



THE UNITY WAY

2.0
2026-27

“At Unity Academy we are committed to creating a positive climate for learning that empowers all learners to be successful. It is an expectation that ALL our students receive high quality teaching in the optimum conditions for learning. This should equip them with the knowledge, skills and dispositions for lifelong learning and for making a positive contribution to the world around them.”

#IUWS

CONTENTS

Area of Focus	Page
Our Vision & Values	1
Culture, Mindset & Routines (CMR): An Introduction	2
1.1: Essential Routines & Procedures: Meet & Greet	3
1.2: Essential Routines & Procedures: Movement Between Lessons	3
1.3: Essential Routines & Procedures: Lesson Shutdown	3
2.1: Communication	4
2.2: Communication: Warm Strict	4
2.3: Communication: Restorative Conversations	4
3.1: Modelling Our Values & Building Relationships: One Language (RRS)	5
3.2: Modelling Our Values & Building Relationships: Standards	5
3.3: Modelling Our Values & Building Relationships: Recognising Success	5
3.4: Modelling Our Values & Building Relationships: Getting Children Ready to Learn	6
3.5: Modelling Our Values & Building Relationships: Modelling Respectful Behaviours	6
3.6: Modelling Our Values & Building Relationships: Student Safety	6
3.7: One Voice	7
3.8: Attitudes to Learning	7
Curriculum, Pedagogy & Practice (CPP): An Introduction	8
4.1: Knowledge Retention: Do Now	9
4.2: Knowledge Retention: Knowledge Quizzing	9
4.3: Knowledge Retention: Building Schema	9
4.4: Knowledge Retention: Consolidating Learning	10
4.5: Knowledge Retention: Intervening Early	10
5.1: Adaptive Practice: Explicit Instruction	11
5.2: Adaptive Practice: Questioning	11
5.3: Adaptive Practice: Modelling	11
5.4: Adaptive Practice: Scaffolding	12
5.5: Adaptive Practice: Metacognitive Strategies	12

CONTENTS

Area of Focus	Page
5.6: Adaptive Practice: Flexible Grouping	12
5.7: Adaptive Practice: Technology	13
6.1: Assessment & Feedback: Verbal Feedback	14
6.2: Assessment & Feedback: Whole Class Feedback	14
6.3: Assessment & Feedback: Written Feedback	14
6.4: Assessment & Feedback: Live Marking	15
6.5: Assessment & Feedback: Re-Teaching a Concept	15
6.6: Assessment & Feedback: Self/ Peer Assessment	15
6.7: Assessment & Feedback: Read, Reflect, Respond	16
6.8: Formative Assessment	16
7.1: Reading	17, 18
7.2: Vocabulary	17, 19
7.3: Literacy	17, 20
7.4: Presentation of Work	21
Curriculum, Leadership & Management (CLM): An Introduction	22
8.1: Building Evidence & Arriving At Judgements	23
8.2: Leading Pedagogy & Practice	23
8.3: Leading Culture & Curriculum	23
8.4: Curriculum Design	24
Ready, Respectful, Safe (RRS): An Introduction	25
9.1: Ready	25
9.2: Respectful	25
9.3: Safe	25
Ready, Respectful, Safe: Behaviour Curriculum Overview (Secondary)	26
Ready, Respectful, Safe: Behaviour Curriculum Overview (Primary)	27

OUR VISION & VALUES





At Unity Academy we are committed to creating a positive climate for learning that empowers all learners to be successful. It is an expectation that ALL our students receive high quality teaching in the optimum conditions for learning. This should equip them with the knowledge, skills and dispositions for lifelong learning and for making a positive contribution to the world around them.

The Unity Way sets out clear evidence-based teaching practice principles that drive excellent teaching and learning. It is a frame of reference for teachers to be able to reflect on and evaluate their practice, whilst ensuring that they embed the strategies that we have identified as being conducive to creating a positive climate for learning. Although the framework sets out our intended success criteria and identifies a number of non-negotiable practices, it remains flexible in a way that supports a responsive approach to meeting the needs of our Unity children.

As an academy we promote opportunities for all staff to develop their practice through a deliberate practice approach. It encourages self-reflection, peer coaching and self-accountability. We expect that all members of the academy are on a journey of self-discovery and continuous improvement. This is monitored and supported through our wrap around quality assurance procedures carried out by leaders at all levels of the academy.

The Unity Way pedagogical guidance mirrors our School Improvement Model. Combined, they are designed to ensure that everybody, regardless of their experience or expertise, gets the opportunity to develop their practice in line with the vision and values of the school. We focus on marginal gains by breaking down our daily practice into chunks at a very granular level. The premise being that we are focusing on improving the 1% all of the time. To ensure that we are always focused on our highest leverage points (the things that will have the most impact at any given time), the focus of our deliberate practice strands, whilst reflective of The Unity Way, remain organic. We use Measure & Move feedback, quality assurance data and climate to shift our focus as is appropriate. At the heart of this is our commitment to remaining trauma-informed and inclusive whilst factoring in our high expectations and academic rigour. We are driven by the desire to ensure that our children's experience of education is a positive one that leads to academic and personal success. We recognise that the context of our school can be a challenging one and we remain relentless in our approach to tackling disadvantage gaps that exist in our local community.

The School Improvement Model is broken down into the following four strands:

 Culture, Mindset & Routines	 Curriculum, Pedagogy & Practice
 Curriculum, Leadership & Management	 Ready, Respectful, Safe

These strands contain underlying principles influenced by our work in the following areas:

- Trauma-Informed Practice
- Arlinger Outward Mindset
- When the Adults Change Everything Changes

They also draw on research and evidence from a number of sources, such as the EEF, Teach Like A Champion and Get Better Faster amongst others. We select material that supports the vision and values of the school. We want our staff to demonstrate compassion and respect for our students whilst ensuring that they install high standards and hold children to account. We understand that this 'warm strict' approach can feel like a challenge but we believe that it is the best approach for our children and for our school.

CULTURE, MINDSET & ROUTINES



Our aim through our work on **CMR** is to make staff feel united in our approach to creating positive change around culture, mindset and routines. We want to be skilled in utilising outward mindset approaches, alongside our unique knowledge and skills, in a trauma-informed way to create a culture of collaboration, community and civility. We want to be able to demonstrate collective responsibility when creating a consistency in our routines to ensure that all stakeholders feel safe and secure within the school community and we want to have established relationships built around trust, stability and certainty. Culture, mindset and routines is an embodiment of our school motto: In Unity, We Succeed.

ESSENTIAL ROUTINES & PROCEDURES	COMMUNICATION	MODELLING OUR VALUES & BUILDING RELATIONSHIPS
Meet & Greet Movement Between Lessons Lesson Shutdown	Communication Warm Strict Restorative Conversations	One Language (Ready, Respectful, Safe) Standards Recognising Success Getting Children Ready To Learn Modelling Respectful Behaviours Student Safety

1.1: MEET & GREET

Our aim through consistency in **'meet & greet'** is to create a climate for learning that is **warm, welcoming, positive, enthusiastic** and underpinned by **high expectations**. To achieve this we:

- Make our expectations and routines **explicit** to all.
- We **position** ourselves in a way that maximises the management of students moving through corridors and entering classrooms.
- Ensure our **communication** exudes warmth and positivity whilst still being assertive and assured.
- Take a **'temperature check'** to ensure that all students are ready to learn.
- Where necessary, **reset** to enable all students to access and participate in learning.
- Embed routines that ensure an **immediate** and calm/ silent start to learning.

NON-NEGOTIABLES

- Students are met at the door with teachers stood on the corridor side of the threshold.
- Students start their Do Now immediately.
- Expectations are clear.

BEST PRACTICE

- Work together in teams to clear corridors quickly using the idea of a four minute turn around as a guide.
- Economy of language is used to tannoy established routines, e.g. 'thank you for sitting silently, writing the date and golden question, and settling to Do Now quickly.'
- Use recognition boards for positive reinforcement around lesson starts.
- Prioritise de-escalation strategies to ensure a smooth start to learning.

1.2: MOVEMENT BETWEEN LESSONS

We strive to maintain a **calm and quiet corridor climate** where students **move** in a **purposeful and safe** manner, making **transitions efficient**. To achieve this we:

- Reinforce the **importance of learning** through what we say and do.
- Are **alert and visibly** present on all lesson changeovers.
- Use **Tannoy announcements** to encourage students to move to lessons with purpose.
- Are **calm and purposeful** when making necessary 'correction' of student behaviour.

NON-NEGOTIABLES

- All staff encourage the movement of students when they are visible on corridors.

BEST PRACTICE

- Making tannoy announcements down your corridor that reinforce the importance of accessing learning in a timely fashion.
- Use the READY, RESPECTFUL, SAFE common language to remind children of our values around learning.
- Focus on purpose over power. E.g. "Please move to your lesson quickly so that you can access all of your learning."

