live demonstration of effective handwashing using soap and water following the NHS guidelines (see the poster provided in class).

Your demonstration should:

- Follow all steps in correct order (including rubbing palms, thumbs, fingertips, wrists, etc.).
- Last between 15-30 seconds.
- Show use of soap, running water, and correct drying technique.
- Use a tissue or elbow to turn off the tap (infection prevention step).
- Be observed and assessed by your teacher.

### Using the inferential statistics table

A study was conducted to see if boys were more aggressive than girls (as measured through teachers rating the child on a scale of 1 - 33)

### Using the inferential statistics table

An experiment was conducted to see if people perform a task better if they are given a reward or a punishment. The study used 20 participants who were given a reward or a punishment for each correct answer.

### Activity: Using the inferential statistics table

1. A study was conducted to see whether people who owned a pet rated themselves happier (on a scale of 33) compared to people who didn't own one.
2. An experiment was conducted to see whether drinking two units of alcohol had an effect on reaction time. The experimental group were given alcohol and their times were compared to those in a control group who were matched on gender, weight and average weekly alcohol consumption.
3. A study was conducted to see if a new weightlifters diet programme worked. 20 female participants were measured before and after to see whether they gained weight, lost weight or stayed the same weight.
4. A study was conducted to see if there was a relationship between age (measured in months) and the number of words in a child's vocabulary.

I do, we do, you do in Psychology

Using a visualiser in English



# 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



Task Scaffolding in T' Level Health



Non-negotiables 2025-2026:

## Scaffolding

✓ **Appropriate** scaffolding is used to enable students to access and succeed in tackling challenging tasks.

### Scaffolding Menu:

Content Scaffolding / Task Scaffolding / Sensory Scaffolding / Graphic Scaffolding / Interactive Scaffolding

<p><b>Scaffolding</b> Content Scaffolding This concentrates on building students' understanding of concepts by simplifying the complexity of information.  For example, when teaching cell structure in science, a teacher may follow a simplified diagram highlighting just the key components like the nucleus, cell membrane, etc. This allows students to grasp the basic concepts before adding details about organelles and proteins. The informational complexity is reduced to avoid cognitive overload.</p>		<p><b>Scaffolding</b> Task Scaffolding This is where you structure activities to make them more achievable.  If students are learning to write a novel, the teacher can remove cognitive load by providing a template which organises the paragraphs and points and gives sentence starters. This simplifies the writing process while students practice constructing arguments.</p>		<p><b>Scaffolding</b> Graphic Scaffolding Use visual organisers to help students organise information and see relationships between things.  • Charts and diagrams • Story maps • Timelines  E.g. Imagine you need students to write an essay which compares and contrasts themes within a text.</p>	
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<p><b>Scaffolding</b> Sensory Scaffolding Provide support through visual, auditory or tactile means.  • Video and audio clips • Hands on materials and models</p>	
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<p><b>Scaffolding</b> Interactive Scaffolding Questions, hints and prompts  • Think about modeling • Verbal cues and questioning • Collaborative activities • Self-Questioning checklists</p>	
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Content Scaffolding of binominal distribution via a real-life sweet task in Maths



What did you do in class today? Please make sure to use keywords and skills and explain what they are. E.g. 'Thinking on their feet' and 'worked in pairs'.

Why is the use of these skills important? What impact do they have on the audience?

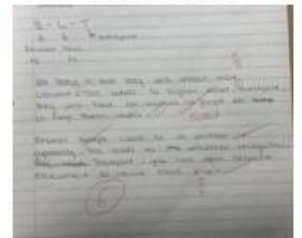
What did you do in class today? Please make sure to use keywords and skills and explain what they are. E.g. 'Thinking on their feet' and 'worked in pairs'.

Task scaffolding for logs in Performing Arts

### Scaffolding in Media

Storyboarding	Storyboarding
Storyboarding	Storyboarding
Storyboarding	Storyboarding
Storyboarding	Storyboarding

Task scaffolding in Business: BLT: BECAUSE OF, LEADS TO, THEREFORE...



Task Scaffolding in Psychology

WRITING EFFECTIVE ADD PARAGRAPHS IN ESSAYS

The hamburger technique

### 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



Notes:

### 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



Notes:

### 3. Instruction, Modelling and Scaffolding are used effectively to promote successful practice



Notes:

## 4. Checking and feedback is used extensively and purposefully



R3: Checking: Assessment, Feedback and Student Development			
	Developing	Securing	Mastering
R	<ul style="list-style-type: none"> <li>Formative assessment opportunities to check for understanding are evident in lessons and include both whole class checks and individual student probes. Routines require some tweaking to optimise outcomes.</li> <li>The teacher identifies some gaps and misconceptions. These are not always addressed effectively.</li> <li>For examination courses / units, mock exams assess a range of content and skills that would be expected from the final examination. QLA/TLA are used to identify whole class and individual student gaps. Plans are made to fill gaps, but the cycle is not robust when it comes to reassessment to assess progress effectively.</li> <li>For examination courses / units, additional summative assessments are set during half terms where there are no mock exams. Feedback and DIRT are utilised but requires more rigour to ensure effective progress for all.</li> <li>NEA is organised and managed by the teacher, so the majority of students attempt all criteria on first submission. Feedback is clear and students use this to make improvements.</li> <li>In T Level courses (and vocational course where possible, industry links are used to set appropriate employer set projects that enable students to link classroom learning to the world of work and for students to develop some key industry specialist skills that will be useful for their future pathways.</li> </ul>	<ul style="list-style-type: none"> <li>A range of formative assessment methods to check for understanding are effectively used within the lesson. This involves a mix of whole class checks and individual student probes. Routines are in place to encourage all students to actively participate.</li> <li>The teacher adapts the lesson appropriately as a response to the outcomes of the activity by regularly identifying and addressing gaps and misconceptions to benefit student progress.</li> <li>For examination courses / units, mock exams are representative of what would be expected from the final examination, assessing a range of content and skills. QLA/TLA's are used by the teacher to identify whole class and individual gaps. The teacher implements strategies to fill gaps and correct misconceptions. Reassessment is a key feature of the programme, and the majority of students show progress.</li> <li>For examination courses / units, additional cumulative summative assessments are set during half terms where there are no mock exams. Feedback is meaningful. DIRT is factored in to planning to allow students time to reflect and develop.</li> <li>NEA is effectively organised and managed by the teacher to ensure students make successful attempts at all criteria at first submission. Feedback is effectively used by students which consequently leads to improvements in final submission. Final submissions are made within set deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use a wide variety of formative assessment methods to check for understanding. These are fully embedded throughout the lesson. This includes a mix of effective whole class checks and individual student probes to illicit constructive responsive teaching. Each strategy is well planned and executed to ensure all students are actively engaged and thinking deeply at all times. Teachers apply a supportive but clear 'no opt out' expectation.</li> <li>Responses from checks identify class strengths leading to increased pace and challenge as well as identifying and addressing misconceptions at the earliest opportunity to ensure student know more and remember more. Support mechanisms are put in place for individuals identified as requiring more guidance or challenge.</li> <li>For examination courses / units, mock exams are representative, assessing a wide range of content and skills at a similar level of challenge to be expected from the formal examination. The teacher applies appropriate QLA/TLA strategies to identify whole class gaps as well as individual student improvement requirements. QLA/TLA leads to effective and efficient strategies to close whole class gaps and targeted individual intervention plans. Reassessment is central to the programme, demonstrating sustained and substantial progress for all.</li> </ul>

