



Learning & Teaching Policy

Version 1.4 | September 2025

First Implementation date | September 2020

Review period | Annually

Date last reviewed | September 2025

Document reference | PL2

Responsible person | Zoe Woolley and James O'Reilly

CONTENTS

- 1. Purpose**
- 2. Aims**
- 3. Learning Environments**
- 4. Planning**
- 5. Learning**
- 6. Objectives**
- 7. Responsibilities**
- 8. Monitoring & Evaluation**
- 9. The KGIS Teaching & Learning Essentials**
- 10. The Use of Assessment**

1. Purpose

At Knowledge Gate International School (KGIS) we consider ourselves a centre of learning, where all members of the School work together as a team and are considered partners in the learning process.

There are four main purposes to this policy:

- To establish an entitlement for all learners
- To establish expectations for learning and teaching
- To promote continuity and coherence across the School
- To state the School's approaches to learning and teaching in order to promote a whole school and wider community understanding of the curriculum

All members of KGIS are committed to raising standards and providing the best education for the learners in the School. This policy seeks to identify the features of effective learning and teaching which translate the aims of the School and the curriculum into relevant, challenging and exciting experiences for all learners. Everyone at KGIS is united in this and works to establish an ethos of building on success and celebrating achievement.

At KGIS we ensure that:

- Effective planning takes account of the needs of all learners.
- Relevant opportunities exist for learners to engage in a wide range of challenging learning experiences.
- Appropriate continuity and progression in the learning of each individual is evident within the wider KGIS community.
- A combination of the best features of educational practice is apparent.
- A team is created where there is genuine collaboration and a common understanding of the aims, objectives, and ethos of KGIS.
- Individuals constantly seek ways of understanding and challenging current thinking about the learning process and their own role within this.
- Identification occurs of key areas that support quality learning and teaching such as: planning, assessing, resourcing and creating a learning environment which meets the needs of ALL the learners.
- Organisation and management systems promote efficiency and effectiveness and provide best value for money.
- There is a clear understanding of the role each member of the KGIS community has in the development of the curriculum and the School.

2. Aims

We aim to equip our students with the skills, knowledge and experiences required to be a successful member of the local and global community, now and in the future. We want our students to achieve, enjoy and make a positive contribution. Our KGIS competences will underpin the learning and teaching in our school. We believe that when a school gives its students the confidence to believe that they are capable of excellence, this is exactly what they go on to achieve.

Through our policy at KGIS, we aim to ensure that:

- All learners are interested and motivated in their work;
- We meet the needs and aspirations of all students;
- We plan opportunities for students to develop their personal potential;
- All students derive satisfaction from their achievements;
- All students have equality of access to learning and subjects;
- We promote the view of learning as a shared responsibility;
- We involve all staff in developing and improving the quality of learning and teaching;
- We provide all staff with developmental opportunities to extend and enhance their range of teaching and repertoires;
- We identify students' achievement through rigorous monitoring and plan appropriate interventions to enhance their progress;
- That all staff are able to plan for and deliver skills beyond their own subject specialism to incorporate cross-curricular teaching;
- All students experience an exciting, relevant, broad and balanced curriculum.

3. Learning environments:

- Enable individuals to develop their ideas through independent enquiry.
- Enable individuals to take appropriate responsibility for the organisation and care of learning resources.
- Enable individuals to make the best use of space and learning resources.
- All classes must have a seating plan which must be followed in lessons, and must take into account groupings for learning.
- Are organised so that individuals have suitable access to learning resources of good quality.
- Reflect the current areas of study, both within and beyond the Cambridge International Curriculum, IGCSE, A Level and the GED Curriculum.
- Contain high quality, stimulating and interactive visual aids which celebrate achievement and which help learners with work in hand, so that they attempt to solve problems for themselves.
- Engage and encourage learners by promoting a sense of pride in their own achievements and the achievements of others.
- Enable learners to access digital pedagogy to enhance their learning across all areas of the curriculum.
- The KGIS Rewards and Behaviour steps will be on display.
- The KGIS Universal Islamic Values will be on display and should be referred to positively during lessons.

