

SBC EPIC T&L STANDARDS 2025/26

<p>E</p> <p>Engage</p>	<p>Every lesson should: Plan for the different needs of students</p>	<ul style="list-style-type: none"> Students' starting points are known and planned for: class profile is used; adaptive teaching strategies embedded Adaptive teaching strategies: choice; group work; support materials; targets set; variety of activities; questions asked; scaffolding used Students are known well, both as people and in terms of the data, and this is used to inform planning (e.g. organisation of group work; seating arrangements; choice of activity)
	<p>Communicate specific learning objectives, which connect the bigger picture to the smaller picture of learning</p>	<ul style="list-style-type: none"> Learning objectives displayed: use Blooms' verbs; skills based; clear; used to map out the lesson & returned to during lesson Links are made between the learning objectives ('small picture') and the 'bigger picture': how they are transferable between units, and relevant for employability, developing wider skills and playing a full role in society Students can explain what they are learning and why
	<p>Start strongly and warmly in a way which engages all students</p>	<ul style="list-style-type: none"> Students feel like they have really missed something if they arrive late: starts of lessons are given real value Starters are used when appropriate; previous learning is recapped; students are warmed up for new learning E-quizzes such as Kahoot; Quizizz; MS Forms; Wordwall; Mentimeter (and AI) used when appropriate A sense of community is established, with routines established and embedded and Knock & Wait used
	<p>Set or refer to personal targets</p>	<ul style="list-style-type: none"> Students know what they are expected to achieve in each lesson and are ready to learn (e.g. bags on floor, phones away) Students participate in their own target setting and assessment of the progress made Students understand how their targets in each lesson contribute to the longer-term journey & goal of learning
	<p>Use a variety of activities, which give students time to process new learning and connect it to previous learning</p>	<ul style="list-style-type: none"> Structure of session enables a sense of journey / progression: the different parts of the lesson hang together Students know why they are learning what they are learning and how it connects to previous learning Students are working hard: at least as hard as the teacher and often harder – they are actively learning Tasks/activities are built into session, which enable students to apply, explore, adapt, connect and think... (Blooms' verbs) Individual, paired, small group, whole class work as well as classroom layout (where flexible) are planned effectively A culture where technology is seen as a natural part of learning is established
<p>P</p> <p>Progress</p>	<p>Every student should: Make progress against their starting point</p>	<ul style="list-style-type: none"> There is evidence of regular assessment, target setting & tracking Students know how and when they will be assessed Regular reflection on progress: as a class and as individuals, modelling growth mindset Peer and self-assessment are used effectively when appropriate
	<p>Be assessed for learning</p>	<ul style="list-style-type: none"> Learning is checked within lessons (e.g. listening, observing, questioning); tasks and explanations are reshaped in response Assessment criteria is shared with students: student friendly vocab; criteria understood by students Good practice / model work shared with students: analysed; reflected on; discussed Self-assessment & peer assessment is used and is constructive; specific; supportive
	<p>Develop wider skills or knowledge</p>	<ul style="list-style-type: none"> English & Maths are embedded within sessions where appropriate – signposted for students Students can explain the importance of English and maths within their main programme Students are learning the digital skills needed to participate in and contribute to society, including the ethical use of AI Students are learning the digital skills and knowledge which can enhance learning, and know how to protect their own digital wellbeing and safety Broader employability skills are signposted. developed and valued (teamwork, setting targets, evaluating work)
	<p>Receive individual feedback that helps them improve</p>	<ul style="list-style-type: none"> Written feedback & targets: tracked; SMART; owned by the students, focused on the task not the student Meaningful verbal feedback in sessions: how to close the gap between current and desired performance is clear Students are given time to read and process feedback (and act on it immediately when appropriate) Students can explain what they need to do as a result of feedback – 'I now need to...'

I Inspire	Every teacher should: Teach beyond the grading criteria	<ul style="list-style-type: none"> • Learning objectives are appropriate & challenging (not capped at a particular level because of unit criteria) • Opportunities are taken to develop and extend thinking (e.g. through questioning; metacognition) • No student finds the lesson too easy
	Use stimulating teaching materials, which represent the students in the class	<ul style="list-style-type: none"> • Content and materials are designed to represent the diverse make-up of our students and their histories • Materials are up to date and draw on contexts which students will find interesting • Resources are chosen which expand students' horizons/cultural capital • Resources are well presented and accessible for all students
	Create an aspirational culture of learning	<ul style="list-style-type: none"> • Targets are designed to help students move forward with purpose • Students are encouraged to believe they will definitely make progress if they work hard • Students are ambitious for themselves and their peers, supporting and contributing to the learning of others
	Relate lessons to a relevant vocational context and future progression	<ul style="list-style-type: none"> • Links are made between the learning objectives and how they are transferable between units and for employability • Briefs are designed with employer input where possible • Speakers / video clips relating to the workplace are used where appropriate
	Develop students' curiosity around the subject matter	<ul style="list-style-type: none"> • Starts of lessons ignite students' interest • Students are challenged, surprised and encouraged to reflect • Subject matter is made relevant to students and connected to what they already know
C Challenge	Every lesson should: Develop students' independence and thinking skills	<ul style="list-style-type: none"> • All students feel challenged, regardless of starting point • The learning behaviours needed to be an independent learner are valued, have been embedded, and are returned to • Opportunities to continue learning independently are provided and clearly signposted • Students are working at least as hard as the teacher
	Challenge preconceptions and prejudices	<ul style="list-style-type: none"> • Lessons are warm and inclusive; all students feel valued and known • Racism, misogyny, homophobia & disablism (etc.) are challenged – by teachers and students • Empathy and mutual respect are evident within the culture established; students behave & listen well • Inclusive language is used, including recognising students' preferred pronouns
	Extend learning beyond the classroom	<ul style="list-style-type: none"> • Students are taught the skills needed to learn independently • Opportunities to continue learning independently, including using technology, are provided and clearly signposted • Students are encouraged to enrich their learning beyond the curriculum & to enjoy learning for learning's sake
	Build higher order thinking skills	<ul style="list-style-type: none"> • 'How', 'why' & 'what if' questions are used well to challenge and develop thinking • Students are evaluating, problem-solving, generating new ideas, synthesising information and reflecting on their learning • Making mistakes is seen as an essential part of learning • Students question and challenge each other & the teacher • Metacognitive thinking is embedded within learning
	Encourage learners to exceed expectations	<ul style="list-style-type: none"> • High expectations are apparent, through the language used by teacher & students; the tasks set; the questions asked • Not accepting 'good enough' - aiming for 'even better' • Pace is purposeful; no wasted time; no drifting • Students are encouraged to be ambitious and resourceful