## 4. Checking and feedback is used extensively and purposefully



R3: Checking: Assessment, Feedback and Student Development			
	Developing	Securing	Mastering
		<ul style="list-style-type: none"> <li>In T Level courses (and vocational subjects where possible), industry links are successfully used via employer set projects to enable students to create lifelong learning, linking content taught in class to the classroom as well as allowing students to develop a wide range of specialist skills that will be beneficial to future pathways.</li> </ul>	<ul style="list-style-type: none"> <li>For examination courses / units, additional cumulative summative assessments are set during half terms where there are no mock exams. Feedback is detailed and meaningful. Effective Dedicated Improvement and Reflection Time (DIRT) is successfully factored in to ensure feedback is processed successfully by the student.</li> <li>NEA is robustly organised and managed by the teacher to ensure students are successful at top criteria at first submission. Feedback clearly identifies criteria achieved. Students are eager to complete their final submissions. All students use feedback to maximise outcomes.</li> <li>In T Level courses (and vocational subjects where possible), industry links are optimised via employer set projects which allow students to create a deep connection between learning and the workplace and promote the development of extensive industry specialist skills that will be important for future career pathways.</li> </ul>

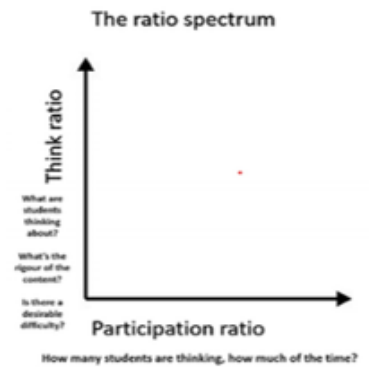
## 4. Checking and feedback is used extensively and purposefully



Non-negotiables 2025-2026:

### Cold Calling

- ✓ Questions are planned and targeted
- ✓ The 80/20 rule is embedded (at least **80%** of questioning is cold call)
- ✓ **Students' names** are consistently used (*seating plan in hand at start of the year where needed*)
- ✓ The question is posed, followed by a **pause** for thinking time, and then the student's name is said (to ensure all are thinking)
- ✓ Students are **prepared for cold call**, e.g. think, pair, share or 'everybody writes' prior (consider student needs)
- ✓ The **questions and responses** are **bounced** around the room (more student voice than teacher voice)
- ✓ 'The why' and resets are used where needed to embed this as a highly impactful routine



*'at its best it brings a distinctly positive form of accountability.'* TLAC

*I care what you are thinking is to remind a student that they matter.*

**Cold Call is deeply inclusive**

students should always be **ready** to share their thoughts and participate

### COLD CALLING

① ② ③ ④ ⑤



ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN



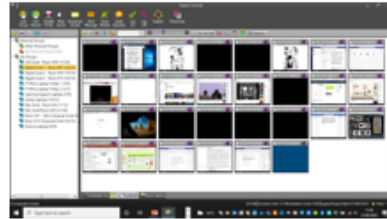
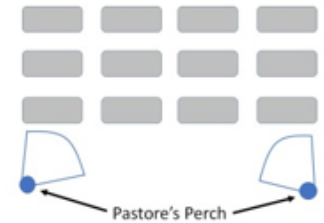
## 4. Checking and feedback is used extensively and purposefully



Non-negotiables 2025-2026:

### Circulation

- ✓ The seating plan and classroom/space layout is supportive of learning and all student's work can be checked (considering needs of students e.g. who needs early checks?)
- ✓ The teacher uses **radar and 'be seen looking'** front the front of the space to monitor learning and progress, as well as effective circulation around the space
- ✓ Students feel **positively accountable**, supported and challenged through regular teacher checks
- ✓ The teacher uses a range of circulation strategies (e.g. quick checks and non verbals during the Do Now, individual interventions and targeted feedback during deliberate practice)
- ✓ **Technology** is effectively used to 'circulate' student's screens (e.g. Impero)



Just as a great chess player's moves are strategic (she anticipates moves and plans ahead) a great teacher leverages her proximity and moves strategically to *Circulate* in the classroom.



- Simple walk-by.
- Touch/nonverbal.
- Basic read/review.
- Pick-up read.

• **Be purposeful:** Have a plan for where you'll move and what you'll be looking for.

• **Be proactive:** Move around the room and check in with them.

• **Be visible:** Make sure your movement is noticeable to students but not distracting.

• **Be interactive:** Engage with students, ask questions, and provide feedback.

## 4. Checking and feedback is used extensively and purposefully



Non-negotiables 2025-2026:

### Whole Class Learning Checks (WCLC)

- ✓ Teachers **strategically plan** WCLCs, including the questions that will be asked
- ✓ Teachers embed  **routines** to ensure that WCLCs are efficient and effective
- ✓ Questioning for WCLCs are developed with use of **higher-level questions** via cold calling
- ✓ Teachers **reflect and respond** as required to any gaps or misconceptions identified
- ✓ Incorrect answers are **addressed immediately** - Do not be afraid to tell students that they have got something wrong! Develop a **learning culture** where mistakes are embedded as part of the learning process.

### Whole Class Learning Checks Menu:

Mini White Boards / Hand Signals / Choral Response / Four Corners (four different answers for student to move to) / Online Quizzes

Examples of suitable tasks or MWBs to elicit straightforward, short answers:

#### Quick recall and recognition:

- **Multiple Choice:** What is the capital of France? A. London B. Paris C. Rome
- **True/False:** True or False? CBT focuses on challenging irrational thoughts
- **Fill-in-the-blank:** A \_\_\_\_\_ is a group of stars that form a pattern
- **Identify and Label:** Label A, b, and C, in this diagram

#### Application and problem solving:

- **Mathematical Equations:** Solve for x:  $2x + 5 = 11$
- **Diagram drawing:** Draw a diagram of the water cycle
- **Graphics:** Plot the following data points on a graph

Get students thinking more with questions via cold calling:



#### Higher-order thinking:

- **Justification and reasoning:** 'Why do you think that?' or 'Explain your reasoning'
- **Evaluation:** 'What are the advantages and disadvantages of the approach?'
- **Hypothetical scenarios:** 'What would happen if the temperature increased by 10 degrees?'
- **Open-ended questions:** 'What are some possible solutions to this problem?'

#### Process and feedback:

- How did you get there?
- Can you explain where you went wrong?
- What was your first step?
- What did you learn from this?

# 4. Checking and feedback is used extensively and purposefully



Non-negotiables 2025-2026:

## Feedback and Student Development

- ✓ Teachers plan lesson tasks so that students are given a **wide range of feedback** opportunities to promote success.
- ✓ Feedback enables students to be clear on their **strengths**, addresses **misconceptions** and gives specific advice on **how to improve** (in line with exam board regulations)
- ✓ Books and HWK are **marked regularly** in line with department policy.
- ✓ For formal examination assessments (e.g. unit assessments / mock exams), teachers analyse the outcomes rigorously to **inform planning** (use of QLAs/TLAs). **Dedicated Improvement and Reflection Time (DIRT)** is expertly allocated with specific focus given to both whole class and individual student gaps. Student improvement is **reviewed** (reteach, remodel and reassess)
- ✓ Coursework deadlines are adhered to. Student work is rigorously **tracked**. Productive feedback from the first draft is given (in line with exam board regulations). Students and teachers use 'Turnitin' to check for **plagiarism** and **misuse of AI**. Feedback is given on referencing when required. Students are allocated specific DIRT time to improve before handing in the final version.

English Feedback Grids

Feedback	Formal	Informal	Self-reflection	Peer-review
Formal	... (text)	... (text)	... (text)	... (text)
Informal	... (text)	... (text)	... (text)	... (text)
Self-reflection	... (text)	... (text)	... (text)	... (text)
Peer-review	... (text)	... (text)	... (text)	... (text)

EXAMINERS REPORTS

Always include equality and diversity of WJEC components

ACC: Keep it simple. Focus on the key core components to avoid confusion.

