

Our pillars of excellence will **inspire** and **enthuse** students, sparking **curiosity** and **risk-taking** in our subjects.

We sequence learning and use a range of metacognitive and retrieval strategies to develop and retain vocabulary, skills, knowledge and understanding over the long term.

We plan for students to be able to reflect and evaluate their learning.

We use modelling and provide scaffolded practice when we introduce new vocabulary, skills, knowledge and understanding.

Differentiation occurs over time, aiming to teach to the top with planned scaffolds for lower attaining students.

We plan to ask a wide range of factual and procedural questions and use a variety of questioning strategies. We adapt the lesson based upon the student responses.

We model thinking and provide opportunities for students to think about their learning in a variety of ways.

Feedback is timely and can take a variety of forms. It is used to promote the students' development of vocabulary, skills, knowledge and understanding for the long term.

We model the skills necessary to conduct inquiry and research, communicating findings in a variety of ways. We provide opportunities to practice these.

We plan and provide opportunities for students to demonstrate their vocabulary, skills, knowledge and understanding through independent practice.

We plan opportunities to model and practice debating and collaborative work to develop a wider range of transferable skills.

Our pillars of excellence are built upon our **expert subject knowledge**, alongside a culture of **high expectations**, **principled and caring relationships** and **consistent routines**.