Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

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Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Table of Contents

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Why do we have this Trust Expectations and Principles document (TEP)?

A TEP provides a coherent framework of educational policies, toolkits and resources that constitutes a cognitive education model designed to maximise our success in transforming life chances for all.

Every school local TTL policy must be underpinned by reference to these Trust Expectations and Principles, which outline implementation and delivery. These will include
1. The threshold of expectation
2. Enhanced monitoring

Who does this TEP apply to?

This TEP applies to all individuals and entities who engage with or are impacted by the Thinking Schools Academy Trust operations.

What is the Trust's Education Strategy?

The Trust's education strategy is informed by the 'MADE' framework, that outcomes are MADE by our mission to:

- **Motivate all;** ensure our students have the best support, encouragement and guidance to achieve strong outcomes and transform their life chances
- **Analyse & Act**; use quantitative and qualitative data effectively to drive strong outcomes and thus transform life chances
- **Decide & Drive**; support strong leaders to deliver strong outcomes that will transform life chances
- **Educate All**; ensure all schools have a strong cognitive education provision, to support all learners to achieve strong outcomes that will transform their life chances.

This TEP sits under the Educate All strand of the MADE framework.

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Trust Core TEP

These principles reflect the Trust vision of "Transforming Life Chances". We aspire to enhance the learning of the pupils in a manner that will equip them for life within and beyond school. Teachers are among the most powerful influences in learning and will ultimately impact the pupil's relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

- **Children first:** To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.
- **Aspire:** To be the best they can be. We believe that all staff and pupils should aspire to become the best versions of themselves through all of their experiences in our schools within and beyond the classroom.
- **Challenge:** To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to own their destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our vision.
- **Achieve:** For all stakeholders to demonstrate the highest levels of academic progress and attainment, thinking and habits. We want our pupils to be questioning in nature, achieving excellence in independent and interdependent thinking, leading to excellent outcomes, appropriate destinations and transformed life chances.

Aims

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

a. A common framework for thinking, teaching and learning provides consistency but allows for creativity, appropriate adaptation and contextual application. The outcome of which is enthusiasm, engagement and excitement with the delivery and reception of the content and skills required to succeed, in every classroom.
b. Practices are research informed and evidence based to ensure that we are providing the highest quality thinking, teaching and learning experiences for our pupils, our staff and our schools.
c. Schools in TSAT provide a culture that is inclusive and develops a sense of belonging by creating safe, happy learning environments that are conducive to success for all.
d. Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of metacognition and the purposeful use of thinking tools that they can use to aid and monitor their own progress.
e. Staff in TSAT are expected to develop their own metacognitive skills; being able to think accurately and reflectively about their practice. They will understand how a range of thinking tools can be used to support student motivation, progress and attainment, through timely adaptations and effective implementation.

7 Principles of Highly Effective Thinking, Teaching and Learning (TTL)

Central to our TTL TEP are the core principles that underpin great thinking, teaching and learning in our Trust. These 7 principles of highly effective teaching and learning are the fundamental facets of what we

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

do and form the basis of a framework for developing teachers' effective practice and our lesson intent and implementation.

Although each of the principles are crucial in ensuring highly effective thinking, teaching and learning, we use metacognition and meta-memory to support and meet the other principles, so these two elements sit above the rest in the TTL model.

TSAT 7 Principles of Thinking, Teaching and Learning
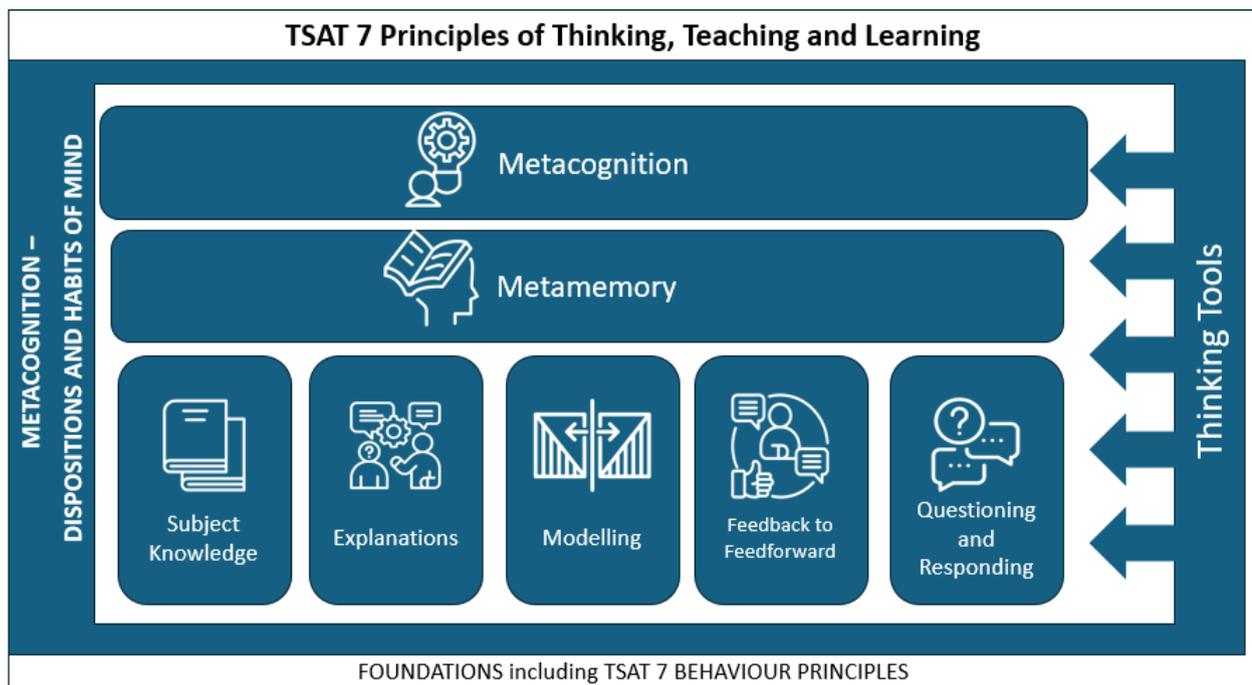
Forming and embedding great habits and remembering more

Metacognition:
- Teachers and students have an explicit understanding of how we learn, and the processes which underpin and support learning.
- Teachers will support students to develop great habits of disposition and habits of learning, supported by the effective and deliberate use of thinking tools and self-regulatory methods.
- Teachers will understand the value of students being aware of their strengths, limitations, and having knowledge of the needs of the task, and will provide opportunities to develop this reflective approach.
- Teachers understand that our aim is for students to have their own strategies to solve problems and plan their learning.
- Teachers will have a secure grasp of the Thinking Toolkit and have developed subject-specific approaches to using the toolkit appropriately to support students to build skills of metacognition and self-regulation.

Metamemory:
- Teachers and students understand how we learn and remember. Teachers share strategies with students so they have an explicit understanding of what works (and what doesn't).

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

- Teachers have identified salient content and learning and make this clear to students to help them understand and learn the most important aspects of a subject.
- Teachers understand that working memory is finite but varies from student to student, depending on prior learning.
- Teachers know that retrieval and practice modifies and enhances what is stored in long-term memory. They build regular opportunities for retrieval and practice into lessons.
- Teachers know the impact of the spacing effect and the forgetting curve:
  a) They dedicate part of each lesson to reviewing concepts learned previously, particularly those related to current learning.
  b) Homework tasks should be used to re-expose students to important information they have learned previously.
  c) Teachers give exams and quizzes that are cumulative, relying on students to draw upon previously learned knowledge and skills.
- Teachers understand that repeated testing produces a large positive effect on recall over time.

Expert Teaching and Knowledge Acquisition
- **Subject knowledge**:
- Teachers' knowledge has some predictive power for their students' learning. Teachers will, therefore, make sure they have secure knowledge of the subject and course they are teaching, and professional development processes will be in place to develop this.
- Teachers will demonstrate a robust understanding of the disciplinary nature of the subject and communicate this to students, as appropriate.
- Teachers will establish and select essential knowledge to inform delivery and curriculum sequencing, using their understanding of the phases and stages before and after that being taught to inform assessment approaches, adaptive practice and challenge, which will support all students to reach ambitious goals.
- Teachers are able to select and adapt appropriate pedagogical approaches to help pupils access learning and be challenged in meaningful ways.
- Their knowledge of the subject supports teachers to understand the ways students think about the content; common strategies they use, and to identify and address common misconceptions.

Explanations:
- Teachers understand the process of schema development and the need to be able to connect knowledge to what pupils already know, so that students can integrate new knowledge into larger concepts.
- Teachers will understand that story telling; providing metaphors and analogies (with an awareness of their limitations) and providing concrete examples to help students grasp abstract ideas is powerful in securing understanding.
- Teachers make use of examples and non-examples to develop students' understanding.
- They know that their explanations will need to be adapted to an audience of novice or expert learners.
- They are aware of cognitive load. They use graphics, diagrams and dual coding where these will help convey meaning and support retention effectively.

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Modelling:
- Teachers understand the importance of a model to expose students to 'expert thinking.'
- Teachers use models effectively to show students what success looks like.
- Teachers will provide scaffolds, including faded scaffolding, to help students develop independence and support access and challenge.
- Teachers use models to demonstrate desired content, metacognitive approaches, mindset and dispositions through explicitly outlining the steps in a process leading towards desired outcomes.

Questioning and responding:
- Teachers use questioning to check learners' understanding systematically and identify misconceptions accurately.
- Teachers routinely use questioning to gather feedback to understand what students know and how they think.
- They understand the importance and power of effective questioning strategies to engage and challenge all learners. Think/pair/share and thinking time are used to make sure all students have the opportunity to respond and demonstrate their thinking. Cold calling and targeted questioning are part of a teacher's toolkit.
- Teachers use questions and dialogue to elicit deeper student thinking and improve comprehension and the quality of discussion, including the Q Matrix, prompting and probing questions and I say/we say.

Feedback to feed forward:
- Information from data and gathered from student feedback informs teachers' planning and enables responsive teaching so that teachers are able to meet the needs of all students.
- Feedback supports students to monitor and regulate their own learning.
  'Feedback should be more work for the recipient than the donor' – students will be given meaningful feedback that they can act on.
  Teachers understand that different methods of feedback delivery can be effective, and written marking is just one part of this.

CPD, Support and Training
School and Trust Leaders will:
- provide regular professional development opportunities to help staff deepen their subject knowledge and stay updated with the latest teaching methodologies.
- establish mentoring and/or coaching opportunities where staff can work collaboratively to guide and support professional growth.
- ensure all new teaching staff undertake a bespoke programme on joining the Trust which ensures their understanding of metacognition, the Thinking Schools Academy Trust ethos for TTL and develops their expertise in integrating the tools to best effect.
- Signpost to further documentation relating to the successful implementation of metacognitive tools and approaches in each specific learning context via the TSAT TTL intranet area and in each school for specific contextual application.

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Leadership Principles and Thinking, Teaching and Learning

By implementing the Leadership Principles alongside the following strategies, leaders can create a supportive and empowering environment where staff can effectively engage and inspire their pupils, ensure excellent student progress, and maintain high standards of thinking, teaching and learning.

1. **Start with Why - establish clear expectations and goals**:
   - Clearly communicate the value of development of metacognition and the consistent standards and expectations for thinking, teaching and learning supported by the 7 TTL principles and the thinking tools.
   - Work with staff to set accurate, achievable and ambitious goals for student progress and teaching quality.

2. **Collaborative Culture:**
   - Encourage collaboration among staff within and beyond the school and across the Trust, through regular team meetings, peer observations, collaborative planning sessions, newsletters and bulletins, MAT Meets, partnerships and conferences.
   - Utilise TSAT and in-school platforms and resources for staff to share successful teaching strategies and resources, contributing to the updating of best practice toolkits.

3. **High Challenge**
   - Responsive teaching structures are in place that use data from formative and summative assessments to accurately inform teaching strategies and interventions, leading to successful outcomes.
   - Efficient mechanisms linked to the outcomes policy exist, enabling staff to use data to monitor student progress and adjust their teaching methods accordingly.
   - Professional Growth targets link to TTL principles.

4. **High Support:**
   - Maintain open lines of communication and create environments where staff feel comfortable discussing challenges and seeking support.
   - Be responsive to staff needs and provide timely assistance and resources.
   - Offer support services and initiatives that focus on staff well-being, mental health and promote a healthy work-life balance.
   - Ensure that staff have access to the necessary teaching materials, technology, and resources to deliver purposeful and engaging lessons.
   - Invest in creating stimulating and well-equipped learning environments that support learning.

5. **Advocacy: recognition and feedback:**
   - Recognize and celebrate staff achievements and milestones
   - Provide regular, constructive feedback to help staff improve their teaching practices and the development of metacognition.