Constructive use of examiners reports in Psychology

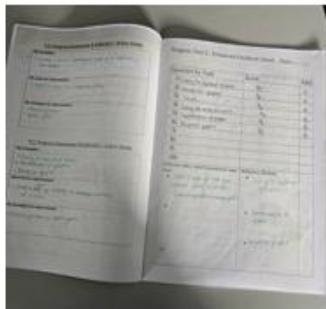
### QLA in Science



CTEC Business Unit Tracker:

Unit	Score	Grade	Target	Actual	Grade	Target	Actual
15 - Change Management	60	EX	R	M	M	P	D
16 - Principles of Project Management	60	CW	D	M	P	M	M
17 - Responsible Business Practices	60	CW	D	P	M	D	D
19 - International Business	60	CW	D	d	P	D	d
22 - Delivering a Business Project	120	CW	D	D	P	D	D
Total Points			284	290	258	282	305
Current Grade			DMK	DAM	PPP	MMM	D*MD

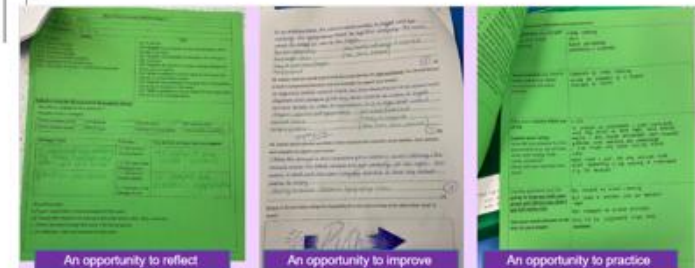
Maths tracking and DIRT



Tracking in Performing Arts:



Mock exam DIRT – Green sheet work:



## 4. Checking and feedback is used extensively and purposefully



Notes:

## 4. Checking and feedback is used extensively and purposefully



Notes:

## 4. Checking and feedback is used extensively and purposefully



Notes:

## 5. Career and Industry links are explicit



T2 MUTC Charter			
	Developing	Securing	Mastering
<b>T</b>	<ul style="list-style-type: none"> <li>The teacher connects content studied to careers and transferable skills on a basic level.</li> <li>In technical subjects, the teacher refers to specialist equipment, but usage is not embedded fully into the working practices of the curriculum.</li> <li>The teacher has some links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit students.</li> <li>A few students explore industries linked to the subject area as part of their future planning. Some students go on to study or work in the sector as a response to their positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher connects content to careers and transferable skills in a meaningful and engaging way so that students can see the how their learning connects to the wider world.</li> <li>In technical courses, the teacher makes use of specialist equipment in lessons, so students are engaging in experiences of industry within their learning.</li> <li>The teacher has a range of links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit students.</li> <li>Students are interested to explore industries linked to the subject area as part of their future planning. Many students go on to study or work in the sector as a response to their positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses a range of up-to-date information, including LMI, to infuse learning about careers and transferable skills into the curriculum in a meaningful and engaging way to promote excitement about the future and to raise aspirations.</li> <li>In technical subjects, the teacher actively integrates the use of specialist equipment into their lessons to ensure that students have a deep and meaningful understanding of how industry works.</li> <li>The teacher has a range of well-established links to industry and HE and has utilised these links by organising key speaker sessions, trips and/or university trips to benefit the students. This includes working on meaningful projects.</li> <li>Students aspire to work in industries related to their subject specialism. Most students go on to continue to study or work in the sector as a response to their positive experiences.</li> </ul>

# 5. Career and Industry links are explicit



**Non-negotiables 2025-2026:**

**Career and industry links are in all lessons**

- ✓ Careers and Industry links are thoughtfully considered for **all units** when planning.
- ✓ Key speakers, workshops, trips to the world of work and trips to FE and HE are carefully **integrated into the curriculum** and discussed in lessons for **meaningful experiences**.

**Low level engagement:**

Careers linked to the unit being studied displayed on slides / Tasks linked to job roles / HWK/IS research tasks for specific careers  
 Career based questions: 'How does the work we completed today link to careers?' / Linking skills covered to careers  
 Videos on careers linked to topic

**Career and Industry Links Menu:**

**High level engagement:**

Employer set projects (including upscaling briefs to involve employers in CNAT/CTEC/BTEC) / Career discussions when using specialist equipment  
 Workshops with employers to develop / assess skills and content / Work placements / Key Speakers linked to curriculum  
 Trips to the workplace / FE / HE linked to curriculum

**Performing and Production Arts**

Production Timeline - when you work in the industry you must create a timeline for you and your team to follow. (especially if you are in a managerial role)

Task	Start Date	End Date	Duration	Priority	Notes
Task 1	2024-09-01	2024-09-05	5 days	High	Initial planning and research
Task 2	2024-09-06	2024-09-10	5 days	Medium	Developing content and materials
Task 3	2024-09-11	2024-09-15	5 days	High	Final review and preparation
Task 4	2024-09-16	2024-09-20	5 days	Medium	Implementation and delivery
Task 5	2024-09-21	2024-09-25	5 days	High	Post-project evaluation and reporting

**T' Level Health / H&S**



**MEDICAL SCIENCES APPLIED SCIENCE**

**Spotify Podcast Project**  
 Explore the world of digital sound through a project set by Spotify to plan and produce a podcast for their platform. Tour the Spotify office and then return to the UTC to learn how to record create Foley sounds as well as how to use Adobe Audition to manipulate digital sound files and create professional sounding tracks.

**BFI Future Film Festival Project**  
 Your brief is to create a short film for entry into the British Film Institute's Future Film Festival - a short film competition for emerging film makers aged 16-25. You will focus on developing short film narratives and study cinematography and camera work so that you can create professional, punchy short films that be entered into the BFI festival (Supported by Netflix)

Employer Set Projects In Applied Science

Placements in T' Level Media

**MUTC Charter Careers: Where can this take me?**

Working technology with a focus on families and households opens up a wide range of career routes, particularly in areas relating to social care, health, education, and social change in vulnerable areas.

- Family support worker** - working directly with families to improve home environments and parenting.
- Working in a social care office** - assessing and supporting people with learning disabilities, mental health issues, and substance misuse.
- Mental health support worker** - supporting people with mental health issues and addressing their needs in a safe and supportive environment.
- Education support worker** - working with young people having educational needs, supporting their learning and development.

**Social Sciences**

**WHO CAN DIAGNOSE SCHIZOPHRENIA?**

**Psychiatrists**

- A level in AQA in Biology, Chemistry and another A-level subject (e.g. Maths or Psychology)
- Degree in Medicine - specialises in Psychiatry
- Can diagnose patients
- Can prescribe psychological treatments (e.g. CBT)
- Can prescribe biological treatments (e.g. anti-psychotic drugs)

**Clinical Psychologists**

- A level in AQA in different subjects (e.g. Psychology, Biology, Health & Social Care)
- Degree in Psychology (BPS accredited, NUS) + Progression in clinical psychology
- Can diagnose patients
- Can prescribe psychological treatments (e.g. CBT)
- Can prescribe medication (e.g. anti-psychotic drugs)

Apprenticeship for Health Clinical Associate (works under a clinical psychologist)  
 Level 7 - Degree apprenticeship.  
 You need a degree to apply for this apprenticeship.



Urban plan workshop with Business students

**CREATIVE INDUSTRIES @MUTC**

**LIVE EVENTS TECHNICIAN**

**Work Experience**  
 Our T Level offers you the chance to spend at least 9 weeks of the course working with industry professionals in world class venues to learn how to prepare a site for everything from a music concert to a football match.

As part of our course you get access to highly competitive work experience placements with the production teams at venues like The National Theatre and The Royal Opera House.

