

CURLEDGE STREET ACADEMY

Teaching, Thinking & Learning (TTL) Policy

Aligned to the Thinking Schools Academy Trust Expectations & Principles (TEP)

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1. Purpose of This Policy

At Curledge Street Academy, our mission of **Creating a Flying Start to Lifelong Learning** underpins every aspect of teaching, thinking and learning. This policy sets out:

- How TSAT's **Thinking, Teaching & Learning (TTL) Principles** are implemented at CSA.
- The expectations for high-quality teaching, consistent practice, cognitive education and adaptive provision in every classroom.
- How leaders, teachers, support staff and pupils contribute to a culture of strong learning habits, curiosity and independence.
- How CSA fulfils the Trust vision of *Transforming Life Chances* within our unique context of high mobility, high deprivation and high SEND.

This policy is the **core reference point** for all staff in delivering excellent teaching, consistent routines, and strong outcomes for all pupils.

2. Scope

This policy applies to:

- All teaching staff
- All support staff working directly with pupils
- Trainee teachers and ECTs
- Middle and senior leaders
- Subject leaders and phase leaders
- Volunteers and external staff supporting learning

3. Ethos, Values and Vision

To become a 'Lifelong Learner' in the 21st century, our children will need to be resilient and confident individuals, with an ability to relate to others and communicate their thoughts and ideas with humility and understanding.

To this end we have four key values at the heart of our curriculum:

Our core ethos value is one of **respect**. We encourage all members of our school community to be respectful to others. To empathise and value one another's opinions and beliefs. Our other key learning

values are **independence, creativity and collaboration**. Our values shape the attitudes, habits and dispositions we expect in every classroom.

We are a school with:

- A culture of high expectations
- Strong relationships and pastoral care
- High levels of inclusion and equity
- Rigorous monitoring and responsive teaching
- A relentless focus on language, early reading, and personal development

These values form the foundation of our TTL model.

4. Alignment to TSAT's TTL Principles

TSAT's **TTL Principles** outline that classrooms across the Trust are:

- **Metacognitive environments**
- **Research-informed**
- **Adaptive**
- **Consistent in routines and expectations**
- **Focused on memory, retrieval and long-term learning**

Curledge Street Academy implements this through:

- Embedding the **7 TSAT TTL Principles**
- Using **Thinking Tools**, retrieval, dual coding, sentence stacking, manipulatives and structured talk
- Ensuring **all staff understand cognitive load and metacognitive strategies**
- Implementing common routines (use of mini whiteboards, Cold Call, modelling, think-pair-share)
- Ensuring all pupils learn to *think, talk, question, and reflect* effectively

5. The TSAT 7 TTL Principles (Implemented at CSA)

5.1 Metacognition

At Curledge Street Academy:

- Pupils and teachers understand *how* learning happens, and learning processes are explicitly taught.

- Staff use thinking tools, dual coding, sentence-stems and structured metacognitive prompts.
- Pupils are taught to plan, monitor, review and regulate learning.
- Teachers model “thinking aloud” through consistent lesson structures.
- The use of metacognitive strategies is seen across all subjects, from EYFS through KS2.

5.2 Meta-Memory

The curriculum is structured so pupils:

- Retrieve prior learning daily
- Activate prior knowledge
- Understand “forgetting” and “remembering” as part of the learning process.
- Apply concepts regularly across subjects

Retrieval is a strong and growing practice across CSA.

5.3 Expert Teaching & Knowledge Acquisition

Teachers at CSA:

- Have secure subject knowledge, supported by coaching and CPD.
- Understand cognitive load and present content clearly.
- Use manipulatives, worked examples, models, sentence stems and dual coding.
- Sequence knowledge using progression maps, Knowledge Organisers and Thinking Tools.
- Build literacy, vocabulary and language structures in every subject.

5.4 Explanations

High-quality explanations at CSA:

- Connect new knowledge to prior learning.
- Use analogies, concrete examples, story structures, modelling and visual cues.
- Are adapted for novice or expert learners (dependent on subject and phase).
- Pre-empt common misconceptions and embed corrective feedback.

5.5 Modelling

Modelling is consistent across classrooms:

- Teachers show high-quality examples and processes.
- Writing uses the ‘familiarise- shared/ practice- independent’ structure.

- Maths lessons demonstrate small steps and fluent methods using Power Maths (and WhiteRose for some pupils).
- Reading is modelled through RWI lessons and whole-class guided reading
- Scaffolds are temporary and fade over time to increase independence.

5.6 Questioning

At CSA:

- Teachers use Cold Call, Think-pair-share, mini whiteboards and targeted questioning.
- Questions probe deeper thinking and provide formative assessment.
- Visual prompts, sentence stems, widgets and vocabulary are used to support access.

5.7 Feedback to Feed Forward

Feedback at CSA:

- Prioritises verbal, immediate, actionable improvement.
- Makes pupils take more cognitive work than the teacher.
- Uses conferencing, targeted modelling, live marking & whole-class feedback.
- Directly informs adaptations and next steps in planning.
- Ensures no pupil falls behind through rapid, structured response.

6. Curledge Street Academy Teaching Expectations

All teaching staff must consistently deliver:

Lesson Expectations

- Learning objective made explicit.
- Retrieval at the start.
- Clear modelling (I do → We do → You do).
- Structured talk: my turn your turn, partnered reasoning, vocabulary rehearsal.
- Targeted questioning across the full attainment range.
- Adaptive practice enabling access while maintaining ambition
- Checking for understanding at meaningful points in the lesson.
- Purposeful practice and independent application.

Classroom Environment

- Calm, purposeful, inclusive.
- Visual supports (widgets, Now/Next, emotion scales, vocabulary boards).
- Knowledge organisers used as tools.
- Reading for pleasure spaces.
- Working walls that support current learning.

7. Curriculum Implementation at CSA (EYFS → KS2)

7.1 EYFS

- Carefully structured timetable with balance of guided groups and structured play.
- Strong focus on **communication and language**, personal development, regulation and early social interaction.
- Early phonics teaching using RWI from week 2.
- High-quality modelling of talk via *Talk for Writing*.
- Early maths delivered through small steps, manipulatives, reasoning prompts.
- A rich environment enabling vocabulary, curiosity, exploration and independence.
- Early identification of need with highly coordinated SEND support.
- Consistent routines: my turn your turn, silent stop sign, stem sentences.
- Purposeful adaptation including Talk Boost, nurture groups, 1:1 RWI support.
- Focus on early literacy foundations: handwriting, mark making, vocabulary.
- RWI fidelity with rapid intervention for non-secure grapheme–phoneme correspondence.

7.3 Phase 2 (Y1–Y3)

- Strong routines maintained.
- Continuous provision → increased formality across the year.
- Retrieval embedded across subjects.
- RWI comprehension where appropriate.
- Increased independence and fluency expectations.
- Growth in vocabulary, writing stamina and sentence structure.
- Bespoke provision for pupils working below typical expectations.

7.4 Phase 3 (Y4–Y6)

- High expectations using consistent TTL routines.
- Whole class guided reading strategies and Accelerated Reader, Fresh Start where needed.
- Vocabulary instruction implemented systematically.
- Increased reasoning in maths; emphasis on fluency and challenge.
- End-of-unit assessment and backwards planning to secure composite understanding.
- Robust use of Knowledge Organisers and retrieval questions.

8. Subject-Specific Implementation

8.1 Reading (Full integration of Reading Curriculum Offer)

Reading is a whole-school priority and a cornerstone of the curriculum.

Approach

- **RWI Phonics** (EYFS–KS2 where needed)
- **RWI Comprehension**
- **Fresh Start** for older struggling readers
- **Accelerated Reader**
- **Whole Class Guided Reading**
- **Reading for Pleasure** strategy including library leaders, library visits, linked texts, reading corners

Assessment

- STAR assessments
- Phonics screening (Y1 and Y2 retakes)
- PIXL tests
- Regular RWI assessment cycles
- Teacher-led fluency checks
- Targeted intervention lists (EXS & GD pivotal pupils)

Intervention

- RWI 1:1
- Fresh Start
- Speech & Language (including talk boost , Attention Builders)

- Small-group guided sessions

Expectations

- Daily RWI sessions in EYFS/KS1
- Daily whole-class reading sessions across KS2 (60 minutes)
- RWI books matched exactly to secure grapheme sets
- AR books linked to ZPD
- Home reading monitored and followed up
- Explicit vocabulary teaching in every reading lesson
- A range of reading strategies taught in KS2: summarising, clarifying, questioning and predicting
- Reads a range of fiction and non-fiction texts

8.2 Writing

- Devon Education Services scheme forms core pedagogy.
- Retrieval linked to prior grammar, spelling or sentence-level learning.
- Writing expectations increase progressively through school.
- Handwriting lessons daily in KS1 using RWI handwriting.
- Handwriting and spelling embedded via RWI spelling in KS2.

8.3 Mathematics

- Power Maths as core scheme supplemented with White Rose where needed and Mastering Number in EYFS, KS1 & Y4
- Small steps, precise modelling, manipulatives and journals.
- Bar modelling, number lines, concrete–pictorial–abstract approach.
- Targeted intervention groups planned through data.
- Focus on reasoning and problem-solving through developing mathematical thinking and the use of journals.

9. Adaptive Teaching & Inclusion (ILSP Integrated)

CSA has a high proportion of SEND and disadvantaged pupils. Adaptive teaching ensures all learners access classroom instruction *without lowering ambition*.

Universal Offer

(Aligned to ILSP universal provision) includes but not limited to;

- Visual timetables
- Dual coding and widgets
- Modified language and pace
- Pre-teaching and post-teaching
- Modelling and guided practice
- Clarified vocabulary
- Now/Next
- Structured routines
- Total Communication (Makaton, visuals, communication boards)
- SALT programmes
- Fresh Start
- Bespoke reading and maths interventions
- Small-group support
- Adapted seating, resources and workspaces
- Individual task planners

Targeted and Specialist Support

- Outside agency advice and support
- 1:1 support for part /all of day
- Personalised timetables
- Bespoke, adapted teaching and learning
- Individual use of visual, models, resource
- Enhanced transitions
- Adapted resources / equipment
- Individualised sensory programmes
- EHCP-driven support and intervention
- Enhanced support from pastoral team
- Multi-agency working

10. Assessment, Monitoring & Quality Assurance

CSA uses a robust, multi-layered system to ensure high-quality education:

Formative Assessment

- Cold Call, Think Pair Share and mini whiteboards are used for checking for understanding
- Retrieval practice
- Mini-plenaries
- Guided practice
- Knowledge Organisers
- Thinking Tools to elicit understanding

Summative Assessment

- PIXL
- STAR
- RWI assessments
- SATs practice papers

Monitoring

- Lesson visits
- Book looks
- Phase moderation
- Pupil voice
- Curriculum deep dives
- Triangulation of intended vs. taught vs. learned curriculum

11. Leadership, Professional Development & Culture

CSA has a strong distributed leadership model:

- Weekly CPD meetings
- Guided Pathways and Illuminators
- Subject leader development

- Monitoring that focuses on *impact* not just implementation
- Consistency in routines and TTL expectations
- Coaching conversations with shared language

Staff wellbeing is actively protected, and workload considered in decision-making.

12. Roles and Responsibilities

Headteacher

- Ensures strategic alignment with TSAT principles
- Oversees implementation and impact of TTL
- Leads culture of high expectations

Senior Leadership Team

- Lead CPD, QA, coaching and monitoring
- Ensure curriculum cohesion and impact
- Remove barriers to high-quality teaching
- Lead intervention planning

Subject & Middle Leaders

- Monitor, evaluate, refine curriculum delivery
- Support staff subject knowledge and pedagogy

Teachers

- Deliver consistent TTL routines
- Use assessment to adapt instruction
- Maintain high expectations for every pupil

Teaching Assistants

- Support adaptive provision
- Promote independence
- Deliver intervention programmes where appropriate

13. Non-Negotiables (CSA Classroom Expectations)

All classrooms must demonstrate:

- Retrieval
- Consistent routines
- Clear modelling and scaffolding
- Vocabulary teaching
- Knowledge organisers used routinely from KS1
- Adaptive resources available and prompted
- High-quality questioning
- Calm, purposeful environment
- Books and displays maintained to high standard
- Reading embedded daily