1.3: LESSON SHUTDOWN

We believe it is important that the **end of lessons** are time efficient, organised and orderly. They demonstrate students' ability to be responsible, reflective and considerate of others. We make an opportunity available to reiterate expectations for movement around the building. To achieve this we:

- Make expectations and routines around the end of the lesson **explicit** to all, including respect for the learning environment.
- Conduct a **learning 'check-in'**.
- Provide **clarity around expectations** as students 'move' to their next lesson.
- **Position** ourselves to enable a calm and orderly end to the lesson.
- Ensure that **learning environments** are ready for the next lesson.

NON-NEGOTIABLES

- Students are silent and calm (Y7-11) before they are dismissed from the classroom.

BEST PRACTICE

- Teachers tell students where they are going next and reiterate the safe and sensible message.
- Teachers position themselves at the door to monitor movement out and down the corridor.
- Learning-check is focused on the essential knowledge from the lesson.
- Teachers 'recognise success' from the lesson.

2.1: COMMUNICATION

Our verbal and non-verbal **communication** is **explicit, informative and instructional**. **Economy of language** is well thought out and staff centre their communication around our routines, expectations and moral purpose, drawing on **the influence pyramid**. Students are given the opportunity, at the appropriate time, to explain. To achieve this we:

- Use verbal and non-verbal **communication** to support positive learning interactions.
- Employ **economy of language** to reduce cognitive load.
- Use the **influence pyramid** to support outward communication.
- Model **active listening** when interacting with students.
- Use **positive communication with home** to reinforce our expectations.

NON-NEGOTIABLES

- Teachers 'listen and learn' and always communicate with kindness first.

BEST PRACTICE

- Contacting home to recognise success builds emotional currency with students.
- Ensure that children feel heard by the adults around them. This means allowing them to present their point of view without interruption.
- Reduce the amount of words you use when giving instructions to make your intentions clear.

2.2: WARM STRICT

The school's high expectations are enforced through asserting **clear and reasonable boundaries**, with a **calm and warm demeanour - warm strict**. **Tone and volume is controlled** and impactful, with an aim to **de-escalate** and remain **trauma-informed**. To achieve this we:

- **Manage our emotions** consistently to promote student behaviour and learning.
- Give **calm and neutral** directives/ instructions to reinforce standards in a **non-confrontational**, and **fair** manner.
- **Celebrate learning** as we go and utilise this to support positive behaviour.
- Take an **influence pyramid** approach to ensure all students are able to meet our expectations.
- Utilise subtle warmth to build **emotional currency**.

NON-NEGOTIABLES

- Always aim to de-escalate.
- Don't show negative emotions in your voice when communicating with children.

BEST PRACTICE

- Allow yourself time to regulate your emotions before you speak.
- Use the phrase 'how can I help you...?' When supporting a child in doing the right thing.
- Converse with children on a human level - learn about them to build emotional currency and show you are interested in them as an individual (they are people not objects).

2.3: RESTORATIVE CONVERSATIONS

Adults are proactive and take the lead in ensuring that behaviours, interactions and approaches help to build and maintain positive relationships, resolve difficulties and repair harm where there has been conflict through **restorative conversations**. To achieve this we:

- Actively seek **positive relationships** between ourselves and our Unity children.
- Take the lead in **building respect** between ourselves and our Unity children.
- **Take and encourage responsibility** where there has been 'conflict'.
- Seek to **repair and rebuild** relationships in a timely and efficient manner.
- Work together to ensure that matters are dealt with efficiently and effectively so that **reintegration** is successful.

NON-NEGOTIABLES

- Hold a restorative conversation when a child has received a behaviour point or been removed from your lesson.
- Be intentional in your approach to reintegration. Don't 'hold a grudge' - it's not personal.

BEST PRACTICE

- Take opportunities to build emotional currency to support the rebuilding of relationships when things go wrong.
- Listen and learn and then educate (Influence Pyramid). Avoid lowering expectations to keep the peace.
- Positive noticing supports reintegration.

3.1: ONE LANGUAGE (RRS)

The [language](#) we use is value driven and trauma informed. Our consistent approach to 'Ready, Respectful, Safe' supports students in making positive modifications to their behaviour and celebrates student success. To achieve this we:

- Promote the importance of learning in our everyday language with a focus on [purpose over power](#).
- **Actively participate** in conversations with relevant stakeholders to improve [punctuality and attendance](#) to lessons.
- [Model respectful interaction](#) in all aspects of school life.
- Encourage **respect** for the environment and school community by [promoting moral integrity](#).
- Insist on [safe movement](#) around classrooms and corridors at all times.
- Insist that students [engage safely](#) with each other including during unstructured times of the school day.

NON-NEGOTIABLES

- Attendance and punctuality is the responsibility of EVERYBODY.
- Actively promote and model our RRS standards.

BEST PRACTICE

- Maintain the aim to 'educate' our children around moral integrity as opposed to sanctioning them when they get it wrong.
- Model good manners and standards. E.g. Don't use your mobile device in open view.
- Focus conversations about standards on learning. E.g. 'We do it this way because it supports your concentration levels.'

3.2: Standards

We are tireless in our efforts to maintain academy standards by being consistent, insistent and persistent. To achieve this we:

- We effectively **promote** our expectations around being ready, respectful and safe.
- We **communicate** our expectations at every opportunity in a **meaningful** and **productive** fashion.
- We work **collaboratively** to ensure standards are met.
- We **take responsibility** for dealing with incidents where standards are not met.
- We utilise a range of CMR strategies to **reduce conflict** around standards.

NON-NEGOTIABLES

BEST PRACTICE

3.3: Recognising Success

We recognise success at all levels using our vision and values as a guide. We aim to make all students seen, heard and feel values as members of our school community. To achieve this we:

- **Model** and explicitly **teach** expected behaviour for learning routines.
- Use the **recognition** board to target and acknowledge positive learning behaviours
- Ensure recognition **reinforces** high **expectations**.
- Utilise recognising success as a means to support students in **self-correcting**.
- **Recognise effort**, alongside achievement.

NON-NEGOTIABLES

- Respond to success with deliberate enthusiasm. Respond to poor behaviour with deliberate calm.
- Wherever possible, recognise success in public and correct poor behaviour in private. Avoid unnecessary public reprimand e.g. "Why are you late again" as a child enters your classroom.

BEST PRACTICE

- Persistently and relentlessly catch learners demonstrating the right behaviours.
- Make a conscious effort to recognising success amongst all learners.
- Set the tone for a lesson by celebrating prior successes.
- Use the recognition board as a way to respond to the needs of your classroom.

3.4: Getting Children Ready To Learn

We promote and reinforce the school values that encourage good behaviours for learning, increase engagement and secure a good climate for learning. To achieve this we:

- **Position** ourselves on corridors and reiterate behaviour for learning expectations.
- Utilise **Meet and Greet** to reinforce learning expectations.
- Use positioning and monitoring to support **student resets**.
- Ensure student **body language** demonstrates active engagement in explicit instruction.
- Utilise **'one voice'** to support clarity and explicit instruction.

NON-NEGOTIABLES

- Staff Meet and Greet students at the door.
- Students access a Do Now as soon as they enter the classroom
- Do not provide instruction or explanation over the top of low-level disruption.

BEST PRACTICE

- Use cold-calling at the start of the lesson to reiterate expectations around engagement.
- Utilise the 'self-interrupt' approach to address any low-level disruption.
- Utilise non-verbal de-escalation strategies when tackling low-level disruption.
- Choose language that communicates our school values and the importance of learning "Thank you for valuing your learning and getting to period 2 on time."

3.5: Modelling Respectful Behaviours

As a result of modelling and promotion by adults, students demonstrate respectful behaviours in and around the school community. They respect classroom rules and understand the importance of the boundaries put in place by the school. To achieve this we:

- Exercise **purpose over power** when judging a situation.
- Model **respectful interactions** with staff and students.
- Promote **punctuality** and **preparedness**.
- Demonstrate and encourage **moral integrity**.
- Promote **safe and respectful** behaviour through common language.

NON-NEGOTIABLES

- Promote our school culture through the shared language of ready, respectful, safe.
- Prioritise de-escalation and restorative communication.

BEST PRACTICE

- Utilise the WISE decision framework when making choices in the classroom and when interacting with pupils.
- Support punctuality to lessons through high visibility at lesson changeover.
- Regularly remind students of the relevant work they have done as part of the RRS curriculum.
- Ensure your lesson starts are prompt and organised reflecting the approach we expect to see in students.
- Ensure your approach is fair. Follow through with things you say you will do and acknowledge where you have gone wrong. This models the integrity we want students to uphold.

