

CARSHALTON BOYS SPORTS COLLEGE

# Teaching & Learning Principles

*Excellence • Character • Aspiration*

## Our Commitment

*Every pupil at Carshalton Boys Sports College will leave equipped with the foundational literacy, numeracy and communication skills to take full advantage of the opportunities, responsibilities and experiences that life has to offer.*

## 1. What We Believe About Great Teaching

At CBSC, we believe that every lesson is an opportunity to change a young person's life. Our teaching and learning principles are built on robust evidence, including the Education Endowment Foundation's research into what makes the greatest difference for all pupils — particularly the disadvantaged and vulnerable. These principles are not aspirational policies. They are the lived daily reality of every classroom in our school.

### What we know from evidence

- High-quality teaching is the single greatest in-school factor in pupil progress.
- Metacognitive and self-regulatory strategies add up to +7 months of accelerated progress (EEF).
- Oral language interventions add +5 months of progress; reading comprehension strategies add +6 months.
- Vocabulary is one of the strongest predictors of academic success at GCSE and beyond.
- Consistent, evidence-informed routines reduce cognitive load and enable deeper learning for all.

### What this means for every pupil

- Lessons are planned to maximise cognitive engagement at every stage.
- All teachers use the same evidence-based framework, so pupils experience consistency across every subject.
- Disadvantaged pupils and those with SEND are not an afterthought — strategies for inclusion are built into lesson design.
- Pupils are taught how to learn, not just what to learn.
- Progress is monitored rigorously and provision adapted when pupils need additional support.

## 2. The CBSC Learning Journey — A Six-Phase Framework

Our lessons are structured around a Six-Phase Learning Journey, giving every pupil a predictable, purposeful rhythm that maximises engagement and reduces cognitive overload. Each phase is underpinned by Steplab coaching strategies and EEF metacognitive approaches.

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### Connect the Learning – Silent Do-Now

Activate prior knowledge, build curiosity and link new learning to the Big Picture. Pupils surface what they already know and identify their learning goal for the lesson.

<b>2</b>	<p><b>Discuss Learning Outcomes &amp; Agree Success Criteria</b></p> <p>Make the destination visible. Pupils understand what they are learning, how they will demonstrate it and what excellence looks like — through worked examples and explicit success criteria.</p>
<b>3</b>	<p><b>Share New Information</b></p> <p>Deliver new content with maximum clarity using dual coding — pairing key vocabulary with images, diagrams and symbol. Understanding and pronunciation of Tier 2 and 3 vocabulary is explicitly taught.</p>
<b>4</b>	<p><b>Activity — Independent &amp; Collaborative Practice</b></p> <p>Structured practice with scaffolding that is gradually faded: I do → We do → You do. Think-Pair-Share ensures all pupils rehearse thinking before sharing publicly.</p>
<b>5</b>	<p><b>Demonstrate Understanding</b></p> <p>Every pupil responds — through mini whiteboards, written tasks or oracy. Formative assessment is acted upon within the lesson, not after it.</p>
<b>6</b>	<p><b>Review &amp; Reflect</b></p> <p>Structured metacognitive reflection: 'Did we achieve our goals? What worked? What would I change? What is my next step?' Pupils feed forward into future learning, building long-term study habits.</p>

### 3. Steplab — Our Whole-School CPD Framework

Since May 2025, every teacher at CBSC has been developing their practice through Steplab — a research-informed coaching model that embeds specific, high-impact teaching strategies one step at a time. Rather than asking staff to change everything at once, Steplab introduces one new technique each week, allowing teachers to practise, refine and embed each skill before progressing to the next. This deliberate, sustained approach produces lasting change in the quality of teaching.

#### The Four Core Steplab Domains

##### Securing Attention

- Managed entry routines and silent starters so learning begins the moment pupils arrive
- Confident, relational classroom presence — calm, consistent and high-expectation
- Restorative reset conversations that repair and rebuild relationships quickly

##### Optimise Communication

- Chunked, clear instructions delivered one step at a time
- Deliberate use of volume, tone and pace to signal what matters
- Visualiser used to make the board mirror pupil workbooks — standardising layout and clarity

##### Drive Thought

- Accountable questioning: Question — Pause — Name, with appropriate thinking time
- Insisting on full-sentence responses using subject-specific vocabulary
- Structured independent practice that is quiet, purposeful and progressively challenging

##### Gather & Give Feedback

- Whole-class responses gathered efficiently so every pupil's understanding is visible

- Strong work and common misconceptions shared via the visualiser
- Pupils act on feedback within the lesson — green-pen edits, re-drafts and targeted corrections

## 4. EEF Metacognitive Strategies — Teaching Pupils How to Learn

The EEF identifies metacognition and self-regulation as among the highest-impact, lowest-cost strategies available to schools — adding up to +7 months of accelerated progress. At CBSC, metacognitive strategies are embedded into the fabric of every lesson, not treated as an add-on. This is especially important for our disadvantaged pupils, for whom explicit instruction in how to think, plan, monitor and evaluate their own learning can make a transformative difference.

### In every lesson, pupils are taught to:

- Plan — identify steps before starting; select a strategy from prior learning
- Monitor — pause and ask: 'Is this working? Do I need a different approach?'
- Evaluate — reflect: 'How well did my approach work? Why?'
- Feed Forward — carry a strategy into the next similar task

### Key classroom strategies include:

- Worked examples — analysing model answers before attempting tasks
- Thinking aloud — teachers verbalising their thought process, including uncertainty
- Scaffolding faded over time — I do → We do → You do
- Exam wrappers — structured reflection after assessments on what study strategies worked

### Disadvantaged & vulnerable pupils:

- Receive sentence stems and visual prompts to access prior knowledge
- Are prioritised for immediate, specific formative feedback — acted on within the lesson
- Use prompted reflection sheets to build metacognitive habits
- Are pre-taught vocabulary before new units begin
- Have EHC plans and SEND needs built into lesson design from the outset — not adapted as an afterthought

*"Teaching pupils how to learn is as important as teaching them what to learn."*

EEF, Metacognition & Self-Regulation Guidance Report

## 5. Steplab 2.0 — Building Stronger Foundations for Achievement

From May Half-Term 2026, CBSC launched Steplab 2.0: Building Stronger Foundations — a structured, evidence-based, whole-school programme to develop the core skills that underpin all learning. The four strands — Oracy, Reading, Writing and Numeracy — are introduced in deliberate sequence, each strand building on the last.

<b>Oracy</b> Summer Term 2026	<b>Reading</b> Sept – Oct Half-Term 2026	<b>Writing</b> Oct Half-Term – Christmas 2026
<b>Numeracy</b> Whole-School, Ongoing	<b>Steplab 3.0</b> Launches January 2027	<b>Review &amp; Consolidate</b> Spring 2027

### 5.1 Oracy — Finding Your Voice in Every Subject

Oracy is the bedrock of all disciplinary learning. Pupils who can articulate their thinking clearly are better readers, better writers, and better thinkers. Our oracy programme, launched in May 2026, teaches pupils how to use structured talk as a tool for learning across every subject. Underpinned by Voice21 research and the EEF evidence base, oracy is not a literacy lesson add-on — it is a whole-school commitment, embedded in every department's schemes of work.

- Think-Pair-Share as a consistent vehicle: pupils rehearse spoken reasoning before sharing publicly
- Accountable Talk protocols, Socratic questioning, structured debate and academic controversy
- Subject-specific oracy sentence starter frames and discussion protocol cards in every classroom
- Tier 2 and Tier 3 vocabulary walls displayed in every subject area
- Oracy objectives written into all schemes of work by September 2026

## 5.2 Reading — Reading Like a Subject Expert

Disciplinary reading teaches pupils to read as historians, scientists, geographers, mathematicians — interrogating texts as subject experts do, not merely decoding them. The EEF identifies reading comprehension strategies as having +6 months impact on pupil outcomes. Building on our Sparx Reader platform (launched September 2024), the Reading phase extends disciplinary reading across all subjects from September 2026.

- VIPERS framework embedded school-wide: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise
- Reciprocal reading strategies: predict, clarify, question, summarise
- Curated subject-specific text libraries developed for every department and year group
- Daily reading aloud modelled by teachers across the school
- Sparx Reader personalised pathways for all pupils, with targeted catch-up pathways for those below age-expected levels

The Reading phase has a particular focus on vocabulary — specifically Tier 2 (academic, cross-curricular) and Tier 3 (subject-specific, technical) vocabulary. Every department produces dedicated vocabulary booklets for each year group, issued to pupils and parents. These booklets list the vocabulary pupils will encounter in each unit, with expected and aspirational terms, study strategies grounded in cognitive science, and guidance for parents on how to support vocabulary learning at home.

## 5.3 Writing — Writing to Think, Writing to Succeed

Disciplinary writing teaches pupils to write in the forms and conventions of each subject — scientific reports, historical arguments, geographical analyses, mathematical explanations. Writing is a tool for thinking. By the time the Writing phase launches after October Half-Term 2026, the Oracy and Reading strands will have built the communicative and textual foundations upon which confident writing depends.

- WAGOLL (What A Good One Looks Like) embedded as standard in all extended writing tasks
- Sentence-level instruction: grammar in context, sentence combining and syntax variation
- Subject-specific writing frames and model texts annotated with key features
- Oracy explicitly used as a precursor to writing — pupils rehearse orally before they write
- Planning, drafting and feedback cycles coached through Steplab
- EHC plans and reasonable adjustments built into every writing task design

## 5.4 Numeracy — Every Teacher a Teacher of Numbers

Numeracy is not solely the responsibility of the Mathematics department. Pupils encounter data, measurement, calculation, probability and statistical reasoning across Science, Geography, History, Business and beyond. CBSC has adopted consistent whole-school approaches to numerical methods, so that pupils experience the same notation, vocabulary and written methods in every subject that demands them.

- Agreed methods for column arithmetic, fraction notation and graph scales applied consistently school-wide
- Subject-specific numeracy toolkits in every department (e.g. graph reading in Science, timeline calculation in History)
- Shared mathematical vocabulary word walls aligned to the Mathematics department's scheme
- A Numeracy Champion identified in each department to model and embed consistent approaches
- Numeracy objectives explicitly written into relevant schemes of work

## 6. Targeted Catch-Up — No Pupil Left Behind

For pupils who are not yet working at age-expected levels in reading fluency, decoding, comprehension or numeracy, CBSC operates a rigorous, personalised Catch-Up programme running concurrently with all other strategy phases. The goal is never to remove pupils from their mainstream curriculum unnecessarily — catch-up sessions are timetabled strategically to minimise missed learning in other subjects.

### How we identify pupils

- Reading fluency assessment (oral reading rate) for all Year 7 on entry
- Phonics decoding screening for pupils identified at risk
- Standardised reading comprehension assessment (GL NGRT)
- Number fluency baseline for all Year 7 — times tables, arithmetic, estimation
- Cross-referencing with KS2 SATs data on arrival
- Re-screening at the start of Year 10 for pupils with reading age below 11
- Rapid half-termly fluency checks for all pupils on the catch-up programme

### How we support pupils

- Personalised small-group or 1:1 sessions — matched to the pupil's specific gap
- Evidence-based programmes: systematic phonics for older readers, reciprocal reading, concrete-pictorial-abstract numeracy approaches
- Sparx Reader personalised catch-up pathways
- Trauma-informed, confidence-building approaches — particularly for reluctant readers
- All class teachers briefed on individual needs: pre-taught vocabulary, scaffolded tasks, modified texts
- Fortnightly data review — if a pupil is not on track, provision is adapted immediately
- Monthly progress report to DHT, HODs and form tutors

## 7. How We Monitor & Improve

Teaching and learning quality is monitored systematically at CBSC. This is not about surveillance — it is about professional dialogue, shared standards and continuous improvement. Our monitoring cycle ensures that great practice is celebrated, shared and embedded, and that any concerns are identified and addressed quickly.

### Our monitoring cycle includes:

- Monthly learning walks with a teaching and learning focus — anonymised summaries shared with departments
- Steplab coaching observation cycles each half-term — observed, coached and reviewed by the DHT
- Half-termly student voice surveys on learning, wellbeing and confidence
- Termly work scrutiny across all departments — HODs submit examples; feedback shared with staff
- Year group and department attainment data shared termly with Heads of Department
- Sparx Reader data reviewed weekly — reading age trends tracked by year group
- Catch-up pupil progress reported monthly to DHT — RAG-rated per pupil
- Annual report to governors on strategy outcomes, including catch-up data
- The Deputy Headteacher presents a strategy update to SLT each half-term

## 8. Looking Forward — Steplab 3.0 (January 2027)

From January 2027, CBSC will launch Steplab 3.0: Building Stronger Foundations — the next phase of our school development programme. This phase will consolidate, deepen and extend the Oracy, Reading, Writing and Numeracy strands embedded during 2026, with a particular focus on disciplinary literacy across GCSE subjects and on further developing the metacognitive habits that will prepare our pupils for examination success and life beyond school.

*Our teaching and learning journey is continuous. We are committed to getting better every year — for every pupil, in every lesson, in every subject.*

### Carshalton Boys Sports College

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