4. Planning

- All lessons should be planned carefully and be part of an overall Scheme of Work that is available and accessible to all other staff in the department.
- Long term and medium/short term plans are to be used for planning in every subject area.
- All lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made.
- For formal observations, lessons should be recorded on the agreed school format for a lesson plan (see appendices).

- Activities and tasks should be planned to reflect a well-balanced range of activities and to include a range of teaching and learning styles.
- Lessons should reflect and incorporate opportunities for the development of the KGIS competences, and a clear framework for assessment should be visible throughout the lesson.
- Lessons should be differentiated to take into account learning needs; assessment data must be used effectively to plan to support and challenge every learner.
- All Schemes of Work and lesson plans should be tailored to accommodate the interests and learning needs of different groups of students.
- Long term plans / weekly curriculum overviews should be made available to parents/carers and students via the VLE.

5. Learning

Learners should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by taking responsibility for organising displays of their own work and the work of others. Learners are expected to work collaboratively with others, know what they are doing, why they are doing it and know what they are going to learn next. Learners have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

6. Objectives

The Senior Leadership Team will work to:

- Create and maintain an environment and code of behaviour which promote and secure outstanding teaching, effective learning, high standards of achievement, and good behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum
- Ensure that the School is in line with Oman Ministry of Education and appropriate international guidelines, ensure that all students follow statutory requirements, in addition to incorporating innovative practice from international and national research as appropriate.
- Ensure that effective support and challenge is available and planned for all students.
- Ensure cross curricular strategies for literacy, numeracy, digital pedagogy, enterprise and the KGIS competences are applied consistently and directly impact on raising achievement.
- Ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas.
- Involve all staff in rigorous Monitoring, Evaluation and Review of the quality of learning and teaching, and achievement of all students, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the School community.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives, and to enhance the learning and teaching.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being.
- Ensure regular celebration of student achievement – sporting, cultural and academic.

Subject Leaders will work to:

- Have in place a progression map for their subject area which maps KG – Grade 12. This will detail the specific skills and knowledge that all students will need to develop over the course of the term, year and phases. This will be done keeping in mind the KGIS aspirational targets.
- Have in place clearly differentiated long, medium and short term Schemes of Work. These must set out subject learning objectives, success criteria, 'big picture' questions, and opportunities for the development of the KGIS competences. They must also contain clear opportunities for the inclusion of literacy, numeracy, digital pedagogy and enterprise, and a clear framework for assessment.
- Lead the department by example and set high standards.
- Set learning and teaching priorities for the department within the context of the School Development Plan.
- Rigorously implement the programme for Monitoring, Evaluation and Review within their department.
- Be accountable for the standards of learning, teaching and student progress within their department.
- Participate in appropriate CPD and disseminate information to staff, efficiently, effectively and promptly.
- Identify professional development requirements within the department and utilise subject area time to address appropriately in order to develop the standard of learning and teaching.
- Ensure assessment procedures provide information to inform future planning and intervention, including rigorous and consistent use of the KGIS Assessment & Reporting Policy; provision of differentiated assessments; organization of moderation and standardisation at all levels.
- Ensure that Schemes of Work and resources are tailored to accommodate the interests and learning needs of all groups of students.
- Maintain up to date information regarding the curriculum and resources for parents and students on the VLE.
- Monitor the use of the VLE within their department to set regular, meaningful home learning.

Classroom teachers will work to:

- Plan effectively and deliver lessons appropriate to every individual within the teaching group, ensuring support and challenge as appropriate.
- Monitor students' progress through frequent formal and informal written and oral feedback, and maintain effective records.
- Create a secure, stimulating and enterprising classroom climate that will motivate students to learn and perform to the best of their ability.
- Implement cross curricular opportunities for the development of the KGIS competences and digital pedagogy, and a clear framework for assessment throughout lessons, following departmental Schemes of Work, adapted as appropriate to accommodate individual need.
- Support students in their learning and help them to become confident, independent learners, to enhance the students' progress towards targets.
- Provide opportunities for students to assess their own and others' work in accordance with a clear criterion.
- Ensure all students are aware of current attainment level and know how to achieve target level.
- Use digital pedagogy selectively and appropriately to enhance the learning and teaching process and motivate students towards developing a positive attitude to their learning, thus enabling them to take more responsibility for their own learning.
- Ensure that lesson planning, assessment information, ILPs, profile of need, seating plan and any other documentation about each class is well organised and accessible in the classroom.
- Follow the KGIS Rewards & Behaviour Policy, and Assessment & Reporting Policy rigorously.
- Ensure that lessons, and resources used, are tailored to accommodate the interests and learning needs of all groups of students.
- Maintain up to date information regarding lesson content and home learning on the VLE for

parents and students.

Support staff will work to:

- Work collaboratively with the class teacher in planning for learning and teaching.
- Support students in specific aspects of their learning as agreed with the class teacher.

Learners will work to:

- Achieve their goals and reach their targets, and respect the rights of others to do the same.
- Take responsibility for their own learning and be pro-active in using self-assessment techniques.
- Actively participate in lessons, contributing to class / pair / group discussions and tasks in a mature and focused manner.
- Meet deadlines for completing class work and home learning.
- Prepare appropriately for each lesson and maintain high expectations of themselves, to maximize progress towards targets.
- Consistently observe the KGIS Code of Conduct.

Parents and carers will work to:

- Work in partnership with the School in all aspects of their children's education.
- Support school initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work and achieve their full potential.
- Attend consultative meetings and evenings to discuss student progress.
- Access and check the VLE regularly to communicate with teachers, update their knowledge in regards to the programme of study for their child, and support their child in completing home learning set.

7. Responsibilities:

All staff are responsible for the implementation of this policy. The staff review this policy annually. The Senior Leadership Team report on its implementation and impact termly to the School Board.

8. Monitoring and Evaluation:

There are a number of monitoring activities which provide evidence for the evaluation of this policy, including; lesson observations, learning walks, talking to students, work scrutiny, internal reviews and analysis of data.

Evaluation of evidence enables KGIS to highlight:

- The policy's value in supporting and challenging all staff to ensure outstanding outcomes for students.
- The impact of the policy on raising standards.
- Successful individual practice and high performing sectors throughout KGIS
- Key areas for development in future School Development Plans

9. The KGIS Teaching and Learning Essentials

1. The teacher will always arrive on time or early to greet students and ensure entry routines. The teacher will have a seating plan and students will know where to sit.
2. The classroom space will be literacy and numeracy rich, and visually attractive with subject specific displays. The displays will contain students' work that promotes learning and is affirming. The whiteboard display and differentiated lesson resources will be ready and well prepared:
 - The task on entry will be displayed on the IWB at the start of the lesson
 - The key vocabulary for the lesson will be displayed on the IWB
 - The competency focus for the lesson will be displayed on the IWB
3. Ensure that every student sets out their desk ready for learning (pencil case, books and device available) and begins the task on entry. The teacher will take the register, record any late arrivals and where appropriate collect home learning.
4. The teacher will clarify the learning objectives and the 'big picture' question for the lesson, explain the big picture and provide opportunity for review/preview. The teacher will explain the focus for competency development.
5. The activation and demonstration phases of the lesson will offer a variety of stimulating and appropriately differentiated learning activities utilising a variety of learning styles to challenge and engage all learners, and inspire a love of learning. Digital pedagogy will be incorporated where possible to enhance the learning process.
6. The teacher will regularly acknowledge, reward, praise and celebrate students' engagement, effort, achievement and progress, and likewise have a zero tolerance approach to any infraction that affects learning.
7. The teacher will ensure that students' work is marked in accordance with the Marking Policy and with reference to individual student targets.
8. The lesson shall end in consolidation allowing students to demonstrate what they have learned during the lesson.
9. The teacher will ensure that every lesson ends in a calm, orderly manner – students will be silently dismissed table by table and teachers will stand by the door to ensure they leave in an appropriate manner.

