



ICC Teaching Statement

At Icknield Community College, the approaches and strategies that our teachers take are fundamental to our students learning from every opportunity that is presented. We believe it is the job of teachers to inspire our students, following the school's ethos and practices to present new ideas. The teachers collaborate with our students, helping them to develop their intrinsic motivation; teachers, then, systematically reflect on their practices, seeking opportunities to improve further.

We believe that excellent teachers have expert knowledge of the subject content they deliver as well as the teaching strategies bespoke to that subject discipline. Furthermore, these teachers have expertise in general teaching pedagogies such as those applied to improve students' literacy, to meet the needs of students with special educational needs and disabilities or to question a large group of students in a way that enhances understanding and tackles the misconceptions of all learners. Crucially, we recognise that excellent teachers continually learn from research, whether that be from colleagues in school, from teachers further afield through subject associations or social media, or through academic literature created by researchers in universities studying teaching and learning.

We understand that excellent teaching is born out of a deep knowledge of our students' needs arising from ongoing assessment, with this data and information informing teachers' differentiated plans. Excellent teaching considers our curriculum principles to design series of lessons that ambitiously push students to learn the very best and most important aspects of their subjects. Tasks are designed that build upon previous knowledge and skills in manageable steps, challenging our students to learn rapidly and deeply. Excellent teaching shares both the learning goals and success criteria for tasks with our students, enabling them to recognise what great learning looks like. Moreover, it involves clear instruction and explanation of new ideas and concepts in a way that is accessible to the learners in the class.

We consider that excellent teachers have a range of skills which maximise learning. Having the highest expectations of all of the students, they provide scaffolding to enable all students to achieve their learning goals. They model their thinking, their processing and their skills to students, provide exemplar work and create opportunities for students to self and peer assess their work so that they evaluate their learning. They then scan the room for evidence of learning, asking lots of questions of all of the students and searching for evidence that allows them to understand what is and isn't yet known or understood. Excellent teaching helps students to improve their articulacy and oracy through modelling, feedback and creating opportunities for classroom talk, recognising the massive importance of these skills for people to thrive in today's society.

We hold that excellent teaching gives students plentiful opportunities to practise using the skills and knowledge they have learned, helping them to devise strategies to take this learning further. Whilst it also provides students with both written and verbal feedback on their strengths and areas to develop, it does not limit them to believing that this is the only way in which they know the extent of their successes to date. Excellent teachers understand that students need to move their knowledge into their long-term memory, providing regular opportunities to do this through revision and practice activities.

Finally, we recognise that the excellent teaching above is only facilitated by an inclusive learning environment based upon trust and honesty. Excellent teaching builds relationships rooted in mutual respect, with teachers using a wide range of effective strategies that ensure students behave in a manner that supports everyone's learning.