

# Our LDST Teaching & Learning Framework

# What it means to teach in LDST...

Our vision for teaching and learning is to ensure **every child flourishes, achieves their very best outcomes** and improves their **life chances**.



# INTRODUCTION TO THE TRUST TEACHING AND LEARNING FRAMEWORK

The Trust Teaching and Learning Framework is a collaboratively developed model that defines and supports excellent teaching across our schools. Co-created with leaders from across LDST, it reflects a shared commitment to high standards, professional growth, and evidence-informed practice. The framework is built around three interrelated pillars: **subject mastery**, **pedagogical approaches**, and – each grounded in current educational research and best practice.

This framework is more than a set of expectations; it is a practical, developmental tool designed to foster reflective practice, support coaching conversations, and guide professional development. It provides a common language for teaching and learning, enabling consistency while allowing for contextual flexibility across different phases and settings.

The framework is designed to be used dynamically in everyday professional practice. It supports self-evaluation, coaching, and teacher development in the following ways:



## 1. Self-Evaluation

Teachers can use the framework to reflect on their own practice in a structured and research-informed way. It encourages:

- Honest, strengths-based reflection.
- Identification of specific areas for growth.
- Goal-setting aligned with trust-wide expectations and evidence-based strategies.

This process can be integrated into appraisal, professional learning journals, or informal peer review.



## 2. Coaching Conversations

The framework provides a shared reference point for coaching and mentoring, enabling:

- Focused, developmental dialogue between colleagues.
- Consistent language and expectations across schools.
- Constructive feedback grounded in research and professional standards.

It supports both formal coaching cycles and informal peer-to-peer learning.



## 3. Teacher Development

The framework informs the design and delivery of professional development at all levels. It can be used to:

- Shape CPD programmes that address specific elements of effective teaching.
- Guide lesson planning and curriculum design.
- Support induction, ECT development, and career progression.

By aligning professional learning with the framework, schools can ensure that development is coherent, purposeful, and rooted in what works.

# OUR THREE TEACHING & LEARNING PRINCIPLES



## MASTERY OF THE SUBJECT

Mastery of subject refers to a teacher's deep and comprehensive understanding of their subject area, enabling them to deliver content with confidence, clarity, and relevance, and to inspire students through their expertise and enthusiasm.



## PEDAGOGICAL APPROACHES

Pedagogy refers to the method and practices of a teacher. It's how they approach their teaching style, and relates to the different theories they use, how they give feedback and how they use assessment.



## TEACHER QUALITIES

Teacher qualities refer to the intrinsic attributes that shape a teacher's interactions and effectiveness, including their ability to connect with students, adapt to diverse needs, and maintain a positive and supportive learning environment."

# OUR THREE TEACHING & LEARNING PRINCIPLES

## Mastery of the Subject

- Does the teacher have a deep and fluent knowledge and flexible understanding of the content they are teaching?
- **Does the teacher have knowledge of curriculum tasks, assessments and activities?**
- Does the teacher generate varied explanations and representations / analogies / examples for the ideas they are teaching?
- **Does the teacher plan for appropriate sequencing of learning tasks?**
- Does the teacher have knowledge of common student strategies and misconceptions in relation to the content being taught?
- **Does the teacher understand how knowledge is progressive and build on prior learning?**
- Does the teacher engage in continuous learning and growth in their subject knowledge?

## Pedagogical Approaches

- Does the teacher effectively implement appropriate teaching and learning approaches which are evidence-informed?
- **Does the teacher present and communicate new ideas clearly, with concise appropriate, engaging explanations?**
- Does the teacher adapt instruction to cater to the diverse learning needs of students?
- **Does the teacher effectively use formative assessment in their teaching practices?**
- Does the teacher give students tasks that embed and reinforce learning?
- **Does the teacher manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time?**
- Are expectations for behaviour explicit, clear and consistently applied?

## Teacher Qualities

- Does the teacher promote interactions and relationships with all students that are based on mutual respect, care, empathy and warmth?
- **Do they avoid negative emotions in interactions with students and show sensitivity to the individuals needs, emotions, culture and beliefs of students?**
- Does the teacher demonstrate empathy, patience, and strong communication skills?
- **Does the teacher create a climate of high expectations?**
- Does the teacher exhibit enthusiasm and passion for teaching?
- **Does the teacher contribute to creating a supportive and inclusive school environment?**
- Does the teacher model and promote high expectations for all?

Mastery of the subject refers to a teacher's deep and comprehensive understanding of their subject area. It enables them to deliver content with confidence, clarity, and relevance, and to inspire students through their expertise and enthusiasm. This section of the framework outlines the key dimensions of subject mastery that underpin effective teaching and curriculum delivery across our trust.

This section is structured around four core components:

## **Deep and Fluent Knowledge**

## **Curriculum Sequencing and Cumulative Relationships**

## **Curriculum Tasks and Activities**

## **Student Strategies and Misconceptions**

This structure provides a shared language and focus for professional development, coaching, and curriculum planning. While it offers a consistent trust-wide foundation, school and subject leaders are encouraged to contextualise and enrich this guidance to reflect the specific demands of their curriculum and learner context.



# PRINCIPLE 1: MASTERY OF THE SUBJECT

## DEEP AND FLUENT KNOWLEDGE

This area focuses on how well a teacher understands the subject they teach. It's not just about knowing facts—it's about being able to explain complex ideas clearly, answer questions confidently, and adapt explanations to suit different learners.

Why it matters:

When teachers have deep subject knowledge, they can respond flexibly to students' needs, clarify misunderstandings, and make learning more meaningful.

## CURRICULUM SEQUENCING AND CUMULATIVE RELATIONSHIPS

This refers to how well a teacher understands the structure of the curriculum—how topics build on each other over time—and how they plan lessons to reflect that progression.

Why it matters:

Effective sequencing helps students connect new learning to what they already know. It ensures that lessons are logically ordered and that prior knowledge is revisited and reinforced.

## CURRICULUM TASKS AND ACTIVITIES

This area looks at how teachers choose and use tasks, examples, models, and explanations to support learning. It's about selecting activities that are not only engaging but also diagnostically useful—helping to reveal what students understand and where they need support.

Why it matters:

Well-chosen tasks and varied representations make abstract ideas more accessible and help students develop deeper understanding.

## STUDENT STRATEGIES AND MISCONCEPTIONS

This focuses on how well a teacher anticipates and responds to common student misunderstandings. It includes designing activities that challenge misconceptions and support students in developing accurate and confident thinking.

Why it matters:

Addressing misconceptions is key to long-term learning. When teachers understand how students think—and where they might go wrong—they can guide them more effectively.

I'm at the early stages of developing my subject knowledge and welcome support in strengthening my explanations.

I'm developing confidence in explaining most concepts clearly, with a few areas I'm still refining.

I'm building my understanding of complex ideas and working on how to explain them more clearly.

I can confidently explain complex concepts in my subject and adapt explanations to support deep understanding.



# CURRICULUM SEQUENCING AND CUMULATIVE RELATIONSHIPS

I'm learning more about how to structure learning over time and would benefit from support in this area.

I usually plan with sequencing in mind and am becoming more confident in linking learning across lessons.



I'm beginning to recognise how learning connects over time and am exploring ways to sequence lessons more effectively.

I plan lessons that build on prior knowledge and clearly connect learning over time.



I'm developing my confidence in choosing tasks and using examples that support learning.

I often use effective tasks and examples, and I'm working on increasing variety and impact.



I use familiar tasks and examples and am exploring how to make them more diagnostic and engaging.

