PRENTON HIGH SCHOOL FOR GIRLS

TEACHING THE PRENTON WAY

Owned::	HR| Finance, Premises, Pay & Personnel
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3. Teacher Professional Growth Model
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7. *The Way We Do Things Here* policy
8. Teaching: The Prenton Way Lesson Cycle and Subject-Specific Disciplinary Approaches
9. Supporting Teaching: The Prenton Way Action Plan (Appendix A)

1 AIMS

Teaching: The Prenton Way **will provide a framework for all teaching staff to promote the highest standards of teaching in every classroom at Prenton High School.**

The policy will:

- ensure that teaching and learning is rooted in **evidence-informed practice** and responsive to the needs of our learners.
- establish a **clear and consistent whole-school framework** through Teaching: The Prenton Way and its agreed non-negotiables, while recognising how effective practice is enacted within different subjects.
- ensure all learners experience high-quality, inclusive and ambitious teaching.
- create **inclusive classroom cultures where every learner feels known, valued and that they belong**, supporting positive relationships, participation, confidence and readiness to learn.
- embed **adaptive teaching as an integral part of everyday classroom practice**, using knowledge of individual learners, ongoing checks for understanding and appropriate adaptations to enable all students to access, participate in and succeed within an ambitious curriculum.
- anticipate and reduce **barriers to learning**, while maintaining high expectations and appropriate challenge for all learners, including those with SEND and other identified needs.
- promote a culture of **continuous professional growth, reflection and improvement**.
- foster a collaborative teaching culture which encourages **professional curiosity, evidence-informed innovation and the sharing of effective practice**.
- promote high expectations and aspiration for all learners.
- develop students' **participation, independence, confidence, resilience and self-regulation**, enabling them to become increasingly successful learners.
- ensure that **literacy, oracy, reading and disciplinary vocabulary** support access to learning across the curriculum.
- provide a framework which creates **consistency where it matters**, while retaining professional expertise, subject specificity and appropriate flexibility.
- ensure that quality assurance supports professional growth through **developmental, individualised Notice & Nudge feed-forward** and the identification and sharing of effective practice.
- promote staff wellbeing through **clear, reasonable and consistent expectations** which support effective practice without creating unnecessary workload.
- support students' wider development, including their spiritual, moral, social and cultural development, and promote **British values within a diverse and global community**.

2 THE NATIONAL TEACHERS' STANDARDS

The Prenton High School community expects all teaching staff to **uphold the National Teachers' Standards in their daily professional practice**. Teaching: The Prenton Way supports these standards by providing a shared, evidence-informed framework for high-quality, inclusive and adaptive teaching, while recognising professional expertise and subject-specific practice.

3 EXPECTATIONS OF TEACHING STAFF AT PRENTON HIGH SCHOOL

Senior Leaders, Subject Leaders and Governors at Prenton High School have high expectations for teaching and learning. **Teaching: The Prenton Way** provides our shared framework for high-quality, inclusive and ambitious teaching, while recognising the importance of disciplinary expertise.

Teaching: The Prenton Way operates through a two-tier approach. All teaching staff are expected to implement both layers consistently.

3.1 Layer 1 – Whole-school non-negotiables

The six non-negotiables provide a shared framework of evidence-informed practice expected across all classrooms. They establish the consistent foundations that enable all learners to feel they belong, participate, achieve and succeed:

- **Create Predictable Environments**
- **Build Positive Relationships**
- **Communicate Clearly**
- **Minimise Barriers**
- **Develop Independent Learners**
- **Check and Respond**

These expectations support high-quality, inclusive and adaptive teaching while allowing teachers to respond appropriately to the learners in front of them.

3.2 Layer 2 – Subject-specific disciplinary approaches

Each subject has agreed **disciplinary approaches** which set out how *Teaching: The Prenton Way* is enacted effectively within that subject.

All teaching staff are expected to **know, follow and consistently apply their subject's agreed disciplinary approaches**, including how the *Teaching: The Prenton Way* lesson cycle is implemented within their curriculum.

These approaches recognise that effective **retrieval and focus, modelling, challenge, review and reflection, literacy and oracy** will look different across disciplines. Subject-specific approaches ensure that teaching reflects the distinctive knowledge, skills, vocabulary, ways of thinking and ways of working within each discipline.

Together, the two layers provide consistency where it matters alongside strong disciplinary practice: what we expect in every classroom and what effective teaching looks like within each subject.

