



Orchard Academy

Teaching and Learning Policy 2022-2023

'Every child deserves to be the best they can be'

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Teaching and Learning Policy

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1. Purpose and Aims

The purpose of this policy is to support the implementation of the highest quality learning and teaching to deliver a first-class quality of education.

We see learning and teaching as part of our core purpose to ensure that all learners make the best possible progress and attain the best possible outcomes. Effective learning and teaching are a result of whole school pedagogy, informed by careful curriculum design, clarity of intent, effective implementation of an engaging and relevant curriculum, and ongoing evaluation of impact.

Learning at Orchard Academy will enable all to develop the lifelong intellectual, personal and social skills that enable them to participate as active global citizens in a diverse and changing society through modelling and promotion of our school creed:

Every journey begins with a single step.

As we move forward, we develop the confidence to make the right choices and work hard to achieve our goals.

We will respect each other regardless of gender, race or background.

At Orchard academy, we break through the barriers of cloud to reach the stars, knowing that our lessons come from the journey, not the destination.

Enjoy the journey.

Enjoy success.

Together, we will achieve.

All learning experiences and classroom practice at Orchard Academy will ensure high quality provision for all. Teachers will draw on learners' experiences, interests, and consider the larger global picture, with questions that are relevant, appropriate and engaging. Learners will experience bespoke levels of challenge, a range of strategies to support knowledge acquisition and recall, opportunities to work in a range of settings, and positive learning relationships within a classroom atmosphere.

As a body of practitioners and staff, we understand our responsibility and purpose in the education of children at Orchard Academy. We are dedicated to ensuring every child leaves us with the following attributes as **successful learners**:

- A love and enthusiasm for learning
- A sense of confidence and self-belief
- An open and respectful mind
- Socially skilful
- Academically competent
- Self-motivated and independent
- Resilient and able to learn through challenge
- An enquiring and investigative mind
- Strong communicator
- Aspirational
- A respectful member of the wider community
- A strong sense of identity

2. Principles of Effective Teaching and Learning at Orchard Academy

The Learning and Teaching approach at Orchard Academy sits in line with the *Teaching and Learning Framework* from EMAT and uses Barak Rosenshine’s *Principles of Instruction* as the conceptual underpinning of all classroom practice. Orchard Academy believe in ensuring all practitioners engage in our clear and shared purposeful foundation for high quality education.



As classroom practitioners, we recognise the importance of a consistent approach to effective classroom practice, and so develop our pedagogy in line with the ten principles outlined in Rosenshine’s work:

Reviewing Material	Questioning	Sequencing Concepts and Modelling	Stages of Practice
1. Daily review	3. Ask questions	2. Present new material using small steps 4. Provide models	5. Guide student practice
10. Weekly and monthly review	6. Check for student understanding		7. Obtain high success rate
		8. Provide scaffolds for difficult tasks	9. Independent practice

At Orchard Academy we believe in the professional development of all practitioners and so use a coaching model to create a culture of continued professional learning (CPL) and development in order to establish a body of expert practitioners in elements Rosenshine’s pedagogy. This is complemented by additional access to Trust wide subject based CPL and working parties to continue to develop subject based knowledge and pedagogical expertise.

Effective teaching and learning is measured against these 10 core principles and works in conjunction with DfE Teacher Standards. Additional professional standards for UPS colleagues are outlined in Appendix C

Effective Teaching

At Orchard Academy we recognise the professional autonomy of practitioners in using particular styles and strategies in their teaching practice. We celebrate and advocate for new and engaging methods of developing successful learners, provided these methods lead to learners remembering, knowing and doing more in line with their age-related curriculum expectations, and are rooted in our common understanding of effective principles of instruction.

We are committed to exploring and growing expert practitioners at Orchard Academy through an effective model of coaching and CPL. Our focus on developing effective teaching is in line with Rosenshine's *Principles of Instruction* where aspects of pedagogy are explored, taught, and reviewed in depth.

In the academic year 2022-23 Orchard Academy are committed to support staff in becoming expert practitioners in all areas of instruction, with particular focus on the following skills:



These elements are referred to as the *Orchard Core Five*, with an understanding that 'Guided Practice' will move to 'Independent Practice' during the academic year at a point where guided practice has become a secure pedagogical feature of all lessons.