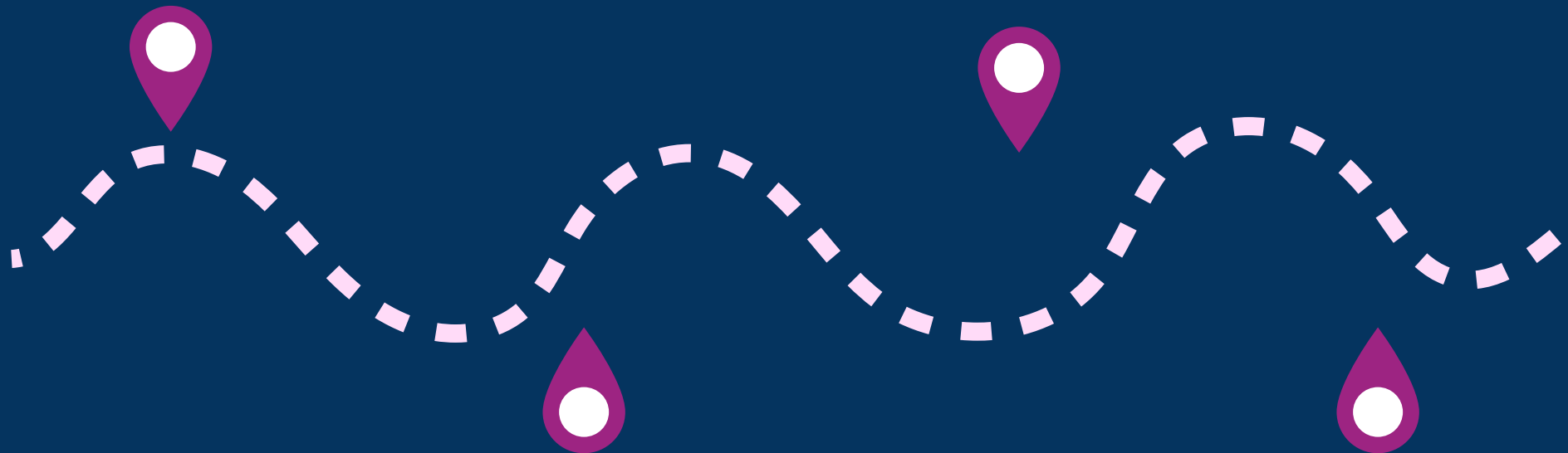
I select and adapt tasks that challenge learners and use varied models and examples to deepen understanding.



# STUDENT STRATEGIES AND MISCONCEPTIONS

I'm building my understanding of student thinking and how to support them when they get stuck.

I'm aware of many misconceptions and am developing strategies to address them more consistently.



I'm learning to recognise where students may struggle and how to respond effectively.

I anticipate common misconceptions and design activities that help students overcome them.



Our pedagogical approaches represent a carefully curated bank of key teaching strategies identified and agreed upon by leaders across the trust. These approaches are grounded in educational research and classroom experience, and they reflect our shared understanding of what supports effective learning for all pupils.

The purpose of this bank is to promote consistency and coherence in teaching practice across our schools, ensuring that all learners benefit from high-quality instruction rooted in proven methods. **While these strategies provide a strong foundation, they are not exhaustive. We recognise the importance of professional autonomy and contextual responsiveness, and therefore, school leaders are encouraged to adapt, extend, and contextualise these approaches to meet the specific needs of their pupils and communities.**

This shared framework supports collaboration, professional dialogue, and the continuous refinement of practice, while allowing space for innovation and school-level development.