**Employer Set Project**  
 Work on a real project, set by employers that lets you learn skills in Lighting, Tiding, Sound and Broadcast Engineering, TV Production, Research and more.

**National Theatre**

**ROYAL BALLET & OPERA**

## 5. Career and Industry links are explicit



Notes:

## 5. Career and Industry links are explicit



Notes:

## 5. Career and Industry links are explicit



Notes:

## 6. HWK/IS is well considered and organised to promote student learning outside of lessons



R4: Learning outside the classroom - Homework and Independent Study			
	Developing	Securing	Mastering
	<ul style="list-style-type: none"> <li>Homework and Independent Study is set but not planned in advance. Little consideration for the wider SOL is given. Students don't always see the value of completing the work set.</li> <li>Homework and Independent Study is sometimes set via TEAMS assignments. Checking and Follow-up is inconsistent.</li> <li>Feedback from Homework and Independent Study is rarely included in lessons so the tasks sometimes feel irrelevant to students, and therefore completion can sometimes be low.</li> </ul>	<ul style="list-style-type: none"> <li>Homework and Independent Study is planned in advance with some consideration of the wider SOL. Homework and Independent Study is deemed to be useful in the learning process.</li> <li>Homework and Independent Study is set via TEAMS assignments, checked and followed up.</li> <li>Feedback from Homework and Independent Study is sometimes included in lessons to promote relevance and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Homework and Independent Study is very well thought through and organised. HWK/IS is planned in advance as part of the wider SOL to enable students to develop their knowledge and critical understanding. Students see extensive value of the work set outside of lessons and complete it to a high standard.</li> <li>Homework and Independent Study is consistently set via TEAMS assignments, checked and followed up (reward points, detentions and/or contact with parents) to maximise engagement</li> <li>Feedback from Homework and Independent study is embedded into lessons to ensure that the work is relevant, meaningful and respected.</li> </ul>

# 6. HWK/IS is well considered and organised to promote student learning outside of lessons



## Non-negotiables 2025-2026:

### HWK/IS Organisation, Checking and Feedback

- ✓ Homework/IS is carefully **planned in advance** in accordance with the SO.L
- ✓ Homework schedules are in place to help **organise students** (KS4: HWK timetable and KS5: Agreed day for setting and collecting HWK)
- ✓ Students are **set appropriate amount** of HWK/IS in accordance with MUTC Policy
- ✓ Homework/IS uploaded as an **assignment on TEAMS** so that parents can view
- ✓ Homework/IS is **checked** (ideally as part of lesson) to make it more purposeful and meaningful
- ✓ Homework/IS is **followed up** in line with policy and detentions set on **edulink**

Coursework deadlines are set in advance and adhered to in Applied Science:

Unit	Teacher	Year group	First full draft	Final draft
18	Ms Malm	13	19/09/2025	10/10/2025
4	Ms Soares	13	17/10/2025	21/11/2025
6	Mr Alam	13	07/11/2025	28/11/2025
11	Ms Malm	13	19/12/2026	23/01/2026
5	Ms Soares	13	20/02/2026	13/03/2026
10	Mr Alam	13	27/02/2026	20/03/2026
7	Ms Malm	12	12/06/2026	3 <sup>rd</sup> July 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 10	Science R, E	Maths Citizenship	Bus / PA	English	HSC / CM
Year 11	Science RE	Maths HSC / CM	Bus / PA	Sociology	English

	KS4 Year 10	KS4 Year 11
Core GCSE subjects	2 hours per subject per week	3 hours per subject per week
Non-Core subjects (Non-core GCSE and vocational courses)	1 hour per subject per week	2 hours per subject per week

A' Level	6 Hours per week (per A' Level)
CTEC / BTEC L3 Diploma	11 Hours per week
CTEC / BTEC L3 Extended Diploma	17 Hours per week
T' Levels	Year 12 – 9 Hours per week (placement year) Year 13 – 15 Hours per week
CTEC L2	10 Hours per week

### HWK planned in advance in Psychology:

Name	Modified	Modified By
Y13_HW2_Green_Pen_Sheet.docx	7 hours ago	Krystal Glasford
Y13_HW2_Worksheet.docx	7 hours ago	Krystal Glasford
Y13_HW3_Green_Pen_Sheet.docx	7 hours ago	Krystal Glasford
Y13_HW3_Worksheet.docx	7 hours ago	Krystal Glasford
Y13_HW4_Green_Pen_Sheet.docx	7 hours ago	Krystal Glasford
Y13_HW4_Worksheet.docx	7 hours ago	Krystal Glasford

### Homework/Independent study - due Wednesday 26th March

Due March 25, 2025 11:59 PM

#### Instructions

- 1) Complete Biodiversity booklet - email for markscheme
- 2) Weekly 7 hours of uplearn - do 1 hour each day to support recall and retrieval for long term memory
- 3) Exam questions on ecosystems printed - if absent please collect from me if you were absent by end of week

This uplearn total is for both Ms Malm and I - not just topics we assign. If you've name is not here that means you have done zero work on uplearn. This is the current leader board:

HWK/IS is set on TEAMS as an assignment and progress is tracked in Science:

Student name	Hours (17 - 23 Mar, 2025)
Yusuf Hussain	6.6
Ritesam Mohamed	5.9
Zaynah Ahmed	4.5
Mohammed Hassan	3.6
Sherina Conto Nalko	2
Sawoner Rahman	1.8
Tasmeida Rahman	1.1

### HWK on platforms is tracked and followed up



## 6. HWK/IS is well considered and organised to promote student learning outside of lessons



Notes:

## 6. HWK/IS is well considered and organised to promote student learning outside of lessons



Notes:

## 6. HWK/IS is well considered and organised to promote student learning outside of lessons



Notes:



## Mulberry UTC – Teaching, Learning & Assessment Policy



### ‘Improve, not Prove’

#### Quality Assurance

The role of the Quality Assurance is to ensure all students receive the highest possible quality education throughout their time at Mulberry UTC. Quality assurance is an essential element of school self-evaluation. The outcomes of quality assurance will contribute to enhancing the quality of teaching and learning, improving progress and levels of attainment. At Mulberry UTC, quality assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation. Quality assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance, and individual / internal self-evaluation. The following section provides clear guidance and protocols for the main types of quality assurance that are regularly used at Mulberry UTC.

#### Learning Walks:

Mulberry UTC strives to develop the highest quality teachers and educators, providing an exemplary learning environment for students. Learning walks at Mulberry UTC supports our drive to provide the best possible education for our students. As is stated in our Mulberry UTC Great Teaching Framework (STAR), which is designed to support and enable teacher development from the earliest stages through to the highest level of exemplary practice, ‘the framework is designed to be a holistic tool to support teachers and leaders to understand where they are in their practice and enable goal setting’. Learning walks will refer to STAR and are developmental and constructive; they are not part of the performance management of individuals nor can an official judgement about the quality of teaching and learning be made about an individual during a learning walk.