3.3 All teaching staff are expected to:

- consistently implement the **six whole-school non-negotiables** as part of everyday classroom practice.
- consistently follow and apply their **agreed subject-specific disciplinary approaches**, including the subject-specific enactment of the *Teaching: The Prenton Way* lesson cycle.
- create **inclusive classroom cultures where learners feel known, valued and that they belong**, underpinned by positive relationships and high expectations.
- know their learners and use this knowledge to **adapt teaching, anticipate and minimise barriers to learning**, while maintaining ambition and appropriate challenge for all.
- establish **predictable environments, routines and expectations** which maximise learning time and support all learners to participate successfully.
- **communicate clearly** through effective explanations, modelling, instructions, questioning and appropriate scaffolding.
- explicitly develop **talk, reading, vocabulary and disciplinary literacy** through approaches appropriate to the subject.
- provide appropriate scaffolding and support while deliberately developing students' **confidence, independence and ability to regulate their own learning**.
- regularly **check for understanding and respond** to what students know and can do, adapting teaching and providing timely feedback and feed-forward where appropriate.
- provide purposeful opportunities for students to **retrieve, connect, apply, review and reflect on their learning**.
- uphold high expectations for **behaviour, relationships and routines** in line with *The Way We Do Things Here*.
- maintain a **purposeful learning environment** which supports learning and avoids unnecessary cognitive overload.
- set purposeful homework and independent learning which **retrieves, reinforces, extends or prepares students for learning**, as appropriate.
- maintain high expectations for the **quality and presentation of students' work**.
- engage with **evidence-informed professional development, reflection and professional growth**, taking responsibility for continually developing their practice.
- engage positively with **Notice & Nudge and wider developmental quality assurance**, recognising effective practice and using individualised feed-forward to identify and act upon precise areas for further refinement.

4 PLANNING FOR TEACHING: THE PRENTON WAY

Effective planning begins with **knowing our learners**. Teachers should use relevant information about their classes alongside curriculum and subject knowledge to anticipate barriers, plan appropriate adaptations and maintain high expectations for all.

To plan and deliver *Teaching: The Prenton Way*, including the **whole-school non-negotiables and agreed subject-specific disciplinary approaches**, all teaching staff should have access to and make appropriate use of:

- the **Teaching: The Prenton Way lesson cycle** and six whole-school non-negotiables.
- their subject's agreed **disciplinary approaches** and relevant curriculum plans, shared resources and examination specifications.
- **seating plans** which reflect knowledge of learners and are reviewed and adapted where appropriate.

- key information about individual learners, including **SEND, EHCPs, Pupil Premium, Aspire/HPA, medical needs and allergies, EAL and other identified needs or vulnerabilities**.
- **Pupil Passports** and relevant SEND information, including recommended strategies and reasonable adjustments.
- relevant safeguarding and pastoral information, including where appropriate **CP/CIN, EBSA, Alternative Provision and students working with external agencies**.
- **reading information**, including reading ages, Priority Reader identification and relevant literacy or phonics intervention information.
- appropriate assessment and attainment information, including **prior attainment, progress information and target grades**, where relevant.
- information gathered through **ongoing formative assessment and checks for understanding**, so that teaching can be adapted responsively during and between lessons.

Teachers should use this information purposefully to **anticipate and minimise barriers rather than lower expectations**, ensuring that adaptations enable learners to access and participate successfully in an ambitious curriculum.

Planning should be proportionate and sustainable. **Adaptive teaching does not require separate lesson plans or activities for every learner**; it involves thoughtful use of learner information, strong subject knowledge and responsive teaching to provide appropriate support and challenge.

5 TEACHING: THE PRENTON WAY – TWO-TIER APPROACH



5.1 In lessons, teachers will:

- consistently implement the **six Teaching: The Prenton Way whole-school non-negotiables** and their agreed **subject-specific disciplinary approaches**.
- create **predictable, purposeful learning environments**, including positive meet and greet routines and clear starts to learning.
- build **positive relationships and a strong sense of belonging**, ensuring learners feel known, valued and able to participate.
- enact the **Teaching: The Prenton Way lesson cycle** appropriately within individual lessons or across a sequence of lessons, in line with agreed disciplinary approaches.

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- communicate the **purpose and expectations of learning clearly**, maintaining high expectations and appropriate challenge for all.
- know their learners and use relevant information to **anticipate and minimise barriers**, adapting teaching and support while maintaining an ambitious curriculum.
- communicate clearly through **effective explanations, modelling, instructions, questioning and appropriate scaffolding**.
- regularly **check for understanding and respond**, using formative assessment to identify misconceptions, adapt teaching and inform next steps.
- use **retrieval and prior learning purposefully** to strengthen knowledge, make connections and support future learning.
- explicitly teach and promote **subject-specific vocabulary, reading, writing, talk and disciplinary literacy**, alongside numeracy where appropriate.
- provide purposeful opportunities for students to **think, talk, participate and explain their understanding**, using agreed talk routines where appropriate.
- provide **timely feedback and feed-forward**, enabling students to respond, improve and develop their understanding.
- provide appropriate scaffolding while deliberately developing **independence**, gradually reducing support when learners are ready.
- create opportunities for students to **review and reflect on their learning**, identify misconceptions and strengthen understanding.
- make purposeful links to **careers, wider contexts and cultural capital** where these meaningfully enhance curriculum learning.
- respond flexibly to what learners know and can do, while maintaining the agreed **whole-school and disciplinary approaches**.

5.2 Students will:

- arrive punctually, equipped and **ready to learn**, following established classroom routines.
- contribute to a **positive, respectful and inclusive classroom environment**.
- participate actively in learning, including **thinking, talking, questioning, reading, writing and practising** as appropriate to the subject.
- engage with retrieval and use prior learning to **make connections and strengthen understanding**.
- respond purposefully to **feedback and feed-forward**, including improving or extending their work where appropriate.
- take increasing responsibility for their learning, making effective use of **resources, scaffolds and strategies before seeking additional support**.
- take pride in the **quality and presentation of their work**, following agreed whole-school and subject-specific expectations.
- use **subject-specific vocabulary and disciplinary approaches** with increasing confidence and accuracy.
- recognise that **mistakes, challenge and productive struggle are part of learning** and use them to improve.
- **review and reflect on their learning**, identifying what they understand, where misconceptions remain and what they need to do next.

6 LITERACY, READING, ORACY AND NUMERACY ACROSS THE CURRICULUM

Literacy, reading, oracy and numeracy are **essential to accessing the curriculum and succeeding within individual disciplines**. All teaching staff have a responsibility for developing these skills through the context of their subject.

Teaching staff will:

- explicitly teach and reinforce **subject-specific and disciplinary vocabulary**, providing opportunities for students to understand, use and revisit key terminology.
- develop **disciplinary reading**, explicitly supporting students to read, understand and engage with the types of texts encountered within their subject.
- explicitly teach and model **disciplinary writing**, including how successful written responses are structured and communicated within the subject.
- provide purposeful opportunities for **structured talk and oracy**, enabling students to articulate ideas, explain their thinking, reason, justify and appropriately challenge.
- use agreed **whole-school talk routines**, including *Turn and Talk*, alongside subject-specific approaches to classroom talk.
- use available reading and literacy information to **identify and minimise barriers**, adapting teaching and providing appropriate support where required.
- maintain high expectations for **spoken and written communication** across the curriculum.
- reinforce high standards of literacy through **appropriate feedback and the agreed whole-school literacy marking approach**, enabling students to identify and correct errors and improve the accuracy of their written communication.
- explicitly teach and reinforce **numeracy within the context of the subject**, where appropriate.

The development of literacy, reading, oracy and numeracy should reflect each subject's **agreed disciplinary approaches**. What it means to read, write, speak, reason and communicate successfully will differ between disciplines.

7 A PURPOSEFUL AND INCLUSIVE LEARNING ENVIRONMENT

The physical and relational classroom environment should support **belonging, predictability, participation and learning**. In line with the *Teaching: The Prenton Way* non-negotiables, learning environments should be purposeful, inclusive and designed to **minimise unnecessary barriers and cognitive overload**.

Subject Leaders will support and ensure consistency within their areas. Teachers are responsible for ensuring that:

- classrooms and working spaces are **welcoming, organised, safe and ready for learning**.
- classroom organisation and routines contribute to a **predictable environment** in which students know what to expect and can access learning successfully.
- displays, resources and visual prompts are **purposeful, accessible and relevant to learning**, avoiding unnecessary visual or cognitive overload.
- required whole-school information, including *The Way We Do Things Here* and *Teaching: The Prenton Way*, is **clearly displayed and accessible**.
- the learning environment supports **inclusion and adaptive teaching**, with resources and scaffolds accessible where appropriate to minimise barriers to learning.
- displays and examples of work **celebrate students' learning, progress and achievement** and contribute to a sense of belonging and pride in the subject.
- **Wonder Walls**, where used as part of the whole-school approach, celebrate high-quality student work and learning.
- the environment reflects the **identity and disciplinary nature of the subject**, supporting students to develop their understanding of what it means to think, communicate and work within that discipline.