# PRINCIPLE 2: PEDAGOGICAL APPROACHES V1

## MOTIVATION & ENGAGEMENT



## MANAGING COGNITIVE LOAD



## MODELLING



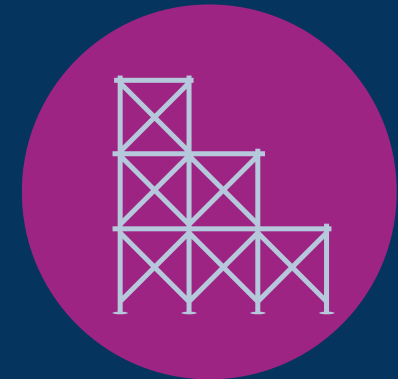
## QUESTIONING & FEEDBACK



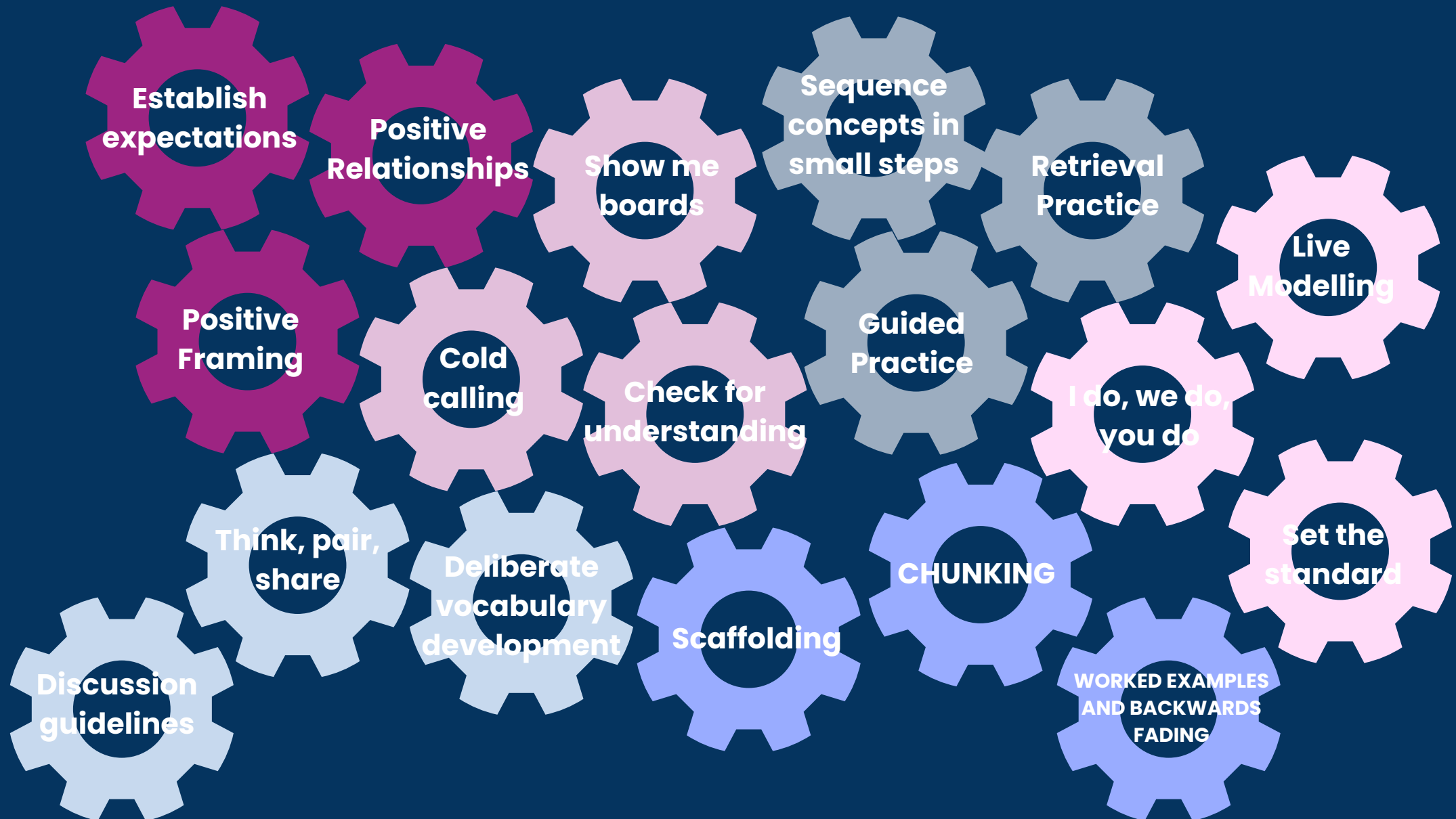
## ORACY



## SCAFFOLDING



# PRINCIPLE 2: PEDAGOGICAL APPROACHES V1



This strand focuses on creating a learning environment where students are emotionally, cognitively, and behaviorally invested. It includes strategies to build positive relationships, foster curiosity, and sustain effort through challenge, relevance, and recognition—ensuring students are ready to learn and willing to persevere.



## ESTABLISH EXPECTATIONS

*Establishing expectations means setting clear rules and routines so students know what is required of them, which helps create a safe and structured learning environment.*

1. Begin by clearly stating the rules and routines you expect students to follow.
2. Explain the reasons behind each expectation so students understand their purpose.
3. Use simple, positive language to make expectations easy to remember.
4. Regularly remind students of the expectations, especially during transitions or new activities.
5. Apply the expectations consistently and fairly to build trust and structure.



## POSITIVE RELATIONSHIPS

*Building positive relationships involves creating trust and mutual respect between teacher and students, which boosts engagement, motivation, and behaviour.*

1. Take time to learn each student's name and something personal about them.
2. Greet students warmly each day to create a welcoming atmosphere.
3. Listen actively and show empathy when students share their thoughts or concerns.
4. Recognize and celebrate students' efforts and achievements, big or small.
5. Stay calm, respectful, and supportive, even when addressing challenging behaviour.



## POSITIVE FRAMING

*Positive framing means using encouraging language to guide behaviour, which helps maintain a respectful and optimistic classroom tone.*

1. Frame instructions by telling students what to do, rather than what not to do.
2. Use encouraging and respectful language to motivate students.
3. Publicly highlight examples of positive behaviour to reinforce expectations.
4. Redirect off-task behaviour calmly and with a focus on what's expected.
5. Reinforce the desired behaviour with specific praise and positive feedback.



**Effective teaching reduces unnecessary cognitive demands, allowing students to focus on core learning. This includes chunking content, using visuals to support verbal explanations, and pacing instruction to align with students' working memory capacity.**



## SEQUENCE CONCEPTS IN SMALL STEPS

*Sequencing in small steps means breaking learning into manageable chunks, which helps students build understanding gradually and reduces cognitive overload.*

1. Identify the overall learning goal or concept.
2. Break it down into smaller, logical steps.
3. Teach one step at a time, clearly and carefully.
4. Check for understanding before moving on.
5. Connect each new step to the previous ones.



## RETRIEVAL PRACTICE

*Retrieval practice involves recalling information from memory, which strengthens learning and improves long-term retention.*

1. Plan regular opportunities for students to recall key content.
2. Use low-stakes activities like quizzes, flashcards, or brain dumps.
3. Space out retrieval over time to reinforce memory.
4. Provide feedback to correct errors and reinforce learning.
5. Vary the questions to encourage flexible thinking.



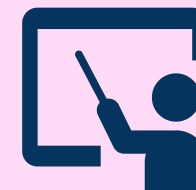
## GUIDED PRACTICE

*Guided practice is when the teacher supports students as they apply new learning, helping them build confidence before working independently.*

1. Model the task or skill clearly for students.
2. Work through examples together with support.
3. Ask questions to guide student thinking.
4. Gradually reduce help as students improve.
5. Monitor progress and give feedback before moving to independent work.



**Teachers explicitly demonstrate expert thinking and processes, breaking down complex tasks into clear, manageable steps. Scaffolding provides structured support—such as guided practice, prompts, or visual aids—that is gradually removed as students gain independence and mastery.**



## LIVE MODELLING

*Live modelling is when the teacher demonstrates a task or skill in real time, showing students exactly how to approach it, which helps make thinking and processes visible.*

1. Choose a task or concept students need to learn.
2. Talk through your thinking as you complete the task step by step.
3. Highlight key decisions, strategies, and common mistakes.
4. Invite students to ask questions or comment as you model.
5. Repeat or vary the model if needed to reinforce understanding.



## I DO, WE DO, YOU DO

*This approach gradually shifts responsibility from teacher to student through modelling, guided practice, and independence:*

1. Introduce the task and clarify the learning goal.
2. Model the task live, explaining your thinking; check for understanding.
3. Work through examples together with student input and support.
4. Students practise independently while the teacher monitors.
5. Evaluate, give feedback, and repeat or extend as needed.



## SET THE STANDARD

*Setting the standard involves showing students what high-quality work looks like, which helps them understand expectations and aim for excellence.*

1. Share strong examples of the work you expect.
2. Explain what makes the examples effective or high quality.
3. Involve students in identifying key features of success.
4. Refer back to the standard during tasks and feedback.
5. Encourage students to reflect on how their work compares.



**This strand emphasizes the use of purposeful questioning to probe understanding, promote deeper thinking, and guide discussion. Feedback is timely, specific, and actionable, helping students understand how to improve and take ownership of their learning.**



## SHOW ME BOARDS

*Show Me boards are mini whiteboards or similar tools that allow all students to respond at once, helping teachers quickly see who understands and who needs more support.*

- Give students a clear, focused question or task.
- Ask them to write their answer on their board.
- Count down and have everyone show their boards at the same time.
- Scan responses to check for accuracy and patterns.
- Address any misconceptions or reteach as needed.



## COLD CALLING

*Cold calling means selecting students to answer questions without them volunteering, which keeps everyone engaged and accountable for their learning.*

1. Ask a question and give thinking time before calling on anyone.
2. Choose a student to answer, regardless of whether they raised their hand.
3. Use a calm, positive tone to create a safe environment.
4. Follow up with prompts or support if needed.
5. Vary who you call on to ensure all students stay involved.



## CHECK FOR UNDERSTANDING

*Checking for understanding means regularly assessing whether students grasp the material, so you can adjust teaching in real time.*

1. Ask targeted questions during and after teaching.
2. Use quick methods like thumbs up, exit tickets, or mini quizzes.
3. Look for patterns in responses to spot gaps.
4. Clarify or reteach if many students are confused.
5. Use the information to plan your next steps.



Oracy supports students in developing their ability to think and communicate effectively through spoken language. This strand promotes structured talk, vocabulary development, and dialogic teaching to enhance reasoning, collaboration, and confidence in speaking.



## THINK, PAIR, SHARE

*Think-Pair-Share is a collaborative strategy where students first think individually, then discuss with a partner, and finally share with the class, helping all learners process ideas and build confidence in speaking.*

1. Ask a clear, open-ended question.
2. Give students quiet time to think and jot down ideas.
3. Have them pair up and discuss their thoughts.
4. Invite pairs to share their ideas with the class.
5. Highlight key points and link ideas together.



## DELIBERATE VOCABULARY DEVELOPMENT

*Deliberate vocabulary development involves explicitly teaching key words and their meanings, which supports comprehension and helps students use academic language confidently.*

1. Choose essential vocabulary linked to the lesson.
2. Introduce each word with a clear definition and example.
3. Use visuals, actions, or context to deepen understanding.
4. Give students chances to use the words in speaking and writing.
5. Revisit and reinforce the words regularly.



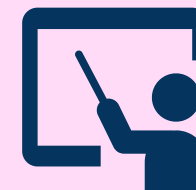
## DISCUSSION GUIDELINES

*Discussion guidelines, such as those from Voice 21, set clear expectations for talk in the classroom, helping students communicate respectfully, listen actively, and build on each other's ideas.*

1. Introduce the purpose of discussion guidelines.
2. Teach specific behaviours like turn-taking, listening, and building on ideas.
3. Model and practise these behaviours in real discussions.
4. Display the guidelines clearly in the classroom.
5. Refer to them regularly and praise students for using them.



Teachers explicitly demonstrate expert thinking and processes, breaking down complex tasks into clear, manageable steps. Scaffolding provides structured support—such as guided practice, prompts, or visual aids—that is gradually removed as students gain independence and mastery.



## WORKED EXAMPLES & BACKWARD FADING

*This method gradually shifts responsibility from teacher to student, building confidence through structured support:*

1. Teacher shows a full example to introduce the method.
2. A second full example strengthens understanding.
3. Students finish a partially worked example.
4. Students begin with a cue and complete the rest.
5. Students solve the full task independently



## SCAFFOLDING

*Scaffolding means providing temporary support to help students complete tasks they can't yet do alone, gradually removing help as they gain confidence and skill.*

1. Assess what students already know and where they need help.
2. Break the task into manageable steps.
3. Provide tools, prompts, or structures to guide them.
4. Encourage students to try parts independently with support.
5. Gradually reduce help as students become more capable.

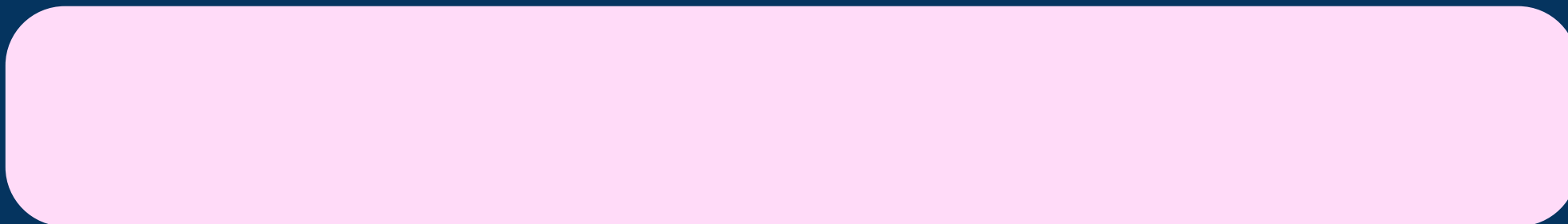


## CHUNKING

*This strategy breaks complex content into manageable parts to support understanding and memory:*

1. Identify key knowledge elements that need to be learned.
2. Organise related elements into meaningful chunks.
3. Teach each chunk as a whole, showing how the parts connect.
4. Rehearse chunks to build fluency and confidence.
5. Link and apply chunks in new contexts to deepen understanding.





Teacher qualities refer to the intrinsic attributes that shape a teacher's effectiveness, relationships, and presence in the classroom. These qualities influence how teachers connect with students, respond to challenges, and create a safe, inclusive, and inspiring learning environment. They are central to building trust, fostering engagement, and modelling the values we want to instil in our learners.

This section of the framework focuses on four key areas of teacher qualities, developed in collaboration with leaders across the trust and grounded in research on teacher effectiveness and student outcomes:

**Emotional Intelligence and Empathy**

**Reflectiveness and Personal Growth**

**Resilience and Self-Regulation**

**Building Relationships and Classroom Presence**

These qualities are not fixed traits—they can be nurtured and developed over time. This framework provides a shared language for recognising and cultivating these attributes, while allowing school leaders the flexibility to contextualise and build upon them in ways that reflect their unique school culture and community.



Emotional intelligence and empathy enable teachers to understand, manage, and respond to their own emotions and those of their students in ways that foster trust, respect, and emotional safety. These qualities support strong relationships, create calm and inclusive learning environments, and help meet the individual needs of every child.



Observable behaviours	Deliberate strategies
Maintaining calm, composed body language and tone	Practise self-regulation techniques (e.g., pausing before responding, using breathing techniques); rehearse positive, non-confrontational scripts
Recognising and validating students' emotions	Use empathetic statements ("I can see you're frustrated, let's work it out together"); acknowledge effort before addressing errors
Giving fair and consistent responses to misbehaviour	Follow clear, transparent behaviour routines; separate the behaviour from the student
Using humour appropriately to build rapport	Plan when and how to use light-heartedness safely; ensure humour is inclusive and does not target students
Checking in individually with quieter or withdrawn students	Use informal one-to-one chats; scan the room regularly to notice subtle signs of disengagement; create opportunities for every student to contribute



**Reflectiveness and professional growth refer to a teacher's ability to critically evaluate their practice, seek feedback, and make informed adjustments to improve outcomes for all learners. This mindset fosters continuous development, supports adaptive teaching, and models a commitment to lifelong learning.**



Observable behaviours	Deliberate strategies
Actively seeking feedback from students or colleagues	Use student voice surveys or exit slips; engage in peer observations and post-lesson discussions
Regularly reflecting on lesson effectiveness	Maintain a teaching journal or post-lesson notes; use "What went well / Even better if" frameworks
Engaging in CPD and applying new learning	Attend CPD with a specific question or focus; trial one change and evaluate its impact
Acknowledging mistakes or misjudgements in a constructive way	Model humility and responsibility with colleagues and students ("I didn't explain that clearly – let's try again"); reframe mistakes as learning opportunities.
Welcoming challenge from peers or mentors	Invite critical friends or mentors to observe and challenge current practices; treat challenge as a sign of trust and collaboration (Sherrington: Instructional Coaching models; Wiliam's Leadership for Teacher Learning).



**Resilience and self-regulation involve a teacher's capacity to remain calm, positive, and consistent in the face of challenges, setbacks, or pressure. These qualities help maintain a stable, supportive classroom environment and enable teachers to respond thoughtfully rather than reactively.**



Observable behaviours	Deliberate strategies
Staying calm and composed in challenging situations	Practise “pause and breathe” techniques before responding; rehearse scripts for managing behaviour; visualise potential classroom scenarios.
Persisting with difficult tasks or groups without giving up	Break large challenges into smaller, manageable goals; seek mentor support or coaching; celebrate small wins along the way.
Modelling emotional control to students	Explicitly demonstrate calm de-escalation techniques; use consistent and predictable responses to incidents.
Practising self-care and boundary-setting	Establish and maintain work-life boundaries; schedule regular non-work activities to recharge; model balanced approaches to workload
Seeking support when needed	Build strong peer networks; engage in mentoring or supervision sessions; communicate openly with leaders when overwhelmed.



# BUILDING RELATIONSHIPS AND CLASSROOM PRESENCE

**Building relationships and classroom presence involves establishing trust, warmth, and genuine connections with students, while creating an inclusive and engaging learning environment. Strong relationships and a confident, positive presence support student motivation, belonging, and behaviour.**



Observable behaviours	Deliberate strategies
Greeting students positively at the door	Use “meet and greet” routines to signal warmth and high expectations; use this time for brief personal check-ins.
Using voice and body language to project confidence and warmth	Practise strong, clear voice projection; use open, relaxed posture; move purposefully around the room.
Giving frequent, authentic praise focused on effort	Use specific, descriptive praise (“I noticed you really focused on improving your analysis today”) rather than generic comments; align with growth mindset principles.
Showing genuine interest in students’ lives	Ask students about interests, hobbies, and achievements; attend or acknowledge school events they’re involved in.
Creating an inclusive classroom environment	Use inclusive language; adapt resources and activities to reflect students’ backgrounds and interests.