The KGIS Learning and Teaching Essentials

The following are expected
in conjunction with the ALC

T&L Essentials:

- High expectations
- Explicit teaching
- Effective feedback
- Assessment
- Disciplinary literacy
- Classroom management
- Wellbeing
- Differentiation

KGIS Learning and Teaching Essentials

TASK ON ENTRY

- Are you **on time** to greet students?
- Do you have a **strategic seating plan**?
- How is the **curriculum** being **adpated** for those learners highlighted?
- Is there a **task on entry** on the board?
- Have you taken the **register**?

CONNECTION

- What is today's **Big question** / Which **concepts** are highlighted?
- Are there **differentiated learning objectives**?
- Is there an **engaging starter activity** that 'hooks' the students?

ACTIVATION

- Are all learning needs being met through differentiated and varied tasks that could include elements of **blended learning, competence development** and cater to different **learning styles**?
- Are students provided with clear **success criteria**?
- AfL: Does the lesson contain a mini plenary, **higher order questioning, diagnostic feedback, peer and self assessment**?

DEMONSTRATION

- Is there an **independent learning task**?
- Can **students apply their new knowledge and skills**?
- Is there sufficient **stretch and challenge**, and **scaffolding**?
- Is there **effective use of AfL**? Mini plenary, **higher order questioning, diagnostic feedback, peer and self- assessment**?

CONSOLIDATION

- AfL: Is there **checking of understanding against success criteria** linked to **differentiated lesson objectives**?
- Is the students' work marked in line with **KGIS Marking Policy**? Does marking include **clear targets for student progression**?
- Are relevant **home learning** and 'flipped' learning tasks set to **consolidate, extend** and prepare students for the next lesson?

10. The Use of Assessment

Assessment FOR learning:

Teachers should:

- Plan and use a whole variety of assessment techniques every day.
- Have clear differentiated learning outcomes and share these with students at the beginning of the lesson.
- Review learning outcomes at the end of the lesson as a consolidation activity.
- Display levels and progression criteria on classroom walls.
- Share assessment criteria with students so that they know how their work will be assessed and how to move from one level to another.
- Provide exemplar material that has been marked using the assessment criteria.
- Ask open questions and give students time to think before getting an answer.
- Use questioning to explore students' understanding and diagnose any misconceptions.
- Use a range of strategies for peer and self-assessment.
- Identify specific ways in which students can improve their work.
- Inform students what they have done well and what they need to improve, during or soon after the activity.
- Adjust lesson plans to take account of progress.

Assessment OF learning:

Teachers should:

- Record, track and discuss student progress with individuals.
- Analyse data to identify improvement strategies.
- Mark students work (with a minimum twice per half-term 'deep mark' using the KGIS marking grid in the Core Subjects and once per half-term in non-core subjects) with appropriate positive specific comments as well as clear targets for improvement; use the whole school Marking Policy and ensure that literacy is taken into account where appropriate. This entails identifying the skills the student has demonstrated, their progress towards target grades, and targets which directly guide the student to attain target grade.
- Ensure that targets and levels are shared with students and parents/carers.
- Ensure that parents/carers are contacted swiftly to discuss and address any issues or concerns.
- Produce reports when required to highlight progress and areas for development.

Subject Leaders should:

- Analyse assessment and test results to see the effects of previous developments / initiatives and to identify any necessary revisions of medium term plans.
- Provide opportunities for standardising and moderating levels of student work to ensure consistency of assessments.
- Proof read and check all assessment data and reporting sent home to parents to edit appropriately, following up any concerns as relevant.

Lesson Plan (ALC)

		Lesson Plan (ALC)	
Teacher:		Subject:	
Lesson: 1 2 3 4 5 6		Date:	
Set/Year:		Number of students: -M: F:	
Context of the lesson:		Student data: (Numbers) SEN: ELL: G&T:	
Learning Outcomes: 1		Evidence of Learning:	
<i>What are your differentiated lesson objectives?</i>		<i>How will you know what students have learned by the end of the lesson?</i>	
Differentiation strategies and curriculum adaptation:			
<i>(General information on differentiation, ALP for more detailed personalisation)</i>			
Cross-curricular links where appropriate.			
Cultural/Omani link:		Literacy:	Numeracy:
			Digital pedagogy:
Time	Lesson Structure		
	Task on entry:		
	Starter: Connection phase -		
	Main Body of the Lesson: Activation phase		
	Main Body of the Lesson: Demonstration phase		
	Plenary: Consolidation phase		
Assessment opportunities			
<i>Students will be assessed on...</i>			