There are a number of **purposes** to completing learning walks that impact all stakeholders:

- Developing and creating a culture of professional development and a growth mindset (reflection, ownership)
- Developing and creating an open-door culture – a collaborative and effective learning environment
- Monitoring and quality assurance – student success, outcomes and destinations
- Celebrating strengths and identifying areas for development
- Developing and maintaining positive, supportive relationships with staff and students (presence)

Learning walks are a transparent process and should be used to inform the continuous professional development of a team or the school. Therefore, the following protocols will be followed whenever a learning walk is conducted at Mulberry UTC:

1. Learning walks will be undertaken in a positive and professional manner. Colleagues completing learning walks should understand that learning walks have a developmental and supportive emphasis; and that they encourage appropriate professional dialogue on improving practice. Colleagues should refer to relevant strands within STAR for guidance. It must be noted that the framework is not a checklist, nor should teachers or observers treat it as one.
2. Learning walks will be continual throughout the year **with calendared monitoring weeks based on assessing the impact of development focus, where** all members of staff should receive feedback.. ELT will be expected to feedback on lessons they have visited during their weekly meeting time, in order to support alignment and understanding of key strengths and areas for development.
3. The purpose or focus of a learning walk during the impact (monitoring) phase should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
4. Learning walks will be conducted with minimum disruption to teachers and students. Teachers are not required to do anything beyond their everyday practice. This results in the most purposeful and valuable feedback, and where actioned and implemented, will have the greatest impact upon students.
5. Dual learning walks form part of the training and support for the development of leaders in the school, ensuring learning walks are conducted in a fair and consistent way.
6. During learning walks, students can be asked about their perceptions of their own learning and progress.

- All learning walk feedback will be logged on the Teams feedback hub (see screen shot below), with follow up professional dialogue to increase effective reflection and implementation. Teachers will receive a notification via email and are able to track and review all of their feedback on their personal logs. This log can be reviewed by ELT, which is useful in monitoring who has been seen, with what classes, and what the findings were.

 **New feedback for:**

**Details**

Type of feedback

Learning Walk

Date and time of lesson

5/9/2025 01:22 PM

Teacher receiving feedback \*

Enter the name of the teacher who you are providing feedback for

Year Group \*

Year 10

Year 11

Year 12

Year 13

Other

**General**

General comments

Add any general comments here (such as 'Thank you for letting me see your lesson...')

Individual Students

What did you notice about individual students (e.g. can SEN students access the lesson, are higher attaining students being stretched?)

**Feedback 1**

WWW1

Be specific - include the teacher/student action and the impact. Link to STAR.

STAR Link WWW1

Link your first WWW to a STAR category

EBI1

What is the highest leverage action this teacher can take forward to improve their practice? Be specific and link to STAR.

STAR Link EBI1

Link your first EBI to a STAR category

**Feedback 2**

WWW2

(Optional)

STAR Link WWW2

Link your second WWW to a STAR category

EBI2

(Optional)

STAR Link EBI2

Link your second EBI to a STAR category

### Formal Lesson Observations:

Formal lesson observations will occur as part of the appraisal process, and each staff member will complete at least two of these across a year. As with learning walks, observations will be completed by two members of staff to support consistency and provide developmental opportunities for senior and middle leaders. All teachers will have the opportunity to review our STAR framework, to reflect upon their practice and maximise the upcoming observation developmental opportunity.

### ITT and ECT:

Teachers in training and early career teachers do not take part in the appraisal process but follow a specific programme to support their progress and development. This will include termly joint lesson observations with the ITT/ECT Lead (Assistant Principal) and the mentor. These lessons are never graded and are a completely developmental exercise, with feedback being provided via professional dialogue within 48 hours. Mentor meetings will also be reviewed, as well as QA checks through relevant portals used by the trainee and mentor (e.g. UCL extend). Additionally, feedback will also be received via external providers and facilitators. ECTs will take part in review meetings at the end of each term with the ITT/ECT Lead (Assistant Principal) which also informs assessments and reports written at each stage of development.

### **Student Voice:**

Student voice is essential to student success. Effective student engagement contributes to quality assurance by capturing the voices of all students. Children and young people can offer unique perspectives on what it is like to be a student. Involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion, crucial skills Mulberry UTC is driven to develop in our students. Student voice is therefore a crucial part to quality assurance and monitoring, and we know our staff at Mulberry UTC place high value on this.

Student voice surveys will form part of our quality assurance, and these will occur during the half termly development focus impact (monitoring) phase, usually within the last two weeks of each half term (MS form shared via Teams).

All students will be given time to complete these surveys. Students will not be asked for their views of an individual teacher, but students will be asked about their perceptions of their own learning and progress.

EHA/ELT will report on key takeaways, to inform future professional development planning. Feedback will be shared with staff, including student quotes, to celebrate key areas of successful practice, and to communicate key areas for development.

### **Book/folder (including online) looks**

Book and folder (including online) looks also form part of our quality assurance process, occurring where relevant within the development focus impact (monitoring) phase of each term.

Books and folders (including online) will be completed on a regular basis on a representative group of students from our school. ELT will complete book and folder looks within ELT meetings in pairs and will be given a set of questions for guidance. Key findings will be reported with specific actions for departments, whilst also informing professional development planning.

Staff may view books and folders (including online) during learning walks to inform their feedback, but this will be done with consideration and follow up where needed, for example where a class is shared or where a teacher has taken over a class mid-way through the year.

Mulberry UTC strives to create independent learners, crucial to success for particularly KS5 students, the majority of our school. Therefore, systems are set up to support students to take responsibility and ownership of their book and folder organisation (including online and on TEAMS).

Heads of Department and Directors of Learning should review work from all classes within their areas to support their monitoring of progress and outcomes.

### **Yearly Peer Review:**

The yearly peer review forms a crucial part of our quality assurance process, and results in key findings impacting future planning.

### **Continued Professional Development:**

At Mulberry, we believe that everyone is a learner and has the capacity to lead their own learning and that of others. Our CPD offers a broad range of training and developmental opportunities for staff to engage in professional learning within the school and across our Multi Academy Trust. As Leaders in Learning, we have identified four key strands for Mulberry UTC (STAR) that lead to high quality teaching, learning and progress in all areas. These areas of pedagogy, as well as the key strands identified in this year's School Improvement Plan and during our termly development focus cycles, are used to establish a structured approach to areas of practice that require improvement as a result of ongoing self-evaluation activities.

- **Space and The Learning Environment**
- **Teacher as a Professional**
- **Adaptive Practice**
- **Review and Reflect**

Below you will find a summary of the CPD available for staff working at Mulberry UTC for 2026-2027. All CPD is designed to have an immediate impact on practice. Therefore, individuals are encouraged to identify and participate in opportunities that will help them to achieve their personal CPD goals. All teaching staff must attend whole school T&L CPD sessions, INSETs (Twilight and full day) and all directed time meetings.

NEW STAFF/TEACHERS	TEACHING STAFF	SUPPORT STAFF	MIDDLE LEADERSHIP	SENIOR LEADERSHIP
<ul style="list-style-type: none"> <li>New Staff Induction</li> <li>Early Career Teachers (ECT)</li> <li>Safeguarding training</li> <li>Initial Teacher Training (ITT – Professional Studies) – including Mulberry College of Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Whole School INSET days</li> <li>Whole School T&amp;L CPD sessions</li> <li>Twilight INSETs (including Trust network meetings)</li> <li>Safeguarding training</li> <li>Prevent training</li> <li>SIMs and SISRA analytics training</li> <li>Teams, Edulink and Impero training</li> <li>UCAS training</li> <li>Appraisal training</li> <li>Trips and Visits training</li> <li>External Partners training (NHS Barts, National Theatre, STEM)</li> </ul>	<ul style="list-style-type: none"> <li>Support Staff Professional Learning</li> <li>Exam Access Training</li> <li>THEP (SENCO Forum)</li> <li>Speech and Language Training</li> <li>Twilight INSETs (including Trust network meetings)</li> <li>First Aid Training</li> <li>Safe Smart</li> <li>Support staff appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Mentor training (internal, UCL, East London Teaching School Hub, Mulberry College of Teaching)</li> <li>Tower Hamlets Education Partnership (THEP) Subject Forums</li> <li>T Level training</li> <li>AIM training</li> </ul>	<ul style="list-style-type: none"> <li>Leadership development (East London Teaching school hub)</li> <li>THEP Leadership Forums</li> <li>Trust peer reviews</li> <li>East Bank development</li> </ul>

### **Other CPD Opportunities:**

Mulberry UTC is committed to responding to the emerging professional learning needs of our colleagues. Therefore, additions or amendments to the CPD offer outlined here may occur throughout the year. There are also several other CPD opportunities available to staff, and a ring fenced CPD budget that all staff can access.

### **Coaching:**

Mulberry UTC has introduced coaching to the Continuing Professional Development (CPD) programme to help teachers develop skills, increase confidence, and improve the quality of provision. Our coaching programme is a non-judgemental and developmental process. Coaches work with teachers to:

- Identify professional strengths and areas for development
- Set achievable teaching and learning goals
- Reflect on classroom practice and collaborate to co-plan
- Trial and evaluate new strategies
- Improve student progress and engagement

Coaching partnerships are carefully planned to ensure they are supportive, purposeful, and professionally appropriate. Consideration is given to experience, subject expertise, professional strengths, development priorities, and working relationships to ensure coaching is collaborative, constructive, and effective in improving teaching and learning.

### **Reducing Workload:**

Mulberry UTC is committed to supporting staff wellbeing by actively managing workload. Leaders will regularly review policies, systems, and expectations to ensure that administrative tasks are proportionate, purposeful, and focused on improving teaching and learning. Staff will be supported through collaborative planning, efficient assessment practices, effective use of technology, and protected professional time.

Specific examples of how Mulberry UTC reduces workload include:

#### **Planning and Preparation**

- Providing shared schemes of work and centrally planned resources
- Using department time for collaborative planning
- Reducing duplication by sharing high-quality teaching materials
- Providing protected PPA time free from unnecessary meetings
- Protected off site PPA

#### **Marking and Feedback**

- Focus marking on key assessment points rather than every piece of work
- Use verbal feedback and self/peer assessment where appropriate
- Use of Turnitin feedback tools

#### **Data and Assessment**

- Limit data collection to meaningful, calendarised assessment points
- Use SIMS marksheets to streamline reporting processes
- Use of SISRA to establish patterns and trends

**Meetings and Communication**

- Keep meetings purposeful with clear agendas and time limits
- Reduce unnecessary emails and duplicate communication via the Friday email
- Protect staff time by avoiding meetings outside directed hours unless essential

**Behaviour and Classroom Support**

- Implement consistent whole-school behaviour systems (see S2: Routines for Learning)
- Provide effective pastoral and SEND support
- Ensure staff can access timely support for challenging behaviour via the referral system

**Use of Technology**

- Use TEAMS and Turnitin to simplify planning, assessment, and communication
- Provide training so staff can use technology efficiently

**Professional Development**

- Deliver CPD during directed time where possible
- Ensure training is relevant and manageable (use of regular staff feedback)
- Use coaching and collaborative CPD approaches rather than excessive paperwork
- Provide opportunities for peer support and resource sharing

**Leadership Responsibilities**

- Consider workload impact before introducing new initiatives
- Consult staff regularly about workload and wellbeing
- Review policies to remove unnecessary administrative burdens
- Ensure accountability processes are proportionate and supportive



# STUDENT CHARTER

As a Mulberry UTC student you will be :

## Exploring Future Education and Career Options

- ✓ Attending talks by professionals in industries related to subjects you are interested in and study.
- ✓ Visiting colleges and universities to discover the full range of opportunities available to you.
- ✓ Having access to a school-based Careers Advisor and have one-to-one careers guidance interviews.



## Gaining Practical Experience and Developing Skills

- ✓ Completing a work experience placement in an industry that interests you.
- ✓ Participating in school trips connected to the world of work that aid learning and professional growth.
- ✓ Having access to specialist, industry standard equipment.



## Demonstrating Initiative and Tracking your Progress

- ✓ Taking part in Trust-wide programmes such as Mulberry STEM Academy, Model UN, Global Girl Leading and Mulberry Production Arts Academy.
- ✓ Volunteering in your community and having the chance to join the MUTC Youth Leadership Team.
- ✓ Utilising Unifrog as a research tool and a way to record experiences and applications.



# Support Staff Professional Gold Standard Charter

## PREAMBLE

Support Staff make the education of pupils our first concern. We act with honesty and integrity; we keep our knowledge and skills up-to-date and uphold the vision, values and ethos of our school community. We forge positive professional relationships with all stakeholders and issues of equity, inclusion and diversity are central to our work.

## PART ONE

### 1. Aiming High – Ambitious for self and others

MST support staff set high professional expectations which inspire motivate and challenge self and others.

### 2. Experts in our Field

MST support staff have excellent technical knowledge and skills. As a result, we are experts in our field and make a significant contribution to excellent outcomes for pupils.

### 3. Pupils First

MST support staff are driven by ensuring the best possible outcomes for pupils both academically and pastorally.

### 4. Resilient and Resourceful

MST support staff enjoy the challenge of working in a school: if we get stuck, we persevere and are emotionally resilient.

### 5. Adaptive and Flexible

MST support staff can confidently adapt and change our practices and priorities to meet the changing needs of our own remit, our team and the wider school community.

### 6. Inclusive and Welcoming

Equity is central to the work of MST support staff; everyone is included; all voices are heard; diversity and difference is celebrated.

### 7. Partnership and Unity

MST support staff recognise that working as a part of a team is essential to excellent outcomes; we collaborate and mutually support one another, our stakeholders and our partners, so that we are united in our shared aims.

### 8. Life-long learners

MST support staff believe that learning is an ongoing process: we take the lead in our own professional learning and support the development of others.

## PART TWO

### Embody the vision, values and ethos of Mulberry Schools Trust

MST support staff demonstrate consistently high standards of personal and professional conduct: the way we behave and the interactions we have with all stakeholders are underpinned/driven by the vision, values and ethos of the school community and we are committed to social justice.

## Mulberry UTC Lesson Observation Form 2025 - 2026

Below is a reminder of our T&L framework strands and sub strands to help the observer evidence learning and progress during a lesson observation when looking at class data, talking with students, looking at books and observing classroom practice. This is not a tick list and not every area needs to be commented on. Some areas may be added to following the professional discussion after the lesson observation (e.g. 'A' when discussing individual student needs, or 'T' when discussing planning).

<b>Please refer to all elements of EL, EM, ED</b>		<b>Observer notes and comments (used to inform the next page summary)</b> <i>(evidence – time stamps, teacher actions and quotes, student actions and quotes):</i>
<b>S</b>	<p><u>Space and the Learning Environment</u></p> <ol style="list-style-type: none"> <li>1. Creating an environment of respect and professionalism</li> <li>2. Managing routines and procedures</li> <li>3. Establishing a culture for learning and aspiration</li> <li>4. Managing professional expectations</li> </ol>	
<b>T</b>	<p><u>Teacher as a professional</u></p> <ol style="list-style-type: none"> <li>1. Subject and industry expertise</li> <li>2. MUTC Charter</li> <li>3. Evidence informed practice</li> <li>4. Collaboration with colleagues and the community</li> </ol>	
<b>A</b>	<p><u>Adaptive practice</u></p> <ol style="list-style-type: none"> <li>1. Knowing our learners and meeting their needs (reference individual students) including stretch</li> <li>2. Pillars: Instruction Modelling Scaffolding Successful Practice</li> </ol>	
<b>R</b>	<p><u>Review</u></p> <ol style="list-style-type: none"> <li>1. Retrieval and Rehearsal</li> <li>2. Direct Dialogue</li> <li>3. Checking: Assessment, Feedback and Student Development</li> <li>4. Homework / IS</li> </ol>	
	Other points:	

Teacher observed:

Observer:

Mulberry UTC Lesson Observation Form 2025 - 2026

Observer:	Subject:	NOR:	Year and Class:	Date:
Teacher Observed:	Support Staff:	Present:	SEN/EAL/PP: on SP	Time:
	<b>Teacher complete: reflection prior to lesson observation:</b> Key strength (refer to STAR): <u>(which strand and sub strand and why?)</u>		<b>Teacher complete: reflection prior to lesson observation:</b> Key area for development (refer to STAR): <u>(which strand and sub strand and why?)</u>	
D S M	<b>Observer complete: 2-3 Key strengths (include relevant letters from above):</b>		<b>Observer complete: 2-3 Questions that lead to clear actions for development:</b>	
			Observer's signature:	
<b>Teacher's signature and actions (teacher should list 3-5 specific actions for developing their practice following the professional discussion):</b>				
<i>To be completed within feedback meeting</i>				
<b>Follow up -</b>				

**Leaders in combining academic and technical learning – Continuous Professional Development 2026-27**

At Mulberry, we believe that everyone is a learner and has the capacity to lead their own learning and that of others. Our CPD offers a broad range of training and developmental opportunities for staff to engage in professional learning within the school and across our Multi Academy Trust. MUTC has a clear framework for teaching, and this is well-understood and regularly discussed by teachers. This is complemented by a comprehensive and well-planned CPD programme. In our framework, we have identified four key strands (STAR) that lead to high quality teaching, learning and progress at our school. These areas of pedagogy, as well as the key strands identified in this year's School Improvement Plan and during our termly development focus cycles, are used to establish a structured approach to areas of practice that require improvement as a result of ongoing self-evaluation activities.

**Space and The Learning Environment**  
**Teacher as a Professional**  
**Adaptive Practice**  
**Review**



NEW STAFF/TEACHERS	TEACHING STAFF	SUPPORT STAFF	MIDDLE LEADERSHIP	SENIOR LEADERSHIP
<ul style="list-style-type: none"> <li>New Staff Induction</li> <li>Early Career Teachers (ECT)</li> <li>Safeguarding training</li> <li>Initial Teacher Training (ITT – Professional Studies) – including Mulberry College of Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Whole School INSET days</li> <li>Whole School T&amp;L CPD sessions</li> <li>Twilight INSETs (including Trust network meetings)</li> <li>Safeguarding training</li> <li>Prevent training</li> <li>SIMs and SISRA analytics training</li> <li>Teams, Edulink and Impero training</li> <li>UCAS training</li> <li>Appraisal training</li> <li>Trips and Visits training</li> <li>External Partners training (NHS Barts, National Theatre, STEM)</li> </ul>	<ul style="list-style-type: none"> <li>Support Staff Professional Learning (Gold Charter)</li> <li>Exam Access Training</li> <li>THEP (SENCO Forum)</li> <li>Speech and Language Training</li> <li>Twilight INSETs (including Trust network meetings)</li> <li>First Aid Training</li> <li>Safe Smart</li> <li>Support staff appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Mentor training (internal, UCL, East London Teaching School Hub, Mulberry College of Teaching)</li> <li>Tower Hamlets Education Partnership (THEP) Subject Forums</li> <li>T Level training</li> <li>AIM training</li> </ul>	<ul style="list-style-type: none"> <li>Leadership development (East London Teaching school hub)</li> <li>THEP Leadership Forums</li> <li>Trust peer reviews</li> <li>East Bank development</li> </ul>

### CPD Programmes 2026-27

Below you will find a summary of the CPD available for staff working at **Mulberry UTC for 2026-27**. All CPD is designed to have an immediate impact on practice. Therefore, individuals are encouraged to identify and participate in opportunities that will help them to achieve their personal CPD goals. All teaching staff must attend whole school T&L CPD sessions, INSETs (Twilight and full day) and all directed time meetings. Support staff should attend all whole school CPD where directed. If you would like to facilitate CPD for colleagues or think there is something missing from the current offer, please speak to **Emily Hatcher**.

	CPD Programme	Summary	Who?	When?	Application Process
<b>New staff/Teachers</b>	<b>New Staff Induction</b>	New staff will be provided with an introduction to key policies and practice.	All new staff	Induction day and 02/09/24	N/A
	<b>Early Career Teachers (ECT)</b>	<p>The East London Teaching School Hub intends to offer the UCL Institute of Education Full Induction Programme. The Full Induction Programme includes:</p> <ul style="list-style-type: none"> <li>Fully funded, research led, professional learning for Early Careers Teachers and their Mentors based on the Early Career Framework.</li> <li>The programme will be a combination of face to face and online learning delivered by professionals who understand the context of local schools.</li> </ul> <p>The two-year programme is carefully designed to support ECTs to meet the Teachers' Standards and to further develop the quality of teaching and learning.</p>	This programme is compulsory for all Early Career Teachers	Dates will be sent out by Emily Hatcher	Contact Emily Hatcher for further details
	<b>Safeguarding training</b>	This training will provide updates on the statutory guidance for Keeping Children Safe in Education. Colleagues will be able to refresh their knowledge of safeguarding and will be given advice on how to recognise and record abuse. Strategies for managing mental health will also be included.	All staff	Sept.	Contact Julia Kibela for further details
	<b>Initial Teacher Training (ITT)</b>	<p>All initial teacher trainees from all routes must attend the in-house professional studies. The programme is carefully designed to support trainees to work towards the Teachers' Standards within the Mulberry context. This offer compliments the enhanced offer below.</p> <p>There may also be opportunities to attend PS at other schools within the Trust.</p>	This programme is compulsory for all trainee teachers placed at MUTC	Fridays 2:10-2.40pm	Contact Emily Hatcher for further details of the calendar of events.
<b>Teachin</b>	<b>Whole School INSET days</b>	This full day INSETs are dedicated to Teaching and Learning (based on the half termly development focus). The day launches the focus for the term and includes a range of staff sharing their expertise, activities to challenge and develop thinking in order to build our collective professional practice.	All colleagues must attend	Sept, Jan and April	Contact Emily Hatcher for further details

<b>Whole School T&amp;L CPD sessions</b>	Whole school CPD sessions are scheduled throughout the year (Monday 4.15pm-5.10pm) to revisit key pedagogy and to share good practice. The focus of the sessions will be closely linked to the term's development focus and will address key areas for development.	All teaching staff must attend	Mondays 4.10-5.10pm	Contact Emily Hatcher for further details
<b>Twilight INSETs</b>	There are four twilight INSETs during the year (4pm – 6pm): <b>Oct Trust celebration</b> School twilights: Nov, Jan & June (Dates TBC)	All teaching staff must attend (and support staff TTO)	Oct, Nov, Jan, June	Contact Emily Hatcher for further details
<b>Safeguarding training</b>	This training will provide updates on the statutory guidance for Keeping Children Safe in Education. Colleagues will be able to refresh their knowledge of safeguarding, and will be given advice on how to recognise and record abuse. Strategies for managing mental health will also be included.	All staff	Sept.	Contact Julia Kibela for further details
<b>Prevent training</b>	This training explains each staff member's responsibility in recognising and reporting signs of young people being radicalised. This training addresses all forms of terrorism and non-violent extremism, including far right wing and Islamist extremism threatening the UK. Staff will consider their role they can play in supporting those at risk.	All colleagues must attend	May	Contact Julia Kibela for further details
<b>SIMs and SISRA analytics training</b>	This training in how SISRA works will help teachers to analyse their data in a fast and effective way. This tool is available for everyone and has a range of functions that allow us to target teaching and learning strategies to have the maximum impact. Any requests for additional sessions can be made at this workshop.	All teaching staff must attend	Oct/Nov	Contact Sadie Green for further details
<b>Teams, Edulink and Impero training</b>	This training teaches staff how to use Teams, Edulink and Impero to effectively manage, set, mark and monitor online student work.	All teaching staff must attend	Sept, Jan	Contact Charlie Griffiths for further details
<b>UCAS training</b>	Staff will receive detailed guidance on how to support students to complete an effective UCAS application, as well as how to write a successful reference.	All teaching staff must attend	July, Sept, Oct	Contact Massuma Malik for further details
<b>Appraisal training</b>	Teaching Staff Participants will gain a detailed understanding of the appraisal process including how to conduct a formal lesson observation.	All teaching staff must attend	Sept, Feb	
<b>Trips and Visits training</b>	A large number of trips and visits run at Mulberry. This training will provide a refresher for anyone planning to run a trip during this year. It will cover the process for applying for a trip and then the protocols and risk assessment planning. It is also an opportunity for staff to share their experiences and consider how we can support each other in reducing the workload of delivering a trip.	All teaching staff must attend	Sept/Oct	

