



Classroom Culture to Build Character for Learning and Purposeful Relationships

Teachers will endeavor to build an inclusive learning environment by interacting with their pupils as individuals.

Set and maintain high expectations of student engagement in learning following the Ready to Learn principles. These should be explicitly communicated and reinforced to ensure a consistent message of expectations.

When applying the Ready to Learn process the approach should begin with calm clarity of expectations regarding expected behaviours and the use of least invasive strategies (eg: non verbal clues) to avoid escalation or the disruption of learning.

Key routines should be explicitly applied to keep the focus on a productive learning environment:

- Greet students at the door on arrival ensuring they are ready to learn eg: correct uniform
- Use the Listening Code particularly at Key Stage 3
- Students exit in an orderly manner ensuring their area is tidy and ready for the next class and thanking the teacher.

Use precise praise and use the Casterton reward system to make explicit positive behaviours and contributions linked the school values.

Teachers will be aware of and incorporate adjustments (Required Common Practice: RCP) to support inclusion for students requiring in class adaptations to Ready to Learn to support their engagement with learning.



High Expectations

Teachers assume that 'ability is not fixed' in every pupil and plan with ambition.

Lessons are 'taught to the top' 20% of current ability while ensuring all pupils receive the support needed to access the same powerful curriculum.

Challenge is explicit and difficulty is framed as positive and expected.

Teachers will be clear about minimum expectations and hold students accountable if they choose to not engage and take responsibility for their learning.

Teachers will endeavor to create an environment where all students can thrive based on establishing a trusting culture, where positive and respectful relationships are promoted. This culture will be supported by a college culture where the integrity and authority of the teacher is promoted.

Teachers will promote their subjects with passionate expertise

Curriculum intent and delivery

Teaching is driven by the Subject Curriculum Statement which outlines the rationale driving the sequencing, content and aims of the curriculum to ensure all students will master powerful knowledge over time.

All curriculum models will reflect and incorporate the common elements of the Casterton Curriculum: Core Knowledge, Reading for Meaning, Academic Writing, Every Word Matters.

The curriculum assessment of Checkpoints and Key Assessments will align with the Casterton Progress Point cycle which embeds Cohort and Subject based Progress Snapshot Reviews to inform in cycle adaptations to support actions to support progress for all students with particular mind to SEND, Disadvantaged and Vulnerable students.

The curriculum will look beyond the classroom to wider opportunities to enrich students' experience of the subject. These opportunities will be positively inclusive.



Teaching for mastery

Clear objectives: Every lesson begins with a precise, pupil-friendly learning objective (To know, To understand, To be able to).

Explicit sequencing: Objectives align with curriculum sequencing and assessment end points and are revisited during the lesson.

Instruction: Teachers will use direct instruction with an understanding of the Rosenshine Principles.

Retrieval practice: Prior knowledge is revisited frequently through questioning, quizzes and Core Knowledge Tests to secure long-term memory.

Explaining the why: Teachers place new learning within the wider narrative of the subject and beyond so pupils understand purpose, relevance and progression.

Clear and Structured Explanation: Explanations are concise, well-sequenced and build securely on prior knowledge, avoiding cognitive overload.

Expert Modelling: Teachers explicitly model examples, thinking and outcomes, narrating cognitive steps and using processes such as I do – We do – You do to release responsibility or using visualisers and exemplars. Teachers will scaffold not simplify.

Practice and Fluency: Pupils are given sufficient guided and independent practice to develop fluency aligned to curriculum priorities.

Assessment for Learning: Assessment is used to diagnose gaps and misconceptions and to adapt teaching so mastery is secured before moving on. Assessment will be evident within lessons, over sequences of lessons and at Checkpoints/Key Assessments.

Feedback that Improves Learning: Feedback addresses the most important misconceptions, is often given to the whole class and is acted upon by pupils. Each subject has an approach to written feedback outlined in its Curriculum Statement.

Adaptive teaching as standard: Pupils, including those with SEND, receive structured support and adaptation so they access the same ambitious curriculum without dilution.

A classroom where everyone belongs and everyone can thrive.

Know Who: Teachers will know their students with potential barriers due to being identified as having SEND, Disadvantage and identified as Vulnerable.

Teachers will embed Required Common Practice (RCP) into their teaching of individuals with adaptations in place to support progress.

Support Without Lowering the Bar: Pupils with SEND receive structured support and adaptation so they access the same ambitious curriculum without dilution.

Utilising adults effectively: Teaching Assistants will be deployed effectively to support pupil progress and independence by the direction of the teacher.

Snapshot Analysis for Progress: Leaders and teachers will have time to analyse the progress of all students (with a particular focus on inclusion) to allow time to diagnose considered adaptations and interventions.

Teaching to the Top: Lessons are planned with high ambition. Academic challenge is normalised and pupils are expected to give well-reasoned responses with appropriate adaption to allow all students to access the curriculum.



The literate classroom

All teachers will promote literacy through the Casterton Curriculum's expectation of common cross curricular practices:

A reading culture: Drop Everything and Read (DEAR) and Accelerated Reading.

Reading for Meaning: Subject specific reading-based assessments.

Every Word Matters: Tier 2 and Tier 3 vocabulary is explicitly taught, modelled and rehearsed. Accurate academic language is expected in speech and writing.

High quality classroom talk: Teachers provide regular opportunities for pupils to articulate understanding through structured talk using the Classroom Speaking Oracy Framework and specific curriculum tasks with an oracy focus.

Academic Writing is explicitly taught in every subject using subject-specific academic styles and templates.

No one left behind: The Basic Skills team identify through structured regular testing (GL Assessments) a layered menu of interventions to enable students who are not at age-appropriate ability to access the literacy of the curriculum catch up with their peers.

The reflective and developing teacher

Teachers will be aware of the reasoning informing the structure, sequencing and intentions of the curriculum.

Teachers will be aware of the evidence informing their classroom practice.

Teachers will be supported in developing their pedagogy through school based training and initiatives (Pedagogy for Performance) and access to national best practice.

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