Plympton Academy

We are a community – courageous, compassionate and curious about our world

TTL (TEP) Policy: Plympton Academy 2025–2026

1. Purpose
To ensure consistent, high-quality teaching and learning that supports all students to become independent, reflective learners through adaptive teaching, effective questioning, metacognitive strategies, and a strong focus on reading.

2. Scope
This policy applies to all teaching staff and leaders involved in curriculum delivery and professional development.

3. Core Principles
- **Adaptive Teaching:** Planning and delivery that responds to individual needs, informed by ongoing assessment and rooted in high expectations.
- **Questioning**: Use of strategic questioning to probe understanding, address misconceptions, and deepen thinking.
- **Metacognition:** Explicit teaching of learning strategies, thinking tools, and self-regulation to empower learners.
- **Reading:** Embedding reading strategies across the curriculum to improve comprehension, vocabulary, and access to knowledge.

4. Implementation
- Weekly CPD sessions aligned to TTL principles, Guided Pathwys and focus areas.
- Coaching cycles for all teaching staff, using the Guided Pathways and TTL toolkit.
- Lesson drop-ins and feedback linked to adaptive teaching, questioning, metacognitive practice, and reading.
- Use of formative assessment to inform responsive teaching.

5. Monitoring and Evaluation
- QA processes aligned with the TSAT TTL framework.
- Termly review of CPD impact and coaching outcomes.
- Student voice and booklooks to assess metacognitive and reading development.