Effective Planning

Effective planning is integral to effective learning. Teachers will ensure that:

- All lessons are planned and implemented in line with the aims of the curriculum intent.
- All lessons are planned, organised and resourced in advance to promote a positive and calm learning atmosphere and to ensure optimum progress for all learners.
- All staff and learners can articulate the learning objectives or key enquiry question for the lesson, the place of the lesson within the scheme of learning, and the key knowledge being shared.
 - All lessons are differentiated appropriately and effectively by accessing and engaging with all data available.
- All lessons follow the scheme of learning in line with the broader curriculum aims.
 - All lessons make explicit links with previous learning in order to help children understand how new learning connects to prior knowledge.
 - They can demonstrate and articulate a knowledge of their groups, using all available data and cohort information.

When required, teachers will provide evidence of the following documentation:

Planning Documentation

Long Term Planning: Curriculum Maps and Overviews.

Medium Term Planning: Schemes of Learning with individualised adaptations to demonstrate responsive planning for the needs of classes.

Short Term Planning: Deliberately planned lessons that demonstrate the following:

- Daily lesson planning with identified groups of PP, SEND students and the support put in place.
- Targeted planning and support for learners who have been identified through the PPR (Pupil Progress Review) process, explaining how these learners are supported further to overcome barriers in their learning and to eradicate gaps in attainment.
- Targeted planning and support for micro-cohorts of students, including those identified as Pupil Premium, other disadvantaged students, EAL, SEND and the most able.
- Appropriate documentation to support individualised planning (including SEND Passports and other documentation from Edukey).
- Intervention planning.

Effective Learning

All lessons should be part of a well-planned learning sequence that allows concepts and skills to be developed in line with the curriculum plans and programs of study. Each lesson should utilise a range of materials that allow for a comprehensive understanding and application of key knowledge, processes and skills. Best practices for delivering key concepts should be discussed and taught with consistency and clarity as identified within curriculum and phase planning for all subjects.

Effective Learning Sequences

All lessons at Orchard Academy will be planned to follow the same learning sequence:

This learning sequence is appropriate and should be demonstrated in all curriculum areas either within a single lesson, a sequence of lessons, or across a longer topic of work. This learning sequence is premised on the fundamental principles of Rosenshine and allows for effective and meaningful learning to take place.



Effective Learning Practices

We recognise the importance of equity at Orchard Academy, acknowledging that at each age and stage of education, effective learning practices may present themselves differently; we maintain, however, that consistency across each year group to the agreed practices, routines and rituals to promote learning, as well as more specific pedagogical approaches, is absolutely key.

Year leaders have agreed the following effective learning practices as part of their basic expectations for their respective year team classrooms:

Effective Learning Practices

Year 3		Year 4	Year 5	Year 6
Start of day routine	Parents and children are greeted at the door. Morning task on the board during the register as the children come into class. Possible quiet music.	Parents and children are greeted at the door. Early work and quiet activities are ready and available for the children. Children supervised in cloakroom etc.	Parents and children are greeted at the door. Morning work available for children, including 15 minutes of reading for pleasure, assembly or MSK.	Parents and children are greeted at the door. Children read silently during registration and then either attend assembly or complete MSK.
Morning tasks	Early morning maths skills ATM 1,2,5,10 x tables and number of the day.	Key skills for maths. Sensory circuits for children who need it Selection and combination	Reading, maths skills, or a directed activity.	Maths skills, reading, or responding to marking.
Reviewing material	Every English and maths lesson include a review of previous lesson or learning from KS1. All other lessons include a quiz (verbal quiz / Q/A starter, or revision of knowledge organiser).	of quizzes, questions, reflecting on previous learning, discussion and retrieval practice. Refer to planning for specific guidance.	Selection and combination of quizzes, questions, reflecting on previous learning, discussion and retrieval practice. Refer to planning for specific guidance.	Selection and combination of quizzes, questions, reflecting on previous learning, discussion and retrieval practice. Refer to planning for specific guidance.
Questioning	Lessons include opportunities to question and discuss questioning within groups and to the class teacher.	Range of open and closed questions, challenging misconceptions, and questioning to make links modelling of meta-cognition skills eg. Modelling answers, how to create an explanation	Developing questioning technique's that promotes critical thinking, including; How did you do that... How did you arrive at that answer? Show an example of the method you used and explain to ... What happens when we... Can you predict what will happen when? How would you change the narrative? Can you summarise what has happened? Using the Rosenshein	Range of open and closed questions, challenging misconceptions, and questioning to make links modelling of meta-cognition skills eg. Modelling answers, how to create an explanation. Noted in individual planning.
Sequencing concepts and modelling	There is modelling of expectations of presentation and of expected learning eg: write a letter, modelled by TA to show layout and possible content.	Modelling thinking, modelling skills, concepts, knowledge, small steps, scaffolding the building of skills etc	method of presenting new materials in small manageable steps. Giving the students a variety of scaffolding Modelling more than one way of arriving at an answer etc	Modelling thinking, modelling skills, concepts, knowledge, small steps, scaffolding the building of skills etc Noted in individual planning.