3.6: Student Safety

Students participate safely in school life. They understand the importance of boundaries for keeping themselves and others safe. To achieve this we:

- Prioritise being **present** on the corridors during lesson changeover.
- Make **expectations clear** as part of meet and greet, when entering all spaces in the school.
- **Tannoy** safe language, to remind students of our school expectations.
- **Uphold/ reinforce** the school's mobile phone policy.
- Model and teach safe and respectful **communication**.

NON-NEGOTIABLES

- Don't use your mobile phone for personal reasons in the presence of children.

BEST PRACTICE

- Wearing high visibility whilst on corridors alerts children to your presence.
- Frame expectations with "thank you for..."
- Utilise the phrase 'safe and sensible' when facilitating the movement of children on corridors.

3.7: One Voice

We ensure that verbal contributions to learning are facilitated by the teacher to ensure that participation has high value and that students are actively listening. We ensure that this promotes inclusivity and respect for everyone. To achieve this we:

- We **communicate** our expectations at every opportunity in a meaningful and productive fashion.
- We **actively facilitate** classroom discussion to ensure active listening and that all students have a voice.
- We are proactive and meaningful in our use of **paired and group work** to ensure high levels of participation.
- We utilise **positive recognition** to support students in following this expectation.
- We are insistent, persistent and consistent in our use of the behaviour policy to ensure that 'one voice' is a **non-negotiable**.

NON-NEGOTIABLES

- Regular explicit reminders of our 'one voice' expectation.
- Maintain a consistent approach to the expectation. For example, not continuing the lesson over the top of students talking.

BEST PRACTICE

- One voice is supported by 'track me with your eyes' and positive body language to increase engagement.
- A warm strict approach is taken to dealing with talking that is not learning focused.
- One voice is used with the silent classroom expectation (only learning focused talking).
- Students are explicitly taught how to follow the one voice expectation when working in pairs/ groups.

3.8: Attitude to Learning

We instill a positive attitude to all aspects of learning in the classroom. We set high standards and ensure that our expectations drive a 'scholarly' approach to study. To achieve this we:

- Facilitate high levels of **punctuality and attendance** to lessons.
- Establish and maintain **good routines** around classroom expectations.
- Use the meet and greet to get students **ready to learn**.
- To enforce classroom expectations around **presentation of work** in line with The Unity Way.
- Ensure **positive body language** for learning.
- Encourage students to **track the teacher** to ensure active listening.
- Ensure that we have high expectations for **independent learning** and application of knowledge.
- To promote a **scholarly attitude** through purpose over power.
- To create an environment built on **mutual respect** through taking ownership for behaviour.
- Use **metacognitive** strategies to promote a scholarly approach to study.
- **Hold children to account** for home study and being ready to learn.

'Active Participation' and 'Independent Application' are key drivers for our work on improving attitudes to learning. To support success in these areas, we recommend that the following universal strategies are used:

Active Participation:

- One voice
- Track the speaker
- Positive body language
- Cold calling

Independent Application:

- Silent classroom expectation
- Interactional positioning
- Positive body language
- Hands up

NON-NEGOTIABLES

- Cold calling is prioritised to increase student participation to learning.
- Insist on the 'one voice' expectation.
- Routines are explicitly taught.
- Presentation of all student work is in line with The Unity Way expectations.
- The silent classroom expectation is adhered to when students are completing independent application work.

BEST PRACTICE

- Students are recognised for their active participation in learning.
- Teachers are insistent, consistent and persistent in their expectations around participation and application.
- Home study is set in line with academy expectations and non-submission or poor quality submissions are followed up by the teacher.
- Teachers use success criteria, modelling, examples and non-examples and other forms of scaffolding to support children in moving to independence. This support is removed in a timely fashion.
- Independent work is monitored by the teacher through their circulation of the room and interactional positioning.

Our aim through our work on [CPP](#) is to ensure that our highly knowledgeable practitioners are experts and feel empowered to continually adapt their practice to improve outcomes for all students. We want to achieve a clear consistency in expectations that are built around rigour and challenge for everybody. We want our practice to be research-informed and built around a clear understanding of the school community context. There should be a clear focus in every classroom on developing the 'whole child' and ensuring that they are all making continuous progress through the curriculum.

KNOWLEDGE RETENTION	ADAPTIVE PRACTICE
<p style="text-align: center;">Do Now</p> <p style="text-align: center;">Knowledge Quizzing</p> <p style="text-align: center;">Building Schema</p> <p style="text-align: center;">Consolidation</p> <p style="text-align: center;">Intervening Early</p>	<p style="text-align: center;">Explicit Instruction</p> <p style="text-align: center;">Questioning</p> <p style="text-align: center;">Modelling</p> <p style="text-align: center;">Scaffolding</p> <p style="text-align: center;">Metacognitive Strategies</p> <p style="text-align: center;">Flexible Grouping</p> <p style="text-align: center;">Technology</p>

ASSESSMENT & FEEDBACK	READING, VOCABULARY, LITERACY
<p style="text-align: center;">Verbal Feedback</p> <p style="text-align: center;">Whole Class Feedback</p> <p style="text-align: center;">Written Feedback</p> <p style="text-align: center;">Live Marking</p> <p style="text-align: center;">Re-Teaching A Concept</p> <p style="text-align: center;">Self/ Peer Assessment</p> <p style="text-align: center;">Read, Reflect, Respond</p>	<p style="text-align: center;">Whole School Reading Model</p> <p style="text-align: center;">The SEEC Model</p> <p style="text-align: center;">Literacy Standards</p>

4.1: DO NOW

Do Nows are **intentional, time efficient** and **set the tone** for the lesson. They are centred around **revisiting essential knowledge** and, or, **building schema**. Do Nows are **informative** and support students and staff in **identifying gaps** in knowledge and establish how to move forward. To achieve this we:

- Ensure that settling to Do Now/ starter is **immediate**.
- Create a **silent (Y5-11), purposeful** atmosphere during Do Now.
- Use Do Now to support the recall of **previously taught** essential knowledge.
- Make sure Do Now is **efficient** and restricted to the first five minutes of learning time.
- Use Do Now to **inform** the teacher of what students know and can remember.
- Encourage the use of **metacognitive strategies** to support the completion of Do Now where appropriate.

NON-NEGOTIABLES

- All lessons begin with a Do Now that supports recall and connects to current learning.
- Do Nows are timely and completed in silence (Y5-11).
- Do Now explicitly links to essential knowledge and skill.
- Efficient feedback is given to allow students to identify gaps.

BEST PRACTICE

- Do Now is used to promote consistent routine.
- Provide instructions at the door and then use tannoy announcements from an authoritative position.
- Use positive praise to reinforce expectations.
- Monitor student work (surveillance position) to gauge progress and provide targeted support.
- Use formative assessment gathering to inform responsive teaching.
- Use PLCs to support students in monitoring learning and closing gaps.

4.2: KNOWLEDGE QUIZZING

Knowledge quizzing is **low threat** and supports students in building **confidence** and **mastery** of knowledge. Knowledge quizzing is directly **linked** to the essential knowledge of the curriculum and supports staff in gathering immediate feedback about learning. To achieve this we:

- Match the **level of difficulty** to the teacher's intentions around building confidence and securing mastery of knowledge.
- Ensure quizzing is adapted to **be inclusive for ALL**.
- Ensure quizzing is directly **linked to the curriculum** essential knowledge.
- Ensure quizzing is used as a form of **formative assessment** and that it influences future planning and learning.
- Make sure that where appropriate, students are trained to be **self-sufficient** in their home study quizzing via knowledge organisers.
- Keep quizzing **concise and pacy** to maintain engagement.

NON-NEGOTIABLES

- Provide students with regular and timely opportunities to engage with low stakes quizzing.
- Provide actionable feedback.
- Students are explicitly directed to KOs and PLCs to plug knowledge gaps in response to low stakes quizzing.

BEST PRACTICE

- Align the language of quiz questions with objectives, PLCs and KOs to support tracking.
- Create a bank of questions linked to essential knowledge that sits alongside the SOW. Ensure regular exposure to these.
- Ensure that low stakes quizzing does not consume whole lessons by prioritising pace and efficiency.
- Use low stakes quizzing to drill subject-specific vocabulary.

4.3: BUILDING SCHEMA

Learning links are driven by curriculum and support students to draw on prior knowledge enabling them to **build schema** through handling complex information and retaining new information more readily. To achieve this we:

- **Prioritise** the appropriate **essential knowledge**.
- Explicitly plan in **connections**.
- Build on **prior learning** through organising **key concepts** with repetition in mind.
- **Space content** appropriately to support creating 'desirable difficulty'.
- Explicitly teach **metacognitive strategies**.