8 FEEDBACK AND FEED-FORWARD

Feedback is an integral part of the **Check and Respond** non-negotiable and should be **timely, purposeful and proportionate**, enabling students to understand their strengths, address misconceptions and know how to improve.

Teachers will:

- regularly **check for understanding and respond** to students' learning.
- provide appropriate opportunities for students to **act upon feedback and feed-forward** to improve, correct or extend their learning.
- use feedback approaches appropriate to the **subject, learning and needs of students**.
- maintain high expectations for the **quality, presentation and literacy** of students' work.

Further detail is set out within the school's AMF/feedback policy and agreed subject-specific disciplinary approaches.

9 HOMEWORK AND INDEPENDENT LEARNING

Homework should be **purposeful, meaningful and appropriate to the subject and stage of learning**, supporting students to develop increasingly effective and independent learning habits.

Homework may be used to:

- **retrieve, practise and consolidate** prior learning.
- **prepare for future learning**, including reading, research or flipped learning.
- **apply, extend or deepen** learning beyond the classroom.
- support **independent revision and preparation for assessment**.

Homework expectations and approaches will reflect the **needs of the curriculum and agreed subject-specific disciplinary approaches**.

10 UPHOLDING BEHAVIOUR AND STANDARDS

To uphold and maintain standards of conduct and behaviour and in accordance with staff policies, staff should:

- use language in line with the framework of our relational practice policy – *The Way We Do Things Here.*
- engage in high quality conversations whether speaking to colleagues or students, which promote mutual respect and empathy.

11 PROTECTING CURRICULUM TIME AND CONTINUITY OF LEARNING

Regular access to high-quality teaching and curriculum time is important in securing strong outcomes for students. Wider opportunities, enrichment and professional activities also contribute positively to school life; these should be planned carefully to **minimise unnecessary disruption to learning**.

To support continuity of learning:

- planned absence should be **agreed in advance through the appropriate school procedures**, with consideration given to the impact on curriculum delivery.
- trips, events and additional activities should be planned carefully through the **school calendar**, taking account of the cumulative impact on classes and year groups.
- where absence is planned, teachers should ensure that **appropriate learning is provided** which supports continuity within the curriculum.
- Subject Leaders should maintain oversight of disruption within their subject area and take reasonable steps to **protect curriculum time and continuity of learning**.
- where appropriate, departments should consider how students can **retrieve or revisit missed learning** following unavoidable disruption.

Further operational guidance relating to planned absence, cover and associated procedures is set out within the relevant school policies and staff guidance.

12 QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Quality assurance at Prenton High School is designed to **continually improve the quality and consistency of teaching through a focus on implementation, refinement and professional growth**.

Our Quality Assurance Cycle asks: **Do we do what we say we do?**

Quality assurance operates through the same **two-tier approach as Teaching: The Prenton Way**:

- **Subject Quality Assurance**, led by Subject Leaders, evaluates how effectively agreed **subject-specific disciplinary approaches** are being implemented within each subject.

- **Whole-School Quality Assurance**, led by Senior Leaders, evaluates the implementation of the **Teaching: The Prenton Way non-negotiables** and wider inclusive practice.

A range of evidence is used to build an informed picture of teaching and learning, including **drop-ins, book looks, student voice, implementation checks, assessment information and outcomes**.

Consistency and accountability are secured through clear whole-school and subject-specific expectations, regular quality assurance, individual Notice & Nudge, departmental and whole-school feed-forward, and appropriate follow-up and review. This ensures that agreed approaches are implemented consistently, while supporting professional reflection, refinement and improvement.

12.1 Notice & Nudge and Feed-forward

Individualised feedback following quality assurance uses the **Notice & Nudge** approach:

- **Notice** – effective practice and strengths to continue and share.
- **Nudge** – a focused enquiry question or agreed next step for further refinement.

Alongside individual Notice & Nudge:

- **departmental feed-forward** is shared following subject quality assurance, identifying collective strengths, areas for refinement and priorities for the subject team.
- **whole-school feed-forward** is shared following whole-school quality assurance, identifying common strengths, areas for refinement and priorities across the school.
- emerging themes are used to inform **subject development, the sharing of effective practice and ongoing professional development**.

Quality assurance directly informs **ongoing CPD and professional growth**. Whole-school patterns and priorities inform the **whole-school CPD programme**, while individual Notice & Nudge and professional reflection support staff to identify **personalised areas for professional development and refinement**.

This creates a continuous cycle of:

Implementation → Quality Assurance → Notice & Nudge / Feed-forward → Professional Development → Refinement → Review

The annual Quality Assurance Cycle provides the planned framework for quality assurance activity. However, additional or follow-up quality assurance may take place outside the published cycle where a revisit is necessary to evaluate progress, provide further support or secure improvement.