<p>Stages of practice</p>	<p>Introduction of units of work with key questions they want to know about subject. Progression of learning and building on skills and knowledge eg: what do we know about rocks? How do we know this?</p>	<p>Practise of each step, checking misconception, scaffolding work, applying through problem solving, linking learning etc</p>	<p>Independent learning to explore new ideas. Group and paired work to acknowledge a range of ideas and begin to develop a sense of self criticality by forming views based on others own views.</p>	<p>Revisit prior learning/knowledge, an introduction into the lesson, Expectations are set for the lesson, outline the focus of the lesson and aims to learn from it, input the knowledge, independent activity walking through knowledge as we go to ensure knowledge is being retained.</p> <p>Differentiation according to</p>
<p>Differentiation</p>	<p>There is evidence of differentiation through the outcome for some subjects and children. Clear evidence of SEN/EAL differentiation which should include some pre thinking time during questioning.</p>	<p>Differentiation according to pupils needs.</p>	<p>The lessons are regularly adapted to suit the needs of individuals and small groups. Groupings are interchangeable according to the activity and the lesson. Content, delivery, method, and materials are adapted. Problem Solving Skills in maths and other areas of the curriculum.</p>	<p>pupils needs.</p>
<p>Behaviour for Learning</p>	<p>We use the hands up as in line with policy and we are using Class Dojo's to promote positive behaviour and being clear with teacher expectations. Ensuring children line up as expected to move around the school and outside.</p>	<p>Growth mind set strategies to build resilience, strategies including talking through their thinking using partner and groups .</p>	<p>Encouraging the students to self-regulate. (Learning to control their emotions actions)</p> <p>Active Participation, Motivation and Attentive Listening: (We are using positive reinforcement to encourage all students to be involved in their learning journey)</p> <p>Aware of behaviour management schemes e.g. verbal warning, first warning</p> <p>Creating class rules together</p> <p>Neat presentation:</p>	<p>Enter the classroom 'ready to learn' Maintain that for the 55 minutes of a lesson.</p> <p>Behavioural policy and school creed to be adhered at all times.</p>
<p>Presentation of Work</p>	<p>Expectations being kept high... date underlined and title underlined. To rub out and re do if not neat or accurate. Best handwriting in all work books.</p>	<p>Neat presentation: Date and title will be written at the top of all written work and underlined. Cursive letter formation is encouraged. Made aware we will be checking presentation</p>	<p>Date and title will be written at the top of all written work and underlined. Cursive letter formation is encouraged. Made aware we will be checking presentation</p>	<p>Joined handwriting in school approved black ink pen. Date/Title correctly spelt and underlined with a ruler. All potential handouts glued in neatly with no overlapping</p>

		Giving them a purpose for their learning	Giving them a purpose for their learning	corners/sides.
End of day routine	Revision of learning that day. Standing behind chairs until called to leave with parent. TA support in cloakroom to prevent upsets.	Supervised to collect belongings Dismissed at the door	Tidy up the class Students will be reminded to take home reading book and homework. Stack the chairs Students to collect bags, lunch boxes and line up. We end the day with something good they have achieved and a positive encouragement.	All classes to put personal equipment away fully with no fuss and ensuring they have all ready for the next day. Stack chairs, tidy up all areas independently. Line up at the door to wait for dismissal. Most Year 6's walk home on their own – each class has a list of which children can leave on their own and who still waits for an adult.

Monitoring, Evaluation and Review

Orchard Academy is committed to a consistent process of monitoring, evaluation and review (**MER**) to improve the quality of education and provision for learners. The MER processes are developmental and used for Academy improvement and staff development.

MER takes place in half termly cycles (as identified in the Academy calendar) and is driven mostly by the Middle Leadership Team. The MER process is made up of:

Learning Walks

- **Conducted by:** Middle Leaders / Subject Leaders / SLT.
- **Purpose:**
 - o For the purpose of triangulating key lines of enquiry from data and work in books.
 - o To ascertain strengths and areas of development of the teaching practice of colleagues within the team – a **subject / year team** approach to development.
 - o To identify common themes and patterns within the team to inform priorities for improvement.
 - o To review and evaluate the impact of practices to inform future development.
- **Documentation:** Orchard Observational Framework
- **Frequency:** Half-termly.