NON-NEGOTIABLES

- Plan in explicit connections to prior learning.
- Middle leaders (see CLM) plan connections within the curriculum.

BEST PRACTICE

- Utilise the lesson shutdown to cement connections between the Do Now (prior learning) and the new learning that has taken place.
- Identify threshold concepts within the curriculum that supports students in making connections across lessons/ units of work.
- Introduce new concepts and ideas as part of a narrative. Use 'storytelling' to explain how one idea connects to another.
- Use concept maps to support students in making connections.
- Teach a new skill or concept in intervals (spaced practice) to encourage students to recall what they have learned.

4.4: CONSOLIDATION OF LEARNING

Consolidation tasks allow students time to reflect and promote **metacognition**. Consolidation tasks support students in **self-regulating** their learning, through making links to independent study and revision. To achieve this we:

- Use **Personalised Learning Checklists** (PLCs) to ensure that knowledge gaps are explicit to all.
- Use **Confidence indicator checks** to support responsive teaching.
- Ensure that **summarising** information/ learning is a regular feature of learning journeys.
- Make sure that consolidation of learning is **responsive** to learning gaps.
- Make sure that **explicit links** are made to prior/ current learning and to self-study opportunities and KOs.

NON-NEGOTIABLES

- PLCs form part of consolidation and are directly linked to essential knowledge/ skills.
- PLCs align with KOs.
- Teachers use end of lesson checks to establish confidence and understanding.

BEST PRACTICE

- Support students in confidence checking their own learning and model how they might respond to gaps.
- Teachers are aware of poor-proxies for learning and don't conflate busy work, behaviour or compliance for confidence and understanding.
- Data is gathered from consolidation tasks to support responsive teaching/ support.
- Cold-calling is used to gather holistic class data.

4.5: INTERVENING EARLY

We draw on formative and summative assessment to close gaps in knowledge and skill **early**. We aim to be proficient in modifying curriculum, without narrowing, in order to support children's needs. To achieve this we:

- **Curriculum and unit planning** supports early and responsive intervention.
- **Lesson planning** is responsive and considers cognitive load.
- **Modelling** supports students in identifying what success looks like.
- **Formative and summative assessment** allows students to track their learning gaps.
- **Cold calling** questioning ensures teachers are able to establish mastery of knowledge and skill before moving on.
- **Feedback** effectively moves students forward.

NON-NEGOTIABLES

- Middle Leaders plan for misconceptions within the curriculum (CLM).
- Teachers and support staff plan to address common misconceptions.
- Formative and summative assessment data is used to respond to gaps.

BEST PRACTICE

- Teachers plan for common misconceptions ahead of learning.
- Structured peer support is used to support the closing of gaps.
- Engineer effective classroom discussion and use cold calling to support knowledge retention.
- Address broader misconceptions through whole class feedback and RRR.

5.1: Explicit Instruction

Explicit instruction strategies are used to share expertise and move students from novice to expert, whilst regularly checking for understanding. Content, skills, and concepts are made explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. To achieve this we:

- Break down and model skills, concepts and processes in **small steps**.
- Provide **examples and non-examples** to further student understanding.
- Plan out explanations using **clear and unambiguous language**.
- Anticipate and plan for **misconceptions**.
- Highlight **essential content** and remove distracting information.

NON-NEGOTIABLES

- Explicitly address misconceptions.

BEST PRACTICE

- Draw on a range of examples and non-examples to allow students to make connections between what is and what is not.
- Avoid ambiguity in your language and try to remove variance in language to avoid unnecessary confusion.
- Use the process of 'atomisation' to break down tasks during the planning process to allow you to pre-empty barriers.

5.2: Questioning

We utilise **targeted** and **salient questioning** to **regularly check** for understanding; support **active** student participation; **challenge** higher level thinking and **support** pupils in connecting new material to prior learning. To achieve this we:

- Ensure that questions are **well planned, reliable and valid**.
- Support pupil progress through well thought out **placement and pace** of questions.
- Utilise **redirection, probing and reinforcement** to support students.
- Adapt **questioning strategies** to suit context and desired outcome.
- **Gather data** to support responsive teaching and support.
- Ensure that **responses to student answers** drive progress and participation.

NON-NEGOTIABLES

- Cold calling is prioritised to increase student participation to learning.
- Students are given take up time to respond/ formulate a response.

BEST PRACTICE

- Questioning is targeted and influenced by your knowledge of learning gaps.
- Data from episodes of Q&A is gathered by you to inform next steps.
- Probing questions are used to extend student responses and secure deeper thinking.

5.3: Modelling

We utilise modelling to support students' metacognition and self regulation. Modelling is **varied and clear**, helping **novice** pupils **master expert** skills and work independently. To achieve this we:

- Pre-plan modelling to **address misconceptions**.
- **Model our thinking process** out loud.
- Use **live modelling** to demonstrate success.
- Make **success criteria** clear and unambiguous.
- **Remove scaffold** over time, to support independence.
- Provide students with time to **plan, do and review**.

NON-NEGOTIABLES

- Plan for and aim to remove this scaffolding over time.

BEST PRACTICE

- I do/ We do/ You do is used to move students towards independence.
- Modelling thinking out loud is complimented with metacognitive strategies to support students in understanding where they are in their own learning.
- Live modelling is targeted as a granular level and is done at an appropriate pace to maintain student engagement.

5.4: Scaffolding

Scaffolding is not an add on. We draw on a range of pedagogical strategies to provide scaffold that allows students to move to independence and confidently apply knowledge and skill. Scaffolding strategies consider need and access, without ever narrowing the curriculum. To achieve this we:

- Use **visual scaffold** to break down clear steps.
- Use **verbal scaffold** to address misconceptions.
- Use **written scaffold** to build writing stamina and confidence.
- Utilise **live and responsive** scaffolding.
- Ensure that **support is temporary** and **removed** over time.

NON-NEGOTIABLES

- Scaffolding is always temporary and has a clear purpose.
- Complex diagrams must be deconstructed to simplify or built up to develop.

BEST PRACTICE

- The reason why you are using scaffolding is articulated and explained to the children.
- Support with simple icons or diagrams that are minimalist and not over complicated.
- Ensure you have planned in a clear end point for the use of scaffolding.

5.5: Metacognition

We teach metacognitively, empowering students to plan, monitor and evaluate their learning. We support students in purposefully directing their own learning. To achieve this we:

- **Identify** what students **do and don't understand** about a task or topic.
- **Make explicit links** between prior and current learning.
- Demonstrate and promote **metacognitive talk in the classroom**.
- Provide **explicit strategies** to approach and complete tasks.
- Teach students how to **monitor, evaluate and manage**.
- Use **challenge** to develop pupils' self-regulation and metacognition.

NON-NEGOTIABLES

- Ensure that knowledge is secure before moving to independent practice.

BEST PRACTICE

- Use of PLCs, KOs, Do Now, etc supports students in understanding where they are in their learning.
- Students are given regular opportunity to monitor their learning and self-study is explicitly facilitated by the teacher.
- Follow the cycle of plan, monitor and evaluate for optimal student understanding.

5.6: Flexible Grouping

We use flexible grouping linked to specific outcomes, to meet **individual** needs, **intervene early** and **support collaborative** learning. Grouping is not fixed and avoids creating stigma. To achieve this we:

- Use **formative assessment** inform flexible groupings.
- Ensure that flexible groupings consider **individual needs** and **understanding**.
- Assign students to **homogeneous** and **heterogeneous** groups.
- Shape groupings around **explicit learning goals**.
- Monitor peer interactions and support **collaborative learning**.
- Ensure groupings are not fixed and **avoid detrimental assumptions**.
- Provide **corrective feedback** to support productive learning.

NON-NEGOTIABLES

- Clear structure and guidance is given to groups. Consider what the outcome of the flexible grouping is.
- Avoid making it obvious to groups/ individuals that grouping is based on ability ranges.

BEST PRACTICE

- Flexible grouping is planned ahead in response to assessment/ feedback.
- Groupings are temporary and responsive.
- Students understand the intent.

5.7: Technology

We approach the use of technology with an evidence informed mindset. Technology is used to establish pupil understanding and move pupils forward. Technology is used in response to an identified need and with a clear pedagogical rationale to improve learning. To achieve this we:

- Use technology in a **well considered** way.
- Use technology to improve the quality of **explanations and modelling**
- Use technology to support an increase in **challenge and critical reasoning**.
- Use technology to support pupils in improving their **independent practice**.
- Ensure that technology allows for **targeted assessment** that informs implementation.
- Use technology to provide **actionable feedback**.

NON-NEGOTIABLES

- Use of technology is aggressively monitored to ensure it is used appropriately.
- Technology should be used with clear purpose and not become a detriment to the learning.
- Establish clear routines around the use of technology to ensure the safe and appropriate use of the resource.