Appendix 2: KGIS Lesson Observation Criteria

Consistency in quantitative terms

The following terms are used throughout the performance indicators with the following definitions:

Almost all	Greater than 90%
Most	75% - 90%
Large majority	61% - 74%
Majority	50% - 60%
Large minority	31% - 49%
Minority	16% - 30%
Few	0 - 15%

Standard One: Sets high expectations and stretches and challenges every student				
1 Critical / Rarely	2 Developing / Sometimes	3 Developed / Regularly	4 Highly developed / Consistently	5 Champion / Mastery
The Inspired teacher rarely demonstrates a growth mindset, and so does not set aspirational goals or plan for learning; there is no love of learning or intellectual curiosity in the students and the teacher need to address their practice in the standard with urgency	The Inspired teacher sometimes demonstrates a growth mindset, but does not set sufficiently aspirational goals and plan for learning that stretches and challenges; only a minority of students love learning and show any intellectual curiosity, and so the teacher needs to develop their practice in the standard	The Inspired teacher regularly demonstrates a growth mindset, setting aspirational goals and plan for learning that inspires, motivates, stretches and challenges, stimulating a love of learning and intellectual curiosity in the majority students although there are aspects of it which can be further developed	The Inspired teacher consistently demonstrates excellence in all aspects of the standard including a growth mindset, setting aspirational goals and plan for learning that inspires, motivates, stretches and challenges, stimulating a love of learning and intellectual curiosity in most students	The Inspired teacher unwaveringly demonstrates a growth mindset, setting aspirational goals and plan for learning that inspires, motivates, stretches and challenges, stimulating a love of learning and intellectual curiosity in almost all students to the extent that they are seen as a reference for their faculty in it and are able to utilise their skillset to develop the standard in others

Standard Two: Uses responsive teaching which promotes excellent progress and outcomes				
1 Critical / Rarely	2 Developing / Sometimes	3 Developed / Regularly	4 Highly developed / Consistently	5 Champion / Mastery
The Inspired teacher rarely demonstrates planning of teaching based on students' prior knowledge, or assessment for learning to differentiate for students, nor do they support and scaffold for collaborative learning whether in physical, virtual or hybrid modes and needs to address their practice in the standard with urgency	The Inspired teacher sometimes demonstrates planning of teaching based on students' prior knowledge, and assessment for learning is only used to differentiate for a minority of students; again, the teacher only supports and scaffolds for collaborative learning for a minority of students, and so needs to develop their practice in the standard	The Inspired teacher regularly demonstrates planning of teaching based on students' prior knowledge, and assessment for learning to differentiate for the majority of students, and supports and scaffolds for collaborative learning whether in physical, virtual or hybrid modes, although there are aspects of it which can be further developed	The Inspired teacher consistently demonstrates excellence in planning of teaching based on students' prior knowledge, and assessment for learning to differentiate for most students, and support and scaffold for collaborative learning whether in physical, virtual or hybrid modes	The Inspired teacher unwaveringly demonstrates planning of teaching based on students' prior knowledge, and assessment for learning to differentiate for almost all students, and support and scaffold for collaborative learning whether in physical, virtual or hybrid modes to the extent that they are seen as a reference for their faculty in it and are able to utilise their skillset to develop the standard in others
Standard Three: Subject and curriculum knowledge				
1 Critical / Rarely	2 Developing / Sometimes	3 Developed / Regularly	4 Highly developed / Consistently	5 Champion / Mastery

