CROOKHORN COLLEGE

WELCOME TO
TEACHING AND LEARNING
AT CROOKHORN COLLEGE



Ofsted Good Provider

INVESTOR IN CAREERS

DofE THE DUKE OF EDINBURGH'S AWARD

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WELCOME TO TEACHING AND LEARNING AT CROOKHORN COLLEGE

At Crookhorn College, we believe every student deserves access to exceptional teaching every lesson, every day.

Our philosophy has evolved over many years through educational research, classroom practice, instructional coaching and continuous reflection. Rather than adopting the latest initiative or educational trend, we have deliberately focused on refining a small number of high-impact teaching strategies that we know improve outcomes for students.

Our vision is simple:

Excellence should not be exceptional. Excellence should be standard.

Teaching and learning at Crookhorn is built around evidence-informed practice, adaptive teaching, strong curriculum planning and highly inclusive classroom environments.

OUR TEACHING AND LEARNING VISION

We believe:

- Every student can achieve success.
- Learning should be ambitious and inclusive.
- Memory is central to learning.
- Adaptation removes barriers.
- Feedback should be timely and purposeful.
- SEND is everyone's responsibility.
- Strong relationships improve learning.
- Great teachers continually improve their practice.
- Curriculum should be coherent and carefully sequenced.
- Professional learning should be personalised.

Everything we do should contribute towards creating knowledgeable, resilient and successful young people.

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THE CROOKHORN TEACHING AND LEARNING FRAMEWORK

Our framework consists of four inter-connected elements:

Excellence as Standard

The foundation of classroom practice.

Five Teaching and Learning Non-Negotiables

The key areas that drive teaching improvement.

Ordinarily Available Provision

Our commitment to inclusion through universal practice.

Instructional Coaching and Professional Learning

How we improve professional practice.

These four elements work together to create consistency across the College.

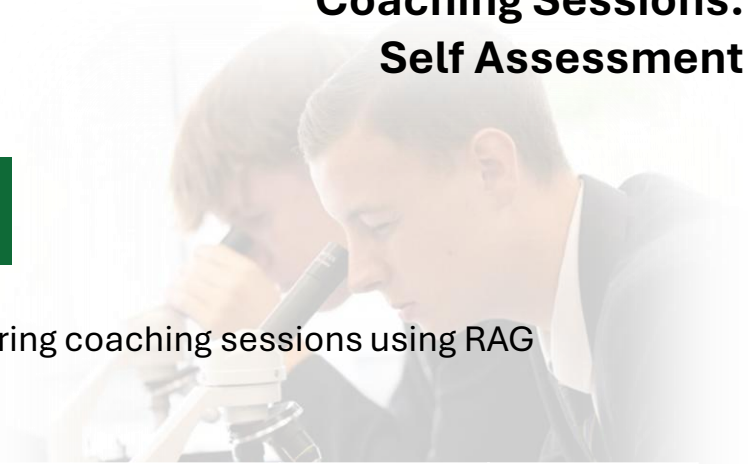


EXCELLENCE AS STANDARD

1. Daily Review
2. Present Material in Small Steps
3. Ask Questions
4. Provide Models
5. Guide Student Practice
6. Check for Understanding
7. Obtain High Success Rates
8. Scaffold Difficult Tasks
9. Independent Practice
10. **Regular Review**

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Coaching Sessions: Self Assessment



Excellence as Standard

Teachers to self assess each term during coaching sessions using RAG (Red, Amber, Green).

	Review 1	Review 2	Review 3
Daily Review			
Present Material in Small Steps			
Ask Questions			
Provide Models			
Guide Student Practice			
Check for Understanding			
Obtain High Success Rates			
Scaffold Difficult Tasks			
Independent Practice			
Regular Review			

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The five Teaching and Learning non-negotiables

Non-Negotiable 1: Adaptive Teaching

Adaptive teaching is the process of adjusting teaching approaches for the whole class based upon assessment and understanding.

Examples include:

Re-explaining concepts	Additional modelling	Adjusting lesson pace	Revisiting misconceptions	Modifying explanations

Adaptive teaching benefits everybody.

Crookhorn Expectation

Every lesson should contain evidence that teaching has been adapted based upon student understanding.

Actions	What success looks like	Outcomes

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The five Teaching and Learning non-negotiables

Non-Negotiable 2: Differentiation

Differentiation involves providing additional support or challenge for individuals or specific groups.