BEST PRACTICE

- Provide clear time frames to ensure technology is used in a timely manner.
- Explicitly teach skills required to carry out tasks using technology. E.g. research and study skills.

6.1: Verbal Feedback

Verbal feedback is **timely** and allows for developed teacher/ pupil dialogue. Feedback should enable students to take **immediate action** and should be used regularly to **reinforce expectations** around the quality of work and presentation. To achieve this we:

- Use verbal feedback to **clarify** classroom and task **expectations**.
- **Address misconceptions** in a timely and efficient manner.
- Provide **one to one** verbal feedback during independent work with clear actionable next steps.
- Use verbal feedback to provide a **diagnostic assessment** of achievement and progress.
- Use verbal feedback as an opportunity to **recognise** both personal and academic **achievement** and **build confidence**.
- Give verbal feedback at a **granular level** so that it is targeted and SMART.

NON-NEGOTIABLES

- Presentation of work guidelines should be consistently and routinely followed.

BEST PRACTICE

- Verbal feedback is used to support very specific and granular target areas for individuals in the class.
- Ensuring students take immediate action following verbal feedback increases its level of impact.

6.2: Whole Class Feedback

Class level feedback is used to address **common** strengths and areas for development, as well as **next steps** for response to feedback. It provides an opportunity to explore **examples and non-examples** and to re-teach areas of concern. To achieve this we:

- Undertake a **diagnostic assessment** of performance at a whole class level.
- **Communicate class performance explicitly**, the strengths, areas for development and next steps based on the objective.
- **Reteach** to tackle misconceptions, knowledge gaps or common literacy errors..
- Use **examples and non-examples** to enhance understanding.
- Use **live modelling** where appropriate to address gaps in knowledge and skills.
- Ensure that all students participate in an **'Read, Reflect, Respond'** activity to close gaps.
- Use **metacognitive strategies** to support learners in understanding their learning needs.

NON-NEGOTIABLES

- All students should participate in RRR work following whole class feedback which should be facilitated by the teacher.

BEST PRACTICE

- Whole class feedback is used alongside examples and non-examples, success criteria and/ or reteach to maximise its impact on student progress.

6.3: Written Feedback

Feedback in books should reflect the lesson objective/ golden question and focus on essential knowledge and/ or skills. It should include actionable and manageable areas of improvement whilst recognising and celebrating success. To achieve this we:

- Focus feedback on **essential knowledge** and skills linked to the lesson objective/ golden question.
- **Communicate performance explicitly**, the strengths and areas for development.
- Provide **actionable 'next steps'** feedback to ensure that students 'Read, Reflect and Respond' to the advice given by the teacher.
- Address standards issues around presentation and quality of work.
- Utilise **metacognitive strategies alongside written feedback** to support learners in understanding their learning needs.
- Use the school **literacy** codes to target basic literacy errors.

NON-NEGOTIABLES

- Feedback should be provided on both strengths and areas for development with clear actions that students can respond to (RRR).

BEST PRACTICE

- Regular checking exercises can be used to monitor response to feedback. Deliberately planning sufficient time into lessons will support student progress and help them to close gaps.

6.4: Live Marking

Live marking during independent task time allows for timely and responsive feedback to take place. Live marking is targeted and focused on the learning intention for the lesson. Utilising live marking supports staff in the effective management of workload. To achieve this we:

- Utilise independent work as an opportunity to provide live feedback.
- Use our knowledge of the class profile to target our live feedback where it is needed most.
- Focus on feedback at a granular and individual level.
- Provide **actionable 'next steps'** feedback to ensure that students 'Reflect and Respond' to the advice given by the teacher.
- Utilise live marking as an opportunity to target basic **literacy standards**.

NON-NEGOTIABLES

BEST PRACTICE

- Operating a silent classroom and having a clearly established routine around independent work will allow you the space to complete impactful live marking.
- Ensuring that your live marking is targeted, e.g. on a specific misconception, will help you to cover a larger proportion of student sin the class in any given session.

6.5: Re-Teach a Concept

Formative assessment informs our re-teach which is utilised as a responsive classroom intervention tool to close learning gaps. Re-teaching a concept should be targeted at those students where gaps are evident. To achieve this we:

- Use **diagnostic assessment** strategies to inform reteach opportunities.
- Use a reteach session to **address misconceptions**.
- Use direct instruction to drive **metacognitive talk** around misconceptions.
- Use **examples and non-examples** to ensure that misconceptions are explicit for all.
- Use **reassessment** to ensure continuous improvement.

NON-NEGOTIABLES

BEST PRACTICE

- Close monitoring of work during re-teach lessons will allow you to gather data with regards to the effective closing of gaps.
- Re-teach can also be used to close learning gaps created by attendance gaps.
- When re-teaching a concept, stick to what students definitely need to know to minimise cognitive overload.

6.6: Self/ Peer Assessment

Students are up-skilled to provide meaningful feedback to themselves and their peers. This is supported by 'success criteria' and 'model responses'. Actionable next steps are facilitated by the teacher. To achieve this we:

- Ensure that self and peer assessment is **well planned** and **facilitated** by the teacher.
- **Teach** children to give effective feedback.
- Use **PLCs** to support assessment.
- Use **success criteria** to drive feedback.
- Use **model responses** to guide student assessment.
- Support the generation of **actionable steps** for improvement.

NON-NEGOTIABLES

- Self/ Peer assessment is completed in a different colour pen to make it clearly visible to the student.
- Self/ Peer assessment is facilitated so that it remains a meaningful and informative exercise.

BEST PRACTICE

- Teacher-led self and peer assessment will help you to train students to do it in a helpful and meaningful way.

6.7: Read, Reflect, Respond

Response to feedback (RRR) is supported by classroom interventions such as a re-teach or verbal feedback. To achieve this we:

- Provide **teacher feedback** around actionable next steps.
- Facilitate students in making improvements at a **granular** level.
- Make **targeted redraft** work a key feature of extended writing tasks.
- Ensure that RRR work **feeds forward** so that improvements are sustained.
- Direct students to address **literacy errors** at regular intervals.
- Avoid confusing student **response to feedback** with corrections.

NON-NEGOTIABLES

- RRR work is highlighted in yellow (secondary) and written in pencil or red pen (primary) so that the teacher can locate it quickly and effectively. This supports your assessment of whether or not gaps are being effectively closed.
- Whilst there is no policy around the form of feedback that a teacher uses, it is expected that feedback is regular and impactful. RRR work is monitored through QA book looks to ensure that feedback is closing gaps and supporting student progress.
- Literacy errors are always a focus for RRR work.

BEST PRACTICE

- Regular opportunities are planned for students to re-draft extended responses to support their academic writing skill and stamina.

6.8: Formative Assessment

Regular formative assessment is used to inform what should come next in the learning journey and what steps the teacher needs to take to intervene. Intervention should be timely and responsive.

In addition to the recommended feedback strategies, teachers should utilise a range of formative assessment strategies. The following are recommended in line with other areas of The Unity Way guidance:

- A range of questioning strategies with an emphasis on **cold calling**.
- **Think Pair Share**.
- **Mini whiteboards** and other approaches that allow the teacher to scan all student responses at once.
- Consolidation tasks/ progress checks, including **exit tickets** and targeted questions during the lesson shutdown to inform the next lesson.
- Knowledge **quizzing** and **Do Now**.
- **PLCs** to track progress and confidence levels.
- **Success criteria** to support self and peer marking.
- **Summary** exercises.
- **Surveillance** and **circulation** to gather information on progress in the moment.

NON-NEGOTIABLES

- Adjustments to learning journeys should be made within lessons as well as a sequence of lessons based on what the formative assessment data is saying.

BEST PRACTICE

- Children are independently moved on at a pace that is appropriate to their knowledge and skills set.
- Questioning and mini whiteboards are used to engage learners during teacher instruction.
- Routines around the use of mini-whiteboards is established early.

7.1: Reading

We understand the importance of reading and view ourselves as teachers of reading. We use our whole school strategy to break down the reading process and model the practices of a skilful reader. To achieve this we:

- Embed **meaningful reading opportunities** within lessons.
- **Activate students' prior knowledge**, to support access.
- Use **meaningful questioning** to support comprehension.
- Explicitly teach how to **summarise and identify** key points.
- Use **graphic and semantic organisers** support comprehension.
- Use **metacognitive talk** to model how pupils should monitor and react to gaps in comprehension.

NON-NEGOTIABLES

- In secondary, the three step reading process, and the Unity pro forma, are used whenever accessing a new chunk of text.
- Key, and unfamiliar, words in a text are identified and unpicked.
- Staff utilise the Wiki bookmarks to support decoding when reading.

BEST PRACTICE

- Staff pre-plan comprehensions and vocabulary questions as part of the three step reading process.
- Staff model their own reading process and share the internal steps of a confident reader.
- Staff model how to effectively summarise key information.

7.2: Vocabulary

We explicitly teach vocabulary and use our WIKI approach to words to empower students to decode unfamiliar words with confidence. To achieve this we:

- Identify **tier 3 vocabulary** within the curriculum, lesson and support plans.
- **Explore common root words**, building universal vocabulary that can be used to tackle unfamiliar texts.
- Explicitly teach common **prefixes and suffixes** and the process of breaking down word parts.
- Ensure students receive regular **low-stakes quizzing** opportunities linked to specific vocabulary.
- Ensure students are provided with regular opportunities to **apply their vocabulary knowledge**.
- Prioritise **explicit spelling instruction**, alongside the teaching of word meaning.

NON-NEGOTIABLES

- Subject specific vocabulary is explicitly identified and pre-taught.
- Staff utilise the Wiki bookmarks to support decoding unfamiliar terms.

BEST PRACTICE

- Staff use knowledge organisers and PLCs to support students in understanding tier 3 vocabulary.
- Staff embed regular opportunities for students to test their knowledge of key vocabulary and guide students on how to address gaps.

7.3: Literacy

We firmly believe that teaching literacy is fundamental. We prioritise disciplinary literacy, enabling students to read and write as experts in every subject across the curriculum. To achieve this we:

- **Prioritise 'disciplinary literacy'** across each phase and curriculum areas.
- Provide clear opportunities for **structured talk** that supports application of knowledge and skill.
- **Break down complex writing tasks**, developing student skill and stamina.
- Prioritise the explicit teaching of **grammar and basic standards**.
- Ensure that students receive **high quality literacy intervention** that responds to need.

NON-NEGOTIABLES

- Staff explicitly teach the literacy skills specific to their subject area.
- All staff are teachers of literacy and priorities standard English.
- All curriculum areas provide opportunities for extended writing within the curriculum.

BEST PRACTICE

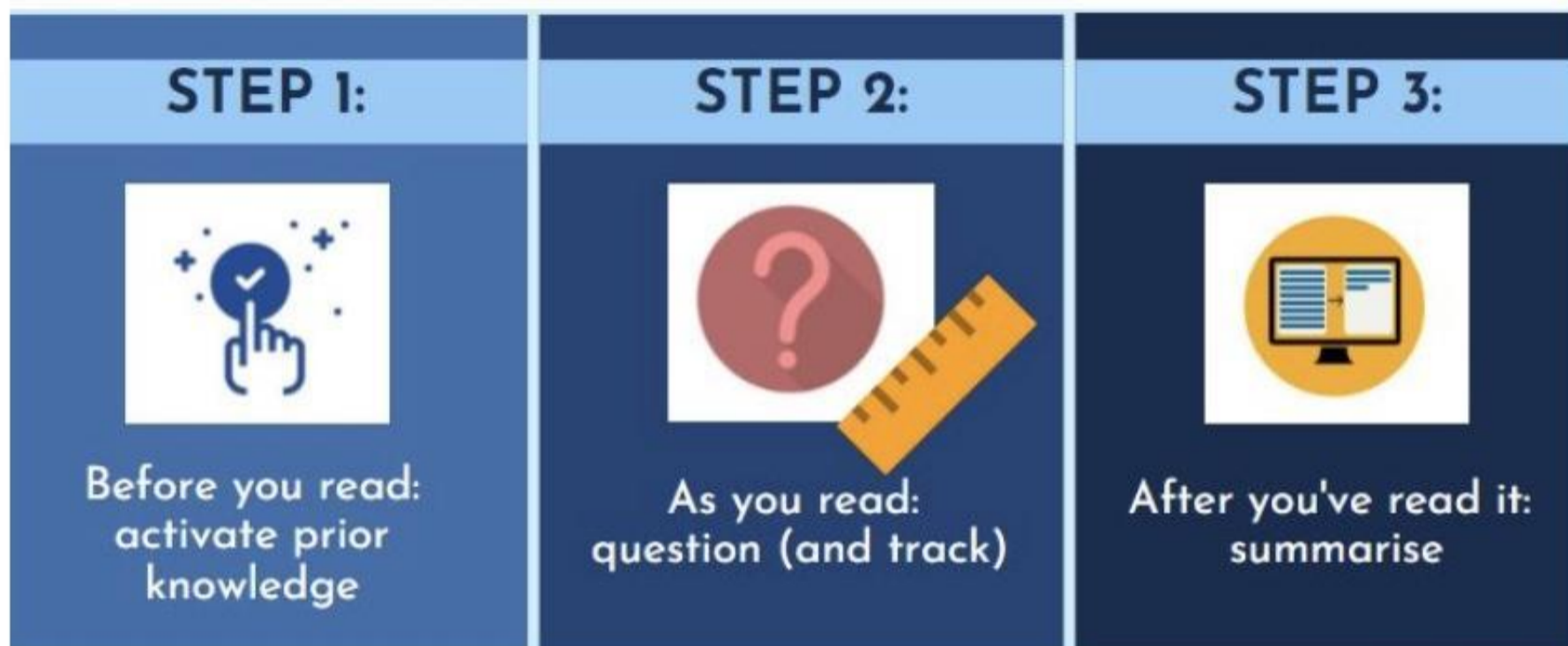
- Staff identify cross curricular literacy links to support students in building schema and transferring skills. e.g. an approach to answering an extended question
- Staff identify where skills or vocabulary may be different across curriculum areas to address misconceptions e.g. to evaluate may be different across subject areas

7.1: Whole School Reading Model



Three Step Reading Process:

In every secondary classroom, the three step reading process is followed when unpicking a new text. This process is evidence informed and supports students in accessing, decoding and comprehending new information.



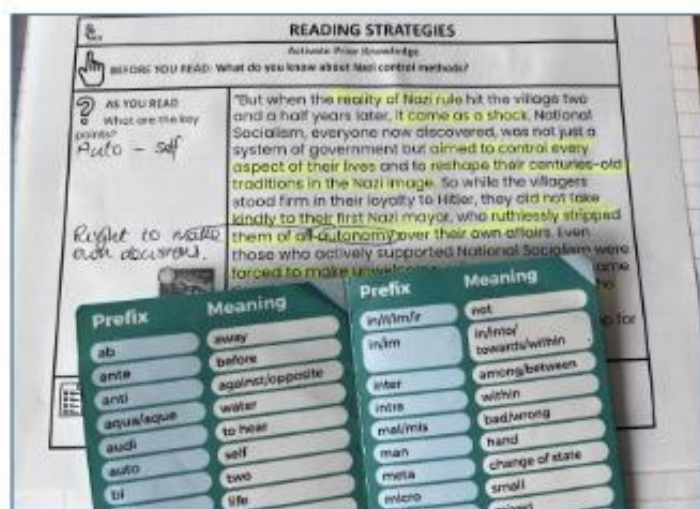
Wiki Bookmarks

While reading, we utilise Wiki bookmarks, alongside the SEEC model, to support students in decoding unfamiliar vocabulary. Using our Wiki approach, students can explore prefixes, roots and suffixes to help them decode unfamiliar vocabulary and make links between words. Subject specific bookmarks and a range of Wiki resources are available here: Wiki drive.



What does this look like?

To support consistency, every subject area utilises the same proforma. This proforma breaks down the reading process and allows students to practise and master the skill of reading for meaning.



READING STRATEGIES	
<p>BEFORE YOU READ: Activate Prior Knowledge</p> <p>READ: What do you already know about this topic?</p> <ul style="list-style-type: none"> Is there anything you need to know to understand the text? Based on what you already know, what are you expecting to read? Based on what you already know, what parts of the text should you pay closest attention to? 	
<p>AS YOU READ:</p> <p>Question:</p> <ul style="list-style-type: none"> Is there any vocabulary you don't understand? Which words or phrases stand out to you? Which do you think are the key words in the text? Are there any ideas that you don't understand? <p style="text-align: right; font-size: small;">[In this section, make the passage of text that you want students to look at.]</p>	
<p>AFTER YOU'VE READ:</p> <p>Summarise:</p> <ul style="list-style-type: none"> What are the three most important pieces of information? Can you create an image that represents what you have read? Can you rewrite the text in 25 words? 	

SELECT

- How difficult is this reading material to understand?
- What words are most important to understand the text or topic?
- What words are unlikely to be part of a child's prior knowledge?
- What words lack helpful, directive contexts?
- What words appear repeatedly in a text or a topic?
- What words are interrelated and help children know additional words?
- What words are frequently encountered in many subject disciplines ['Tier 2' words]?

