The TQEA TEACHING AND LEARNING PRINCIPLES

We will ensure that all our children and young people, regardless of their background and the challenges that may arise in their lives, fulfil their education potential and achieve positive destinations in life.

The Queen Elizabeth Academy

1 — High Expectations

Every Second Counts
We respect students' time by ensuring every second is used productively. We plan our lesson time intentionally and strategically to move student's towards their learning goals.

Warm Strict
We care about our students at TQEA and have the highest expectations of their behaviour and academic outcomes. We are unapologetic in challenging students' efforts.

Challenge
We deliver a knowledge-engaged curriculum which is academically challenging. We teach to the top to challenge all students. We focus on building cultural capital and providing an extraordinary education for all students.

100%
We aim that 100% of students meet 100% of our expectations, 100% of the time

2 — Routines

Entry
We maximise instructional time by beginning the lesson with a short silent 'Do Now' task which students can complete independently, based on the principles of retrieval practice.

Climate for learning
We allow students the time to think and work without disruption to their learning. This is dictated by the teacher for each task.

Dismissal
We support each other by an exit routine, dismissing students row by row, in silence so they are ready for their next lesson.

Celebrate success
We use praise and positive reinforcement to encourage and motivate students to succeed.

3 — Subject Mastery

Curriculum Planning
We work as a team to ensure students have a, well thought through guided plan of how they will reach their learning goals from Year 7 to 11.

Chunked Learning
We approach new learning with clarity of explanation that is chunked in small steps to ensure students acquire new knowledge successfully. We do not move on until students have mastered the core knowledge.

Sequencing
We work collaboratively in our subject teams to expertly plan how knowledge and skills should be taught to optimise students learning.

Expert Knowledge
We continually review our subject knowledge to impart our expert knowledge to students. We share our passion for our subject in every lesson with our students. We explore knowledge beyond specifications.

4 — Responsive Teaching

Explaining and Modelling
We show students how by modelling live and guide students during their first attempts to maximise students learning. We carefully scaffold tasks to help students progress in their learning.

Meeting the needs of all students
We ensure all students succeed by responding to the needs of our students throughout the lesson. We ensure all students succeed by responding to the needs of our students throughout the lesson.

Circulating
We move strategically around the classroom when students are working to assess and reshape the learning where necessary.

5 — Feedback

Check for understanding
We plan several assessment opportunities carefully in a lesson to ensure student have 'got it'. We do not move on until all students are secure. We are constantly checking students understanding.

Independent Practice
We give students the opportunity to showcase their learning through independent practice. This provides an opportunity for live feedback to help move students forward in their learning.

Questioning
We ask a lot of questions. We use 'Cold Calling' to check for understanding and create a culture of engaged accountability. It is not okay to opt out of the lesson.

Books
We expect all students to take pride in their books and teachers to provide timely feedback. The books showcase the student's progress over time.

6 — Making it Stick

Regular Review
We aim to embed knowledge in the long-term memory through regular quizzes and revisit topics in a strategic manner to maximise knowledge retention.

Retrieval Practice
We regularly engage with retrieval practice in the classroom and encourage self-testing methods to students.

Memory
We actively engage as teachers in the latest pedagogical research around memory and the science of learning to ensure students are able to make rapid progress.