

At LPGS we:

1. **Share the big picture of learning** so that students understand how their learning in that lesson /homework etc. fits into the bigger picture of the subject and the inter-connectivity of other academic disciplines.
2. **Effectively utilise all learning time** 'Do it Now Langley!', take registers within the 1st 5 minutes, use B4L strategies (Warning->Move-> Remove) and routines such as the Langley Noise-o-meter so that we meet our high expectations and consistently use routines and policies that support them.
3. **Use collaboratively planned schemes of learning and students' prior data** to plan engaging activities with relevant resources that **support & challenge** all, using Bloom's/**Thinking Hard** and where relevant, **deliberate practice** and target language, so that teachers give highly effective explanations; provide clearly defined outcomes; present new knowledge in small steps; model excellence and how to achieve it.
4. Support the development of students' knowledge with **metacognition** and **retrieval practice** planned throughout schemes of learning, so that learning 'sticks'.
5. **Continuously assess learning to inform the next steps (A4L)**. We anticipate, identify and address misunderstandings through formative assessment with 6 key strategies: No Hands Up/self/peer/teacher assessment (mini whiteboards/exit tickets), so that **teachers give high quality feedback** and address needs as they emerge.
6. Use regular **summative assessment** to identify personal knowledge gaps for students to address and be re-tested.
7. Give positive **feedback** (WWW) and areas for development (EBI) that have specific requirements for student action, so that teachers give high quality feedback and students have a structured and independent process to follow when addressing identified gaps and areas for development.
8. Believe **literacy** is the key to curriculum access and promote reading, written literacy and oracy through live SPAG marking and explicit teaching of language (Tier 2 & 3), so that no student is unable to access their learning because of literacy barriers.