EXPLAIN

- Say the word carefully** (remember the importance of 'phonemic awareness?').
- Write the word** (this offers opportunities to reference common sounds or letters in the word).
- Give a student friendly definition** e.g. obtuse – not very sensitive or slow to understand.
- Give multiple meaningful examples** e.g. the prince was being deliberately obtuse.
- Ask for student examples and clarify multiple meanings or any misconceptions.**

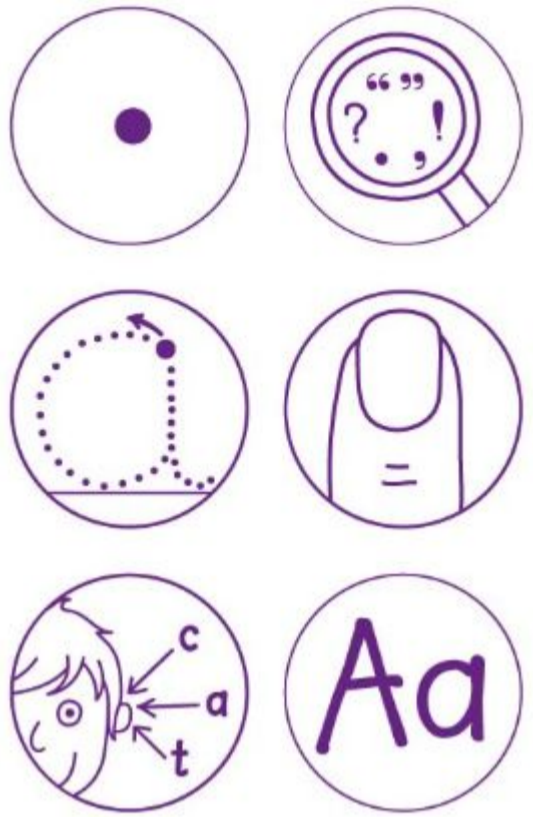
EXPLORE

- Explore the etymology and common word parts to explore meaning.
- Explore any common word families, interesting synonyms or antonyms for the word/s.
- Explore how the word may be used differently in different disciplines.
- Explore multiple-choice questions that offer examples of the word in use.
- Explore understanding of the word with peers in 'think-pair-share' fashion.
- Explore understanding with children restating the meaning of the word/s in their own words.
- Explore further questions prompted by the word.
- Explore more examples of the word in use.
- Explore related images or ideas evoked by the word.
- Explore strategies to remember the word or concept e.g. mnemonics.

CONSOLIDATE

- Test and learn.
- Using the word in the world.
- Research and record.

EYFS & Key Stage 1



Key Stage 2-4

Sp	Spelling Error
^	Omission of a word/ phrase needed to make sense of the writing
//	Start of a new paragraph
G	Grammatical Error
P	Punctuation error.

7.4: Presentation of Work



When the teacher deems it appropriate, all writing should be completed in ink. Black and blue pens should be standard unless students are making corrections or amendments to their work. In younger year groups, students will write in pencil.

Full dates should be used as standard with numerical dates used for numeracy/ maths work. Dates should be underlined.

Titles/ learning objectives should be used and underlined.

Errors should be neatly crossed out and there should be no doodling.

Pictures, diagrams, graphs and tables should be drawn in pencil.

Completed or previous work should be ruled off with new work started directly underneath.

Thursday, 7th June, 2018
07/06/18

LO: To develop an understanding of the hydrologic (water) cycle.

The hydrological cycle is also known as the water ~~cicle~~. cycle.

Seas and oceans contain 97 per cent of the world's water, and ice holds 2 per cent. That leaves just 1 per cent of the world's water as fresh water on land or in the air. This water is recycled again and again through the process of evaporation, condensation and water transfers such as surface run-off.

The diagram illustrates the water cycle with the following components: **Transpiration** (from trees), **Evaporation** (from a body of water), **Condensation** (forming clouds), **Precipitation** (falling as rain or snow), **Surface Runoff** (water flowing over land to a body of water), and **Sub-surface (underground) Runoff** (water seeping into the ground). The final stage is **Accumulation** in a body of water. The source www.ngdir.it is noted at the bottom right of the diagram.

Poor quality work that lacks effort and application should not be accepted. Equally, work presented and completed to an acceptable standard should be recognised and rewarded.

Our aim through our work on [CLM](#) is to ensure that our leaders are highly proficient in their ability to strategically develop all aspects of our formal and informal curriculum. We aim to make leaders feel valued and empowered to be autonomous in their approach to drive change. Change should be managed effectively with clear accountability at all levels. Arbinger principles are to be utilised effectively in daily practice with a focus on outward mindset, avoiding collusion and initiating the SAM approach to leadership responsibilities. This will result in leaders seeing their impact on others and therefore, being able to mitigate any barriers to change and development effectively.

Middle leaders receive ongoing support with the development of their strategic and operational leadership. This will be done through their SLT Link who will conduct regular leadership development meetings where they will receive feedback and guidance on how to move their strategic priorities forward, how to measure impact of these and how to modify longer term plans effectively so that we are always working on areas that will have the most impact on student outcomes.

Each academic year, the academy will also publish a middle leaders' programme that includes training and support in areas where additional input would be beneficial. The programme is informed by the Middle Leader Diagnostic results, a tool that MLs access at the start of every academic year. The diagnostic supports MLs in identifying their strengths and areas for development in core, operational and strategic leaderships skill sets.

8.1: Building Evidence & Arriving at Suitable Judgements

Middle leaders at the academy are responsible for carrying out a variety of quality assurance activities over the course of the academic year. They are expected to take an analytical approach to the data that these exercises produce and use it to inform their targeted support and intervention for their team. MLs are required to take a proactive approach to maintaining appropriate accountability levels within their team and ensure that feedback is actioned and brings about continuous improvement.

During leadership development meetings, MLs are expected to effectively articulate the progress their team are making towards their strategic priorities. They should also have a data informed understanding of their teams performance. For example, subject leaders should be able to articulate the performance of an individual against the Teachers' Standards and what they are doing as a middle leader to support and develop them.

8.2: Leading Pedagogy & Practice

Middle leaders play a critical part in developing pedagogy and practice. As an academy we are committed to continuous improvement and high quality teaching. At a whole school level, deliberate practice is used as a mechanism to develop areas of our expertise that we believe will have the most impact on children's learning. Middle leaders have a responsibility to ensure that colleagues within their team are taking a proactive part in this training and that they support them in implementing strategies that will improve their practice over time.

Middle leaders should carefully monitor the implementation of curriculum, ensuring that teachers are using strategies that are likely to have the most impact on progress and outcomes. Middle leaders are the experts when it comes to effective subject specific pedagogy. They should be driving implementation practices that research and evidence shows, works well in their particular subject area. For example, PE teachers should be developing their use of modelling and coaching as these strategies are likely to increase pupil progress during practical lessons.

8.3: Leading Culture & Curriculum

Middle leaders should take every opportunity to model and promote the cultural standards of the school. They should monitor the implementation of policy at subject level and intervene where appropriate. They play an important role in supporting the management of behaviour and attitudes within their areas and are expected to use data driven intervention to support colleagues in building positive relationships, de-escalating issues, holding restorative conversations and imposing sanctions when necessary.

Leaders are expected to take the lead on curriculum development and oversee the planning and implementation of it. It is vital that they have a strong vision for their subject/ area of responsibility and work towards achieving the aspirational goals they set themselves.

8.4: Curriculum Design

Key Knowledge & Skills

The curriculum should be broad and balanced with an emphasis on the importance of all subjects. The key knowledge and skills identified in the programme of study should be integral to all lessons delivered. Leads have identified what the key knowledge and skills are required for students to successfully progress through the curriculum.

High Challenge

All students must be challenged by the work provided. Curriculum planning should support teachers to teach to the top (the most able students) and then use teacher-responsive differentiation to support all students. Teacher planning should consider how students can be active participants who are determined to meet the high demands of the lesson being delivered.

Sequential & Progressive

Knowledge content should be sequenced so that there is a coherent flow. As students progress through sequences of lessons, secure foundations should allow knowledge to build over time. Small steps will help to balance high challenge.

Application of Knowledge

Curriculum planning should allow adequate time for guided and independent practice of the application of knowledge and skills. Regular opportunities to rehearse application will develop confidence and academic resilience over time.

Teacher As Expert

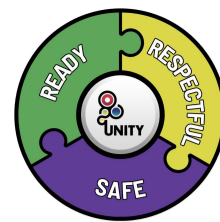
Curriculum development sessions offer the opportunity for teachers across all phases to develop their expert subject knowledge. Each subject area has a list of recommended sources for teachers to access. Support is also provided by leaders to up-skill those people teaching outside of their specialism. Personal target setting is carried out regularly through quality assurance and appraisal systems.