<p>The Inspired teacher rarely demonstrates any passion or sufficient subject knowledge to engage students; they do not understand or communicate assessment criteria and exam specifications, and do not promote literacy and numeracy to help students achieve their highest potential; they need to address their practice in the standard with urgency</p>	<p>The Inspired teacher sometimes demonstrates sufficient passion and subject knowledge to engage the minority of students; they understand and sometimes communicate assessment criteria and exam specifications, and promote literacy and numeracy to help students achieve their highest potential, and so they</p>	<p>The Inspired teacher regularly demonstrates passion and excellent subject knowledge to engage the majority students; they understand and communicate assessment criteria and exam specifications, and promote high standards of literacy and numeracy to help the majority of students achieve their highest potential, although there</p>	<p>The Inspired teacher consistently demonstrates passion and excellent subject knowledge to engage most students, understand and communicate assessment criteria and exam specifications, and promote high standards of literacy and numeracy to help most students achieve their highest potential</p>	<p>The Inspired teacher unwaveringly demonstrates passion and excellent subject knowledge to engage almost all students; they understand and communicate assessment criteria and exam specifications, and promote high standards of literacy and numeracy to help almost all students achieve their highest potential to the extent that they are seen as a</p>
	<p>need to develop their practice in the standard</p>	<p>are aspects of it which can be further developed</p>		<p>reference for their faculty in it and are able to utilise their skillset to develop the standard in others</p>
<p>Standard Four: Pedagogy and planning</p>				
<p>1 Critical / Rarely</p>	<p>2 Developing / Sometimes</p>	<p>3 Developed / Regularly</p>	<p>4 Highly developed / Consistently</p>	<p>5 Champion / Mastery</p>

<p>The Inspired teacher rarely demonstrates any pedagogies that deepen learning or trigger higherorder thinking; they do not plan intentional learning environments with integrated educational technologies, nor encourage student metacognition for selfregulation, and so they need to address their practice in the standard with urgency</p>	<p>The Inspired teacher sometimes demonstrates pedagogies that deepen learning and trigger higher-order thinking; they can sometimes plan intentional learning environments with integrated educational technologies, and encourage metacognition for selfregulation for a minority of students, but they need to develop their practice in the standard</p>	<p>The Inspired teacher regularly demonstrates pedagogies that deepen learning and trigger higher-order thinking for the majority of students; they plan intentional learning environments with integrated educational technologies and encourage metacognition for self-regulation for the majority of students, they may also contribute to an engaging curriculum with the team, however, there are aspects of this standard which can be further developed</p>	<p>The Inspired teacher consistently demonstrates varied pedagogies to deepen learning and trigger higherorder thinking in most students; they plan intentional learning environments with integrated educational technologies and encourage metacognition for self-regulation in most students, they also contribute to an engaging curriculum with the team</p>	<p>The Inspired teacher unwaveringly demonstrates varied pedagogies to deepen learning and trigger higherorder thinking in almost all students; they plan intentional learning environments with integrated educational technologies, encourages metacognition for self-regulation in almost all students, and they contribute to an engaging curriculum with the team to the extent that they are seen as a reference for their faculty in it and are able to utilise their skillset to develop the standard in others</p>
---	--	--	--	---

Standard Five: Assessment, monitoring and interventions

<p>1 Critical / Rarely</p>	<p>2 Developing / Sometimes</p>	<p>3 Developed / Regularly</p>	<p>4 Highly developed / Consistently</p>	<p>5 Champion / Mastery</p>
---------------------------------------	--	---	---	--

<p>The Inspired teacher rarely demonstrates use of summative data for tracking and identifying student underperformance, nor embeds formative feedback, nor prepares task-specific rubrics, nor provides prompt feedback to students and parents, nor designs creative assessments with technology, nor standardises and moderates student work systematically and needs to address their practice in the standard with urgency</p>	<p>The Inspired teacher sometimes demonstrates use of summative data for tracking and identifying student underperformance; they provide formative feedback to a minority of students and sometimes prepare task-specific rubrics, but do not always provide feedback to students and parents in a timely fashion, or design creative assessments with technology, and so need to develop their practice in the standard</p>	<p>The Inspired teacher regularly demonstrates use of summative data for tracking and identifying the majority of student underperformance; they provide formative feedback to the majority of students, and prepare task-specific rubrics and provide prompt feedback to students and parents; they also design creative assessments with technology, and standardise and moderate student work although there are aspects of it which can be further developed</p>	<p>The Inspired teacher consistently demonstrates excellence in the use of summative data for tracking and identifying most student underperformance; they provide formative feedback for most students, preparing task-specific rubrics, providing prompt feedback to students and parents, designing creative assessments with technology, and standardising and moderating student work</p>	<p>The Inspired teacher unwaveringly demonstrates excellence in the use of summative data for tracking and identifying almost all student underperformance; they provide formative feedback for almost all students, preparing task-specific rubrics, providing prompt feedback to students and parents, designing creative assessments with technology, and standardising and moderating student work systematically to the extent that they are seen as a reference for their faculty in it and are able to utilise their skillset to develop the standard in others</p>
---	---	--	---	--