Work Scrutiny

- **Conducted by:** Middle Leaders / Subject Leaders / SLT.
- **Purpose:**
 - o For the purpose of triangulating key lines of enquiry from data and learning walks.
 - o To ascertain strengths and areas of development of the implementation of the curriculum intent within the team – a key part of the learning walk process.
 - o To identify common themes and patterns within the team to inform priorities for improvement.
 - o To review and evaluate the impact of practices to inform future development.

- **Documentation:** Work Scrutiny Framework

- **Frequency:** Half-termly.

Pupil Progress Review (PPR)

- **Conducted by:** Middle Leaders / and SLT.

- **Purpose:**

- o To ascertain strengths and areas of development of the implementation of the curriculum intent within the team through a detailed analysis of individual, class and cohort data.

- o For the purpose of triangulating key lines of enquiry from data and learning walks.

- o As a process to explore the quality of education for the purpose of Deep Dives.

- o To identify common themes and patterns within the team to inform priorities for improvement.

- o To review and evaluate the impact of practices to inform future development and drive accountability for standards and progress.

- o As part of the appraisal process for teachers.

- **Documentation:** PPR Document

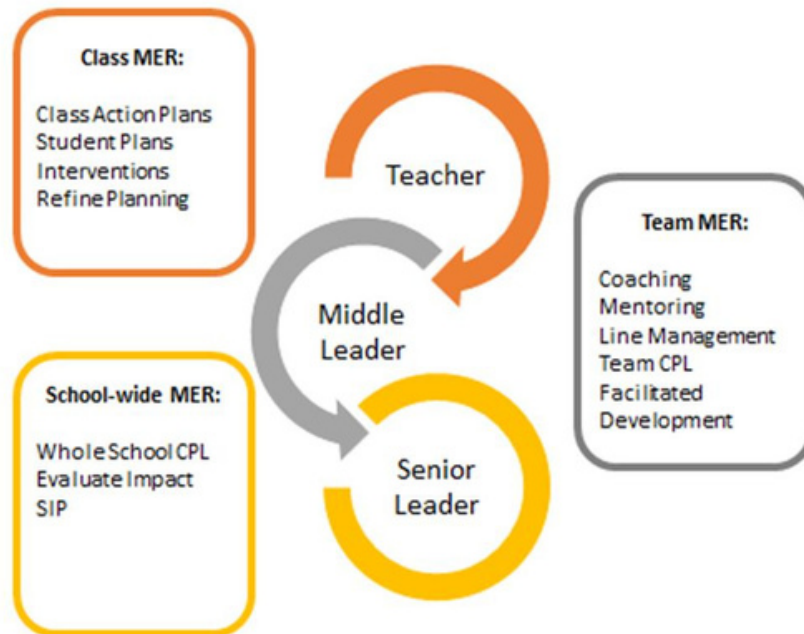
- **Frequency:** Half-termly.

At the conclusion of each MER cycle, Middle Leaders complete an MER Action Plan to summarise findings through the MER process and plan for explicit actions to drive improvements within their curriculum area and their team. This is shared and evaluated with the SLT.

Outcomes and Impact of Internal MER Process

Information from MER informs colleague-specific development, team development, and whole school development priorities. The typicality of judgments for each teacher will be used to inform individual appraisal evidence as part of the wider school appraisal process.

Where the quality of learning and teaching is not meeting expectations, a formal full lesson observation will be scheduled to establish if further CPL or support is needed. Where teacher standards are not met, support plan will be put in place as the Trust capability policy (See EMAT Capability Policy).



Subject and Curriculum Deep Dives

The Academy will regularly conduct Deep Dives for subject areas and key stages as an additional MER process to drive school improvement. These Deep Dives will focus on reviewing the effectiveness of education through evaluation of the intent, implementation and impact of each curriculum area. Subject Leaders are expected to both develop and maintain their Subject Leader Files (with the support of SLT and EMAT Curriculum Specialists) as part of their own MER and in conjunction with the Deep Dives conducted by both SLT and external visitors.

Deep Dives will consist of:

Formal Observations

- **Conducted by:** Middle Leaders / SLT.

- **Purpose:**

- o For the purpose of triangulating key lines of enquiry from data and work in books.
- o To ascertain strengths and areas of development of the teaching practice of colleagues within the team – an **individualised** approach to development.
- o As a process to explore quality of education for the purpose of Deep Dives:

- **Implementation.**

- o As part of the appraisal process for teachers.

- **Documentation:** Orchard Observational Framework

- **Frequency:** As required.