Examples include:

Support

- Scaffolds
- Vocabulary support
- Chunked activities
- Guided practice

Challenge

- Extension tasks
- Deeper thinking questions
- Greater independence

Actions	What success looks like	Outcomes

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The five Teaching and Learning non-negotiables

Non-Negotiable 3: Feedback and Checking for Understanding

Teachers should know what students understand before moving learning forward.

Examples:

- Questioning
- Live marking
- Verbal feedback
- Exit tickets
- Mini-whiteboards

Feedback should be:

- Immediate
- Purposeful
- Actionable

Differentiation should never lower expectations.

Actions	What success looks like	Outcomes

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The five Teaching and Learning non-negotiables

Non-negotiable 4: SEN-friendly classrooms

A SEN-friendly classroom benefits all learners.

Inclusive teaching is simply great teaching.

Teachers should provide:

- Clear routines
- Predictable structures
- Visual support
- Visual support
- Chunked instructions
- Appropriate scaffolding
- Accessible resources



Actions	What success looks like	Outcomes

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The five Teaching and Learning non-negotiables

Non-negotiable 5: Metacognition and Memory

Teachers should help students understand:		
What they are learning	Why they are learning it	How learning happens

Students should learn to:			
Plan	Monitor	Evaluate	Reflect

Actions	What success looks like	Outcomes

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Ordinarily available provision (OAP)

Our Philosophy

OAP is not additional provision.

OAP is the provision every student should experience every day.

Our aim is to remove barriers before targeted intervention becomes necessary.

THE LEARNING ENVIRONMENT

Every classroom should be:

- Calm
- Welcoming
- Organised
- Predictable



Students should understand:

- What they are learning
- What success looks like
- What to do when they need help

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Universal provisions

All teachers should routinely use:

Vocabulary Instruction

Pre-teach key vocabulary and revisit regularly.

Chunking

Break learning into manageable sections.

Scaffolding

Provide support that develops independence.

Adaptive Teaching

Modify teaching in response to student understanding.

Responsive Feedback

Address misconceptions immediately.

Visual Learning

Use:

Dual coding, Images, Diagrams and Knowledge organisers.

TARGETED PROVISIONS

Where barriers remain, targeted support may be required for:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Physical and Sensory Needs**

Targeted support builds upon strong universal provision.

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CURRICULUM & ASSESSMENT

Curriculum and Planning – Start with the end in mind

Curriculum planning should begin with:

Curriculum Intent

What do we want students to know and remember?

The Big Question

What is the overarching question students will answer?

Components of Learning

What knowledge and skills are required?

Assessment

How will we know students have learned it?

Review

How will future learning be adapted?

Assessment at Crookhorn

Assessment should support learning rather than simply measure it.

Assessment helps teachers:

- Identify misconceptions
- Adapt teaching
- Inform planning
- Evaluate curriculum effectiveness

Students should understand:

- What they have done well
- What they need to improve
- How to improve



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Live Marking & Feedback

Live Marking is a key Crookhorn Strategy

During lessons teachers should:

01 Circulate regularly

02 Give immediate feedback

03 Correct misconceptions

04 Record feedback efficiently

Benefits include:



Increased progress



Faster improvement



Reduced workload



Greater student engagement

Technology Enhanced Learning

Technology should enhance teaching rather than replace it.

Examples include:

- Retrieval quizzes
- Online feedback
- Digital modelling
- Accessibility tools
- Adaptive homework

Good teaching remains the driving force behind student success.

Artificial Intelligence

AI should be used responsibly to:

- Support planning
- Reduce workload
- Generate resources
- Create formative assessments

Teachers should maintain professional judgement when using AI-generated material.

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Coaching & CPC



Instructional Coaching

Professional growth at Crookhorn is supported through coaching.

The coaching cycle includes:

Reflect
What is currently working well?

Identify
What is the next area for development?

Implement
Trial new approaches.

Review
Evaluate impact.

Coaching is developmental rather than judgemental.

Personalised CPD Pathways

Our Philosophy

Just as students follow different learning journeys, staff have different development needs.

Professional learning should therefore be personalised and differentiated.

Teachers choose their own professional learning pathway based upon:

- Career aspirations
- Coaching targets
- Department priorities
- Personal interests
- Professional needs

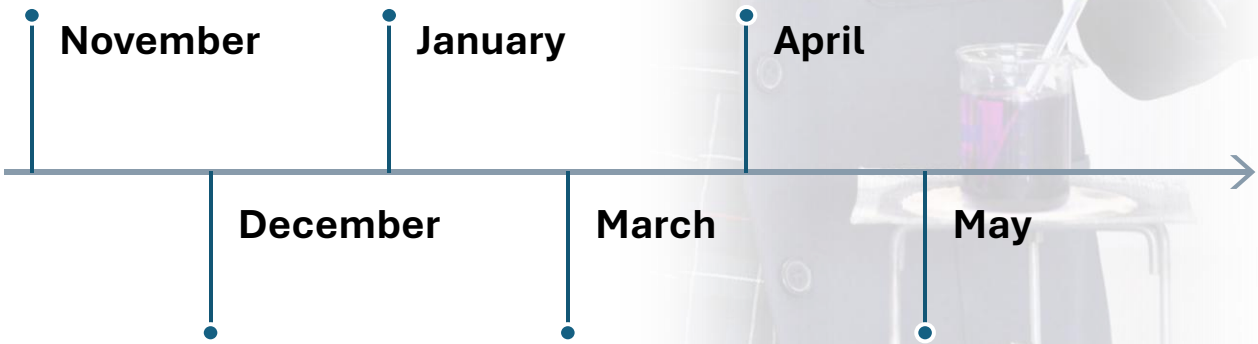
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CPC & Pathways

The Crookhorn CPD Model

Each teacher completes:

Six Professional Learning Sessions



Teachers choose the pathway that best supports their development.

Available Pathways

Teaching and Learning	Check for Understanding Live Feedback Developing Writing
Inclusion	Adaptive Teaching Executive Functioning SEND Provision
Leadership	Teacher to Middle Leader Strategic Leadership Quality Assurance
Digital Learning	OneNote itslearning AI for Teachers
Professional Practice	Behaviour Management Difficult Conversations Action Research

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My Professional Learning Journey



Professional Development Profile

Name: _____

Department: _____

Role: _____

Career Aspiration: _____

Chosen Pathway:

_____

_____

_____

_____

_____

Reason for Selection:

_____

_____

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_____

Coaching Target:

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CPD Record

Session 1

Date: _____ Session Title: _____

Key Learning: _____

Actions:

_____

_____

Impact: _____

Session 2

Date: _____ Session Title: _____

Key Learning: _____

Actions:

_____

_____

Impact: _____

Session 3

Date: _____ Session Title: _____

Key Learning: _____

Actions:

_____

_____

Impact: _____

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CPD Record

Session 4

Date: _____ Session Title: _____

Key Learning: _____

Actions:

_____

_____

Impact: _____

Session 5

Date: _____ Session Title: _____

Key Learning: _____

Actions:

_____

_____

Impact: _____

Session 6

Date: _____ Session Title: _____

Key Learning: _____

Actions:

_____

_____

Impact: _____

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Professional Reading Log

Date	Reading	Key Takeaways	Impact on Practice

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Glossary

Adaptive Teaching
Adjusting teaching in response to student understanding.

Big Question
The overarching curriculum question driving a unit of work.

(CFU) Check for Understanding
Gathering evidence about learning during lessons.

Cold Calling
Targeted questioning where any student may be asked to contribute.

Differentiation
Additional support or challenge for specific learners.

Dual Coding
Combining visual and verbal information.

Executive Functioning
Skills relating to organisation, planning and self-regulation.

Hinge Question
A crucial question used to determine lesson direction.

Live Marking
Immediate feedback provided during lessons.

Metacognition
Thinking about thinking and learning.

OAP
Ordinarily Available Provision. The universal strategies all learners should experience.

Retrieval Practice
Actively recalling previous learning.

Rosenshine's Principles
The ten principles underpinning effective instruction.

Scaffolding
Temporary support that promotes independence.

Think Pair Share
A structured discussion routine.

Worked Example
A model demonstrating a successful response.

Final Statement

At Crookhorn College, excellence is our standard. Through evidence-informed teaching, adaptive practice, inclusive classrooms, powerful curriculum design and personalised professional development, we ensure that every student and every member of staff has the opportunity to learn, improve and succeed.