Knowledge Fluency

Students must be supported in embedding knowledge and making links between what they learn so that they are developing their understanding rather than memorising disconnected facts. Leaders should ensure that Do Now, knowledge quizzing, PLCs and knowledge organisers are a key feature of SOW.

Assessment

Assessment should be built into the curriculum so that timely snapshots of student achievement are used to inform planning and subsequently close learning gaps. Formative assessment should be used as an ongoing process to inform planning and summative assessment should be planned into the curriculum at appropriate testing points.



This strand of our School Improvement Model focuses on building a behaviour curriculum for children. It is delivered using deliberate practice principles and aims to improve school culture through our **Ready, Respectful, Safe** values. At Unity Academy it is expected that adults in school proactively seek opportunities to promote the standards we expect and to model these for children.

9.1: READY

To be academically successful and ready for the world beyond school, we train our children to conform to our agreed expectations and routines. These support children in ensuring that their everyday behaviours are conducive to learning and making progress through the curriculum. We demonstrate how highly we value 'being present' to ensure that ALL children have access to the curriculum both in and out of the classroom.

We also aim to increase academic resilience in children and support them in self-regulating their emotions and behaviours so that they can function more successfully in school and beyond. We help them to develop good learning habits and ensure that they take responsibility for self-study whilst working collaboratively with us to close learning gaps.

We also place high value on how children make positive contributions to the Unity community, whether that be in the classroom or to wider school life. We promote the importance of citizenship and encourage them to present themselves positively within the local area.

9.2: RESPECTFUL

At Unity we place high value on relationships and good communication. We encourage good manners and etiquette and explicitly teach the use of respectful language and interactions. Children are taught active listening skills and how to remain focused on their learning by avoiding distractions. To support the maintenance of positive relationships we deliberately practice how to participate in repair and rebuild conversations encouraging children to take responsibility for when things go wrong and to seek to make things right. We support children in developing their understanding of the responsibilities they hold in school, particularly to resources and the school environment.

9.3: SAFE

The safety of all people in school is of vital importance. Children are not only taught how to demonstrate safe behaviours whilst in the academy building but also how they can support themselves in feeling safe. We focus on how we can support each other and show kindness in our words and actions.

RRS Curriculum Overview - Secondary



Below is an overview of the RRS curriculum for secondary for this academic year. It is important that staff understand the responsive nature of this curriculum. The content remains organic so that we can adjust plans to accommodate climate change. We should always be working towards our highest leverage points - the things that will have the most impact at any given time.

	AUTUMN	SPRING	SUMMER
HALF TERM 1	Expectations	Expectations	Expectations
	Moving Safely	Being Present	Responsibility
	Communication	Learning Habits	Positive Contributions
HALF TERM 2	Expectations	Expectations	Expectations
	Communication	Repair & Rebuild	Positive Action
	Feeling Safe	Collaboration	Spacial Awareness



RRS Curriculum Overview – Primary



Below is an overview of the RRS curriculum for primary for this academic year. It is important that staff understand the responsive nature of this curriculum. The content remains organic so that we can adjust plans to accommodate climate change. We should always be working towards our highest leverage points - the things that will have the most impact at any given time.

HALF TERM 1	AUTUMN TERM 1	SPRING TERM 1	SUMMER TERM 1
	<p>WEEK 1 (DAY 1) Meeting our expectations (uniform, classroom expectations, attendance & punctuality) - Classroom/ Corridor reset areas</p> <p>WEEK 1 (DAY 2) Establishing our routines (meet & greet, classroom, expectations, silent classrooms Y5/Y6</p> <p>WEEK 1 (DAY 3) - Trusted Adults</p> <p>WEEK 2:Managing Emotions - TGMC Identifying and accepting emotions assembly</p> <p>Book - The Wind May Blow - TGMC</p> <p>WEEK 3 - Jealousy towards others - BBF Book, Milo's Monster</p> <p>WEEK 4: E-safety - Webster's Email https://www.youtube.com/watch?v=3aErrB6XffE</p> <p>WEEK 5: Regulating your emotions & responses to situations -- TTS Book - Sometimes, a day full of feelings.</p> <p>WEEK 6: The Power of the word Sorry - Taking responsibilities for your actions Book - One little word https://www.youtube.com/watch?v=98U-1v4OaE0</p>	<p>WEEK 1: Meeting our expectations (uniform, classroom expectations, attendance & punctuality) - Classroom/ Corridor reset areas</p> <p>WEEK 2: Managing our feelings - TTS 'The big, angry roar' book</p> <p>WEEK 3: Respecting Ourselves - Spaghetti in a hot dog bun - https://www.youtube.com/watch?v=ApP8_K4hcKs</p> <p>WEEK 4: E-safety - Webster's Friend https://www.youtube.com/watch?v=y-mR77JaQwU</p> <p>WEEK 5: Showing respect to others - TGMC - Feeling Invisible - https://tgmc.uk/user/resources-details/67519df31aa0819eb1efa010</p> <p>WEEK 6: Controlling our emotions - BBF Book - Ravi's Roar - https://tgmc.uk/user/resources-details/665dae46db83803732d0bb74</p>	<p>WEEK 1: Meeting our expectations (uniform, classroom expectations, attendance & punctuality) - Classroom/ Corridor reset areas</p> <p>WEEK 2: Honesty - Finn's little fibs - BBF Book</p> <p>WEEK 3: E Safety - The internet is like a puddle https://www.youtube.com/watch?v=ZHq1VBXJwMQ</p> <p>WEEK 4: Show kindness to others - TGMC https://tgmc.uk/user/resources-details/683dd5519c7c2fdd41b1552f</p> <p>WEEK 5: Being ready to learn - Tiredness TGMC https://tgmc.uk/user/resources-details/665dae46db83803732d0bb7a</p> <p>WEEK 6: TGMC Being respectful - assembly powerpoint - Book - The Proudest Blue - TGMC</p>
TGMC Emotion Focus	Happiness Sadness	Anger Calm	Tired
HALF TERM 2	AUTUMN TERM 2	SPRING TERM 2	SUMMER TERM 2
	<p>WEEK 1: Meeting our expectations (uniform, classroom expectations, attendance & punctuality) - Classroom/ Corridor reset areas</p> <p>WEEK 2: Appropriate use of technology - The Couch Potato story - https://www.youtube.com/watch?v=qfwF75e4BYc</p> <p>WEEK 3 - Respecting the environment Book - Kamala's and Mayas Big Idea - https://www.youtube.com/watch?v=_et_iW_KKwM</p> <p>WEEK 4: Kindness and empathy for others - TGMC https://tgmc.uk/user/resources-details/683dd5519c7c2fdd41b1552f</p> <p>WEEK 5: TGMC - Resilience and facing problems Book - Tilda Tries Again by Tom Percival. https://tgmc.uk/user/resources-details/6792b58e9f1dd56613cd964d</p> <p>WEEK 6: E-Safety - Webster's Bedtime - https://www.youtube.com/watch?v=lWwlaXKDwU</p> <p>WEEK 7: Managing our own expectations - Bea's Bad Day - BBF Book</p>	<p>WEEK 1: WEEK 1: Meeting our expectations (uniform, classroom expectations, attendance & punctuality) - Classroom/ Corridor reset areas</p> <p>WEEK 2: Showing kindness to others - Meesha makes friends - BBF Book</p> <p>WEEK 3: E-Safety - Webster's Manners - https://www.youtube.com/watch?v=FT2Ek_fGRts</p> <p>WEEK 4: Good Manners - TTS, 'Mind your Manners' book</p> <p>WEEK 5: Self belief & Resilience - Being Unique - TGMC https://tgmc.uk/user/resources-details/682b5e384e7f66c74f89bde0</p> <p>WEEK 6: Environment / Equipment focus on slides Book : https://www.youtube.com/watch?v=rlquZD1y79Y</p>	<p>WEEK 1: Meeting our expectations (uniform, classroom expectations, attendance & punctuality) - Classroom/ Corridor reset areas</p> <p>WEEK 2: Being kind to self and others - TGMC https://tgmc.uk/user/resources-details/682b5f6d4e7f66c74f89be4c</p> <p>WEEK 3: E Safety: Digiducks - sharing photos online https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision/</p> <p>WEEK 4: Sharing a worry TGMC Ruby's worry https://tgmc.uk/user/resources-details/665dae46db83803732d0bb7b</p> <p>WEEK 5: Self-esteem - BBF BOOK - Giraffe learns to love herself</p> <p>WEEK 6: Changes - You got this - TGMC https://tgmc.uk/user/resources-details/686d54800de992d4641a7c30</p> <p>WEEK 7: Reflection - What has been our success this year? (TGMC) https://tgmc.uk/user/resources-details/686540910de992d464ee558a</p>
TGMC Emotion Focus	Fear	Jealousy	Worried