Work Scrutiny

- **Conducted by:** Middle Leaders / SLT.

- **Purpose:**

- o For the purpose of triangulating key lines of enquiry from observations and data.

- o To ascertain strengths and areas of development of the implementation of the curriculum intent within the team through a detailed and comparative scrutiny of student work.
- o As a process to explore quality of education for the purpose of Deep Dives:

Implementation.

- o As part of the appraisal process for teachers.
- **Documentation:** Work Scrutiny Framework
- **Frequency:** As required.

Data Analysis

- **Conducted by:** Middle Leaders / SLT.
- **Purpose:**
 - o For the purpose of triangulating key lines of enquiry from observations and work in books.
 - o To ascertain strengths and areas of development of the implementation of the curriculum intent within the team through a detailed analysis of individual, class and cohort data.
 - o As a process to explore quality of education for the purpose of Deep Dives: **Impact.**
 - o As part of the appraisal process for teachers.
- **Documentation:** As requested.
- **Frequency:** As required.

Curriculum Review

- **Conducted by:** Middle Leaders / Key Stage Leads and SLT.
- **Purpose:**
 - o To evaluate the quality of education through triangulation of intent, implementation and impact of the curriculum plans.
 - o As a process to explore quality of education for the purpose of Deep Dives: **Intent.**
- **Documentation:** As requested.
- **Frequency:** As required.

Continued Professional Learning

Continued Professional Learning (CPL) at Orchard Academy is at the heart of whole school development and is accessible for all colleagues at all stages of professional development. The CPL model is designed on three accessible routes to development:

- Core Offer (provided by expertise within the Academy and informed by MER)
- External Offer (access to experts and training beyond the Academy, including subject specialist and other professionals through Trust wide working parties).
- Wider Professional Learning (support for higher education and other professional courses).

As part of the CPL Core Offer, Orchard Academy celebrates the expertise and good practice of all colleagues and encourages staff to develop each other through facilitated professional learning opportunities.

A rolling coaching programme is available throughout the year to support colleagues in the development of their practice in order to fulfil all Teacher Standards.

Action Research Model for Academy Improvement

Using the theoretical work of Hopkins (2004) and Hargreaves (2012), Orchard Academy is focused on ensuring academy improvement is based on targeted, specific and effective action research as the basis of a continuous self-improvement and self-governing model. In order to move towards this school improvement model, NIA ensures that:

1. School improvement is a process that focuses on enhancing the quality of learning.
2. The school embraces all members as both learners and contributors.
3. Structures are developed to create conditions with encourage collaboration, joint practice development, coaching and mentoring, and empowerment of all individuals and groups as integral participants in whole school improvement.
4. Monitoring, Evaluation and Review (MER) is a process that is the responsibility of all.
5. School improvement builds towards a collective moral purpose with high social capital and a platform for evaluation and challenge.

All colleagues at Orchard Academy are invited to be an active participant in the action research model to improve the learning experience for all. The expectations of all staff are as follows:

- a. Have accountability for the progress, attainment and aspiration of learners in their care.
- b. Respond to academy priorities as identified through rigorous MER process.
- c. Act to close the learning gap and enhance the learning experience of identified groups and cohorts.
- d. Demonstrate an active approach to school improvement by devising unique action research strategies to respond to academy priorities.
- e. Work collaboratively with other colleagues to develop best practice in line with research foci.
- f. Present findings from action research to evidence power and impact on learning and progress, and affect change in whole school strategies to adopt best practice.

Suggested Reading List

Principles of Instruction: Research – Based Strategies That All Teachers Should Know, Barak Rosenshine

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Cognitive Load Theory: Research that Teachers Really Need to Understand, Centre for Education, Statistics and Evaluation.

<https://www.cese.nsw.gov.au/publications-filter/cognitive-load-theory-research-that-teachers-really-need-to-understand>

Strengthening the Student Toolbox: Study Strategies to Boost Learning, John Dunlosky

<https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>

Teacher Standards



Department
for Education

Teachers' Standards

PREAMBLE

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

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well structured lessons

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

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

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

6 Make accurate and productive use of assessment

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

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

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

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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

Additional professional expectations for UPS Teachers

Frameworks	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation	P1
Teaching and Learning	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	P2
Assessment and Monitoring	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	P3
	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	P4
Subjects and Curriculum	Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.	P5
Health and Well Being	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	P6
Planning	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	P7
Teaching	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	P8
Team Work and Collaboration	Promote collaboration and work effectively as a team member	P9
	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	P10