Standard Six: Student welfare and classroom management

<p>1 Critical / Rarely</p>	<p>2 Developing / Sometimes</p>	<p>3 Developed / Regularly</p>	<p>4 Highly developed / Consistently</p>	<p>5 Champion / Mastery</p>
<p>The Inspired teacher rarely demonstrates routines for a respectful and safe classroom environment; they rarely treat students with dignity to build respectful relationships, or listen to</p>	<p>The Inspired teacher sometimes demonstrates routines for a respectful and safe classroom environment, and treats a minority of students with dignity, building</p>	<p>The Inspired teacher regularly demonstrates clear routines for an inclusive, respectful, and safe classroom environment; they treat the majority of students with</p>	<p>The Inspired teacher consistently demonstrates clear routines for an inclusive, respectful, and safe classroom environment; they treat most students with dignity, build</p>	<p>The Inspired teacher unwaveringly demonstrates clear routines for an inclusive, respectful, and safe classroom environment; they treat almost all student with</p>

students, and may not maintain professional boundaries, and needs to address their practice in the standard with urgency	respectful relationships, and listening to students; but they do not always maintain professional boundaries, nor are they always curious about underlying safeguarding issues affecting student behaviour, and need to develop their practice in the standard	dignity, build respectful relationships, listen to students, maintain professional boundaries, and are curious about underlying safeguarding issues affecting student behaviour, although there are aspects of it which can be further developed	respectful relationships, listen to students, maintain professional boundaries, and are curious about underlying safeguarding issues affecting student behaviour.	dignity, build respectful relationships, listen to students, maintain professional boundaries, and are curious about underlying safeguarding issues affecting student behaviour, to the extent that they are seen as a reference for their faculty in it and are able to utilise their skillset to develop the standard in others
---	--	---	---	--

Standard Seven: Professionalism

1 Critical / Rarely	2 Developing / Sometimes	3 Developed / Regularly	4 Highly developed / Consistently	5 Champion / Mastery
The Inspired teacher rarely demonstrates professional standards, does not adhere to the ethos, policies, and practices of the Inspired group and school, demonstrates poor attendance and punctuality, and does not act within statutory frameworks, including data protection and acceptable IT usage within the classroom setting, and needs to address their practice in the standard with urgency	The Inspired teacher sometimes demonstrates professional standards, and sometimes adheres to the ethos, policies, and practices of the Inspired group and school; they are developing their attendance and punctuality, and their adherence to statutory frameworks, including data protection and acceptable IT usage within the classroom setting, but needs to develop their practice in the standard	The Inspired teacher regularly demonstrates high professional standards, adheres to the ethos, policies, and practices of the Inspired group and school, demonstrates good attendance and punctuality , and acts within statutory frameworks, including data protection and acceptable IT usage within the classroom setting although there are aspects of it which can be further developed	The Inspired teacher consistently demonstrates high professional standards, adheres to the ethos, policies, and practices of the Inspired group and school, demonstrates very good attendance and punctuality , and acts within statutory frameworks, including data protection and acceptable IT usage within the classroom setting.	The Inspired teacher unwaveringly demonstrates high professional standards, adheres to the ethos, policies, and practices of the Inspired group and school, demonstrates outstanding attendance and punctuality , and acts within statutory frameworks, including data protection and acceptable IT usage within the classroom setting to the extent that they are seen as a reference for their faculty in it and are able to utilise their skillset to develop the standard in others

