



KINGS ASH 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 Kings Ash Academy, our mission of **Knowing, Aspiring, Achieving** underpins every aspect of teaching, thinking and learning. This policy sets out:

- How TSAT's **Thinking, Teaching & Learning (TTL) Principles** are implemented at KAA.
- 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 KAA 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

Our ethos centres on children who are:

- **Knowing** – inquisitive, informed, reflective
- **Aspiring** – ambitious, hopeful, motivated
- **Achieving** – successful, engaged, proud



Our four learning values—**Respect (Babu), Collaboration (Casey), Creativity (Charlotte), Independence (Solo)**—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**

Kings Ash Academy implements the MADE → Educate All strand by:

- 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 (Do Now, Cold Call, Choral Response, modelling, deliberate practice)
- Ensuring all pupils learn to *think, talk, question, and reflect* effectively

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

5.1 Metacognition

At Kings Ash 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 (Do Now, choral response, quizzes).
- Engage with spaced practice, cumulative quizzes and end-of-unit checks.
- Understand “forgetting” and “remembering” as part of the learning process.
- Apply concepts regularly across subjects (component → composite model).

Retrieval is a strong and growing practice across KAA.

5.3 Expert Teaching & Knowledge Acquisition

Teachers at KAA:

- Have secure subject knowledge, supported by coaching, CPD and deliberate practice.
- Understand cognitive load and present content clearly.
- Use manipulatives, worked examples, models, sentence-stacking 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 KAA:

- 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 Jane Considine “Initiate → Model → Enable” structure.
- Maths lessons demonstrate small steps and fluent methods using White Rose.
- Reading is modelled through RWI lessons, whole-class GR, and reciprocal reading.
- Scaffolds are temporary and fade over time to increase independence.

5.6 Questioning

At KAA:

- Teachers use Cold Call, Choral Response, partner talk and targeted questioning.
- Questions probe deeper thinking and provide formative assessment.
- “No hands up” routines ensure accountability for all.
- Visual prompts, sentence stems, widgets and vocabulary are used to support access.

5.7 Feedback to Feed Forward

Feedback at KAA:

- 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. Kings Ash Academy Teaching Expectations

All teaching staff must consistently deliver:

Lesson Expectations

- Learning objective and success criteria made explicit.
- Retrieval-based Do Now at the start.

- Clear modelling (I do → We do → You do).
- Structured talk: choral response, partnered reasoning, vocabulary rehearsal.
- Targeted questioning across the full attainment range.
- Adaptive practice enabling access while maintaining ambition (see adaptive teaching guide).
- Checking for understanding every few minutes.
- Cumulative mini-plenaries.
- Purposeful practice and independent application.
- Feed-forward tasks within or between lessons.

Classroom Environment

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

7. Curriculum Implementation at KAA (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 Through Stories*.
- 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: Do Now, Cold Call, Choral Response, Stop Sign, Stem Sentences.
- Purposeful adaptation including sensory circuits, Talk Boost, BLAST, nurture groups.
- 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 and Do Now embedded across subjects.
- RWI comprehension / Fresh Start 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.
- Reciprocal reading strategies and Accelerated Reader.
- 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** using reciprocal reading
- **Talk Through Stories** in EYFS & KS1
- **Reading for Pleasure** strategy including library clubs, author 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 (ARE & GD pivotal pupils)

Intervention

- RWI 1:1
- Fresh Start
- Toe-by-Toe
- Speech & Language (LEGs, Attention Builders)
- Small-group guided sessions

Expectations

- Daily RWI sessions in EYFS/KS1
- Daily whole-class reading sessions across KS2 (40 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 reciprocal reading strategies taught in KS2: summarising, clarifying, questioning and predicting
- Reads a range of fiction and non-fiction texts

8.2 Writing

- Jane Considine “Write Stuff” (sentence stacking) forms core pedagogy.
- Do Now linked to prior grammar, spelling or sentence-level learning.
- Initiate → Model → Enable structure used consistently.
- Writing expectations increase progressively through school.
- Handwriting lessons daily in KS1 using RWI handwriting.
- Handwriting and spelling embedded via RWI spelling in KS2.
- Target cards and success criteria used to drive improvement.

- Experience days deepen schema and vocabulary.

8.3 Mathematics

- White Rose as core scheme supplemented with Mastering Number in EYFS, KS1 & Y4
- Small steps, precise modelling, manipulatives and journals.
- Do Nows linked to fluency retrieval.
- 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.
- Use of Flash Back 4 to support retrieval, improve retention, identify gaps and chunk learning
- Fluency KPI sessions to track and monitor fluency across the school

9. Adaptive Teaching & Inclusion (ILSP Integrated)

KAA 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
- LEGs groups
- 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

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

Formative Assessment

- Cold Call, choral response, checking for understanding
- Do Now retrieval
- Mini-plenaries
- Guided practice
- Knowledge Organisers
- Thinking Tools to elicit understanding

Summative Assessment

- PIXL

- STAR
- RWI assessments
- SATs practice papers
- End-of-unit tasks (component → composite)

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

KAA has a strong distributed leadership model:

- Weekly **deliberate practice**
- Use of **Step Lab coaching**
- 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 (KAA Classroom Expectations)

All classrooms must demonstrate:

- Do Now retrieval
- Consistent routines (Cold Call, Choral Response)
- Clear modelling and scaffolding
- Vocabulary teaching
- Knowledge organisers used routinely
- Adaptive resources available and prompted



- High-quality questioning
- Calm, purposeful environment
- Books and displays maintained to high standard
- Reading embedded daily

14. Appendices

[Statement on Ethos and Values- 2025.docx](#)

[KAA Curriculum Offer Sept 2025.docx](#)

[school_provision_map_sept_2025.pdf](#)

[Kings Ash Academy Maths 2024 2026.docx](#)

[Kings Ash Academy Maths Fluency KPIs.docx](#)



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TTL @ KAA

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