TSAT Principles of Adaptive and Responsive Teaching

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

- **High expectations for all learners:** 'teaching to the top', where challenging and measurable intended learning outcomes are clarified and shared.
- **Curriculum Design:** Belonging begins with the curriculum. Teachers will aim to plan lessons with inclusion / SEND in mind from the outset. This benefits everyone, not least teachers, because fewer adaptations are not needed when accessibility is built in, not bolted on.
- **Adapted Planning to meet need :** Instruction is tailored to pupils' individual learning needs to provide the opportunity for all pupils to experience success, as outlined by Standards 4 and 5 of the 'Teacher Standards' which require that teachers 'plan and teach well-structured lessons' (TS4) and 'adapt teaching to respond to the strengths and needs of all pupils' (TS5).
- **Scaffold:** PRO temporary responsive support for those who might require additional or supportive progression steps to access the same ambitious curricula from their starting points and bridge learning gaps, leading to the gradual development of independence.
- **Ongoing Assessment and Iterative Improvement:** Regular formative assessment and the formative use of summative assessment identifies pupil progress and misconceptions, enabling adaptations to be made and allowing teachers to respond to areas requiring support based on feedback and student performance.
- **Metacognition and thinking integration:** Explicitly using metacognitive processes and thinking tools to enhance learning experiences and ensure instruction responds to pupil needs, encouraging self-regulated learning and the development of metacognitive habits.
- **Responsive Teaching:** Making use of well-designed (existing) resources; planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater scaffolding; and considering carefully how to intervene within lessons with individuals and small groups rather than planning different lessons for different groups of pupils.

Responsibilities and Accountabilities (Matrix) (RACI) if applicable
Headteachers are responsible for:

- Managing the effectiveness of the TEP for the posts within their structures
- Establishing effective communication and collaboration within their school and region
- Working with their teams to create local policies which adhere to the TEP and ensure its effective delivery.
- Effective implementation, monitoring and evaluation of the impact of the TEP and associated policy within their school.
- Ensuring all staff are clear on expectations of this TEP, the local policy and the school's principles.

The Trust's Enhanced TEP
The enhanced provision is a series of TSAT preferred frameworks and toolkits that capture evidence based, and research informed best practice from across the sector from within and beyond our schools.

Within the TTL Enhanced Provision, TSAT sets out its preferred TTL framework, the TTL Guided Pathway (previously Walkthroughs) and toolkits via the TTL Intranet site. The toolkit will continue to evolve, capturing the best practice that is demonstrated within and beyond the TSAT.

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Action Planning

If a school's local TTL policy is not meeting the TTL TEP and threshold/success criteria as outlined in the section below, Headteachers and school TTL leaders will liaise with Regional and Deputy Regional Directors, to set out a specific action and implementation plan for improvement. The plan will :

- be linked to the 7 TTL Principles and use the Guided Pathways as the vehicle to generate the professional dialogue required to set context specific strategies.
- implement appropriate preferred best practice identified for the specific area(s) of need within the 7 principles.
- be time-phased, with appropriate milestones for review established.
- provide clarity around the support available to help implement the plan from within and beyond the Trust as appropriate.

Conditions for moving to the Trust's Enhanced TEP

The following are indicators of the criteria that could be applied to determine those schools who need to respond to the enhanced provision via liaison with their Regional Director:

- **Leadership:** There is no coherent school TTL Policy or framework to implement, monitor and review, effective thinking, teaching and learning and therefore, the Trust's Expectations/Principles are not being applied or demonstrated.
- **Thinking:** Limited evidence of metacognitive dispositions, learning habits and supportive thinking tools being explicitly developed within leadership, staff and/or pupils which may, but not exclusively, be indicated by limited progress toward Thinking Accreditation or advancement as judged through the QA processes.
- **Teaching:** Internal school or Trust level (as set out by the Quality Assurance Handbook and/or external quality assurance and monitoring of the quality of teaching, identifies teaching as not yet effective at school, phase or departmental level in relation to teacher standards, evidence of application of the TTL 7 Principles and foundations, and OFSTED criteria.
- **Learning:** the needs of all pupils and groups of pupils are not met and student progress, particularly in relation to identified groups, indicates that learning is not effective.
- **Outcomes and thresholds:** Measurable thresholds (i.e. outcomes), identified through the Trust target setting processes and/or other policies are not met and the review analysis processes identify a direct link to the quality of delivery of the TTL principles.

Schools not meeting the above criteria will be subject to the enhanced provision as agreed between Headteachers and Regional Directors.

Toolkits and Development Resources available
TTL Intranet Resources
Guided Pathways

Specialist QA support

Educational Strategy Team
Thinking Teaching and Learning (TTL)
Trust Expectations and Principles (TEP)

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

Related Documentation

The TEP should be read in conjunction with the following related policies:
- Outcomes Policy
- Behaviour Principles
- Leadership Principles
- SEND Policy

Appendix 1:

TTL TEP Flow Map.pdf
TTL TEP Flow Map 2.pdf