

At the Hastings Academy, we believe that what a teacher does over a course of lessons has a direct impact on how well students learn and that there are specific areas of teaching practice that are essential to ensuring students receive develop detailed knowledge of a subject over time. We have therefore developed the Hastings Teaching Principles that represent the areas we believe form the foundations of what we think great teaching is for our students is. These principles are based on educational research and particularly Tom Sherrington’s analysis of Rosenshine’s Principles of Instruction.



Underneath our overarching Hastings Teaching Principles, sits a specific strategy that is the focus of CPD offer and monitoring processes for the academic year:

Principle	Why is this important?	What do we do?
Clear Modelling	Modelling helps to clarify the specific steps involved in learning so that students can see what they need to do to learn successfully.	Teachers demonstrate strong subject knowledge and use the best pedagogical approaches for the topics they teach. They provide students with models, worked examples and use ‘teacher-thinking-out-loud’ illustrations so that students can see what success looks like and how it is achieved.
Scaffolded Support	Presenting information and new vocabulary in small steps helps prevent cognitive overload.	Teachers introduce subject specific vocabulary purposefully and provide lots of opportunities to practise using new vocabulary . They present new information in small, chunked steps and proceed only when mastered. They plan time into lessons to allow students to process new information and review learning regularly .
Targeted Questioning	Asking questions ensures that student misconceptions are quickly addressed.	Teachers ask lots of questions to check what students do and don’t understand regularly and use responses to inform the next phase of learning . They ask questions to specific students based on their ability so that all students are challenged and can access the curriculum.
Structured Practice	Practice is required to store what is learning and longer-term memory and be able to apply it at a later date.	Teachers plan scaffolded, independent and guided practice into lessons for students which consolidates new and previous learning. They provide students with dedicated time to regularly practise new skills so that they can recall key learning effectively.
Consistent Routines	Consistent routines ensure students understand what is expected of them and provides them with a safe and secure learning environment.	Teachers have high ambition for all students that they teach. They set clear expectations that are shared explicitly with students. They teach students how to learn and ensure that structured classroom routines are embedded into lessons so that learning time is focused on learning. They consistently apply the behaviour policy to reinforce positive learning behaviours and do not tolerate poor learning behaviours .