	<b>External Partners training (NHS Barts, National Theatre, STEM)</b>	Our external partners work closely with staff and students at Mulberry UTC, providing specific training to relevant staff members to support their curriculum development and delivery of courses to ensure they are of industry standard (for example, Teaching scripts at the National Theatre, and Fire Safety, Health and Safety in the hospital with Barts NHS).	Relevant teaching staff (technical subjects)		Contact Directors of Learning for further details
<b>Support staff</b>	<b>Support Staff Professional Learning</b>	Support staff are entitled to a comprehensive professional learning offer that encompasses both the core elements of professional learning common to all colleagues as well as specific, technical requirements that are unique to each support staff role. Support staff will have time to engage in the Gold Charter to support their reflections and professional development.	All support staff		
	<b>Exam Access Training</b>	Training is available for classroom-based support staff who would like to provide support to children with special educational needs taking exams. Staff can train to become readers or scribes or to provide specialist invigilation.	Teaching Assistants	Oct	Contact Sofia Soares for further details
	<b>THEP (SENCO Forum)</b>	The Tower Hamlets Education Partnership brings together subject leaders across secondary schools in Tower Hamlets. These groups build networks and provide subject specific professional learning.	SENCO	Dates will be provided by THEP	Contact Emily Hatcher for further details
	<b>Speech and Language Training</b>	This training is delivered by ELKLAN and will develop staff's understanding and ability to deliver speech and language therapy to students.	SENCO/TA		Contact Sofia Soares for further details
	<b>Twilight INSETs (including Trust network meetings)</b>	The trust network groups include a group for SENCOs, which provides opportunities for staff to share good practice and develop areas to support high quality provision. There is also a chance to continue networking online via the Teams group.  Further network groups are to be formed (e.g. HR).	SENCO		Contact Emily Hatcher for further details
	<b>First Aid Training</b>	Our first aid courses are organised by St John's Ambulance who offer training to selected members of staff around health and safety in the workplace with a specific focus on paediatric first aid.	For selected members of staff	Dec	Contact Julia Kibela for further details
	<b>Safe Smart</b>	All support staff complete online training through 'Safe Smart' during directed time to ensure their understanding of health and safety is secure.	All support staff		Contact Julia Kibela for further details

	<b>Support staff appraisal training</b>	Appraisers will gain a detailed understanding of the appraisal process for support staff.	All support staff	Sept, Feb	Contact Emily Hatcher for further details
<b>Middle leadership</b>	<b>Mentor training (internal, UCL, East London School Teaching Hub)</b>	MUTC (alongside external providers) provide high quality training for trainee teachers and NQTs. The expertise of the subject mentor is essential to this. Emily Hatcher supports ITT and ECT subject mentors through 1-2-1 discussions and personalised professional learning opportunities (including joint observations of the trainees/ECTs).	ITT and ECT subject mentors	Dates provided by EHA/ELSTH/UCL	Contact Emily Hatcher for further details
	<b>THEP Subject Forum</b>	The Tower Hamlets Education Partnership brings together subject leaders across secondary schools in Tower Hamlets. These groups build networks and provide subject specific professional learning.	Curriculum post holders	Dates will be provided by THEP	Contact Emily Hatcher for further details
	<b>T Level training</b>	T Levels started at Mulberry UTC in September 2022. T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent in size to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships. A vast range of training is available to prepare for delivery, including curriculum development and 1-1 mentoring.	T Level lead and line manager, teachers delivering T Levels	Dates to be confirmed by course provider	Contact Emily Hatcher for further details
	<b>AIM training</b>	The AIM Project (AIM) works in the field of children and adolescents with harmful sexual behaviours (HSB). AIM is a charity, which offers training, consultancy, and quality resources for practitioners and managers to educate, support and develop their practice.	DSL/HoYs	Dates to be confirmed by course provider	Contact Julia Kibela for further details
<b>Senior Leadership</b>	<b>Leadership Development (East London Teaching School Hub)</b>	Mulberry Schools Trust holds the designation for East London Teaching School Hub. ELTSH offers the full suite of National Professional Qualifications in partnership with UCL.  12-month specialist NPQs: <ul style="list-style-type: none"> <li>• NPQ Leading Teaching</li> <li>• NPQ Leading Behaviour and Culture</li> <li>• NPQ Leading Primary Maths</li> <li>• NPQ Leading Literacy</li> <li>• NPQ Leading Teacher Development</li> </ul> 18-month leadership NPQs <ul style="list-style-type: none"> <li>• NPQ Headship</li> </ul>	ELT/Post holders	2 cohorts: -Nov start -April start	Contact Daniel Seed or Emily Hatcher for further details

	<ul style="list-style-type: none"> <li>NPQ Senior Leadership</li> <li>NPQ Early Years Leadership</li> <li>NPQ SENDCo</li> </ul> <p>More information on each NPQ and how to apply can be found at: <a href="https://www.eastlondontsh.org/national-professional-qualifications/">https://www.eastlondontsh.org/national-professional-qualifications/</a></p>			
<b>THEP Leadership Forums</b>	The Tower Hamlets Education Partnership brings together senior leaders across secondary schools in Tower Hamlets. These groups build networks and provide specific professional learning.	SLT	Dates will be provided by THEP	Contact Emily Hatcher for further details
<b>Trust peer reviews</b>	Senior leaders have the opportunity to take part in trust peer reviews, visiting another school in the trust and providing feedback to develop all areas of practice.	SLT	Dates will be provided by MST	Contact Daniel Seed for further details
<b>East Bank development</b>	East Bank is a new powerhouse for innovation, creativity and learning on Queen Elizabeth Olympic Park. It is a unique collaboration between world-leading universities, arts and culture institution that opens up opportunities for everyone who visits, lives and works in East London. Network meetings and CPD is on offer for staff to develop their understanding of employer led education, as well as opportunities to shape their CPD for teachers across the area.	Director of Creative Industries and other relevant staff		Contact Emily Hatcher for further details

External Exam board training is also on offer for staff:

<b>Exam Board training</b>	Teachers will be given subject specialist training to become an examiner or moderator for an Examining Board. This will allow you to work alongside other professionals within your field of expertise and gain a better understanding of how the specifications that you teach are assessed.
<b>Exam Board Subject Training</b>	These courses offer training for education professionals to enhance their subject knowledge expertise, improve core teaching skills and provide support when the curriculum changes. Please see the links below for more information about subject specific CPD. <a href="#">AQA</a> <a href="#">Educas</a> <a href="#">Pearson</a> (Edexcel) <a href="#">OCR</a>

**Other CPD opportunities:**

Mulberry UTC is committed to responding to the emerging professional learning needs of our colleagues. Therefore, additions or amendments to the CPD offer outlined here may occur throughout the year. There are also a number of other CPD opportunities available to staff, and a ring fenced CPD budget that all staff can access. Please see the staff handbook for more details and contact your Line Manager in the first instance with CPD requests.