Where a more structured period of support is required to secure improvement, the **Supporting Teaching: The Prenton Way Action Plan (Appendix A)** may be used to agree precise areas for development, support, success criteria and review points.

Subject Leaders and Senior Leaders are responsible for using quality assurance to recognise strengths, support refinement, share effective practice, inform professional development and evaluate the impact of agreed approaches over time.

Quality assurance is developmental and distinct from formal appraisal or capability procedures. Where concerns about a teacher's performance arise and sufficient improvement is not secured through support and development, these will be addressed in line with the school's Teacher Capability Policy.

13 PROFESSIONAL DEVELOPMENT AND CPD

Professional development at Prenton High School supports a culture of **continuous professional growth, reflection, collaboration and evidence-informed practice**. CPD strengthens classroom practice, develops individual expertise and contributes to subject and whole-school priorities.

Our approach combines **whole-school professional development with personalised CPD**, recognising that staff have different strengths, areas for refinement, professional interests and stages of development.

- All staff will engage with the **whole-school CPD programme**, including INSET and scheduled CPD, aligned with school priorities and **Teaching: The Prenton Way*.***
- Staff are supported to take increasing ownership of their **personalised professional development**, identifying areas of practice they wish to explore, refine or develop.
- **Whole-school and departmental themes identified through Quality Assurance** will inform wider CPD priorities. Individual staff may also draw upon professional reflection, **Notice & Nudge** and their own areas of professional interest when identifying personalised CPD.
- Staff will have access to a range of **evidence-informed professional development opportunities and resources**, including **Aristotal AI and The Teacher CPD Academy**, to support personalised exploration, rehearsal, reflection and refinement of practice.
- **Peer coaching is available on an opt-in basis**, providing opportunities for colleagues to work collaboratively, explore practice and support professional growth.
- The school's **Evidence-Informed Practice (EIP) Group** supports the development of an evidence-informed professional learning culture. The group explores research and effective practice, supports the trial and refinement of approaches, and shares learning with colleagues to contribute to **Teaching: The Prenton Way**, subject development and wider school improvement.
- Staff are encouraged to **share effective practice, professional learning and expertise** within and across subject teams and the wider school.
- Subject and team meetings provide opportunities for **collaborative professional development, curriculum development and the sharing of effective practice**.
- Staff may identify additional internal or external CPD opportunities in discussion with their **Line Manager and/or link member of SLT**, taking account of relevance, impact, cost and implications for curriculum delivery.
- **ECTs, ITTs and colleagues new to the school** will receive appropriate induction, mentoring and professional development relevant to their role and stage of development.
- Staff are expected to **engage with, reflect upon and evaluate the impact of their professional development**, including through the school's agreed professional growth and CPD systems.

13.1 Professional Growth Model

Professional development also supports the school's **Professional Growth Model (PGM)**. Through professional reflection and growth conversations, staff identify areas for development and professional learning. These may be supported through **whole-school CPD, personalised CPD, subject development, coaching and other evidence-informed professional learning opportunities**.

The PGM, Quality Assurance and CPD are **complementary but distinct processes**. Quality Assurance evaluates the implementation and impact of agreed approaches; the PGM supports individual professional growth; and CPD provides opportunities to develop, explore and refine practice.

Professional development is an ongoing process rather than a series of isolated events. Staff have opportunities to explore evidence, apply and refine approaches in practice, reflect on their impact and revisit their professional learning over time.

14 GOVERNANCE

The Governing Body will maintain strategic oversight of the quality of education, including teaching and learning. Governors will use appropriate information provided by school leaders to support and challenge leaders, evaluate the impact of the school's approach and assure themselves that appropriate quality assurance and self-evaluation processes are in place.

Relevant information relating to the quality of education will be reported to governors through the school's agreed governance and committee arrangements.

APPENDIX A – SUPPORTING TEACHING: THE PRENTON WAY ACTION PLAN

ACTION PLAN

Name of Teacher:		Line Manager:		Start Date:	

Date of meeting to complete Action Plan:		Date for completion of action plan or final review:	
Outline of areas for improvement identified (Please specify):			
Following final review, decision on how to proceed: *delete as appropriate	* Extension to some aspects of this Action Plan (state which aspects) / New Action Plan to be implemented (provide reasons) / Capability procedure to follow / Other (please specify)		

ACTION PLAN

Aspect identified as requiring improvement	Steps to be taken to address this aspect	Timescale to achieve	Support required from school	Success Criteria	Review Period	Outcome

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