



The John of Gaunt School
A Community Academy






EQUA
Multi Academy Trust

THE JOHN OF GAUNT SCHOOL - A Community Academy -

Teaching & Learning Handbook

'Excellence every day.'

September 2023

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Headteacher: Mr B. Rhodes

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“When we set high expectations of pupils, we show that we believe in them.” Kim Bearden

Welcome to The John of Gaunt School and EQUA MAT

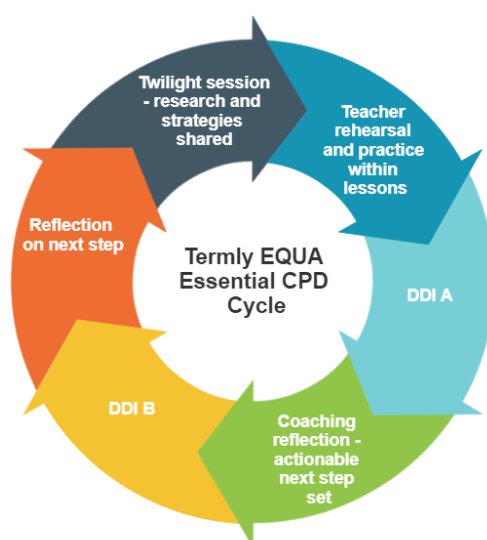
Every child, irrespective of their starting points, can achieve academic and behavioural excellence through exceptional schooling. We take pride in teaching ‘to the top’ and supporting all pupils in achieving these goals. At the heart of exceptional schooling is excellent teaching and learning. At The John of Gaunt School, teaching and learning sits alongside keeping our pupils safe as our number one priority.

We take pride in ensuring our teaching and learning practices are research-informed in order to maximise pupil outcomes and opportunities. Most of our pupils will only get one shot at their education: we must make it count. We ensure teaching and learning remains our “main thing,” especially as our attention is often drawn in many different directions within the school environment.

“Keep the main thing, the main thing” - Stephen Covey

This booklet is designed to act as a guide for all colleagues – existing, potential and visiting. The aim is to share our expectations for teaching and learning alongside the continuous professional development (CPD) opportunities that are on offer, to support our classroom-based colleagues to achieve excellence in their teaching.

Our approach to teaching and learning is underpinned by the 6 EQUA Essentials of Teaching and Learning: Assessment and Feedback, Adaptive Teaching, Independent Application, Behaviour and Engagement, Quality of Instruction and Modelling. These Essentials are the key elements in ensuring excellent teaching and learning occurs within our school. It is not a question of whether we already use them, but a question of *how effectively* we use them within our classrooms. We must also never forget that our JOG Essentials are based on a foundation of high behavioural expectations. Strong behavioural norms and routines will ensure we have the foundations upon which to build excellent pedagogy.



We believe that no teacher is ever the finished article: there is always room to develop ourselves. To give our best to our pupils, we must invest in ourselves first. We take responsibility to develop our practice, through our cycle of CPD, which is linked to the EQUA Essentials through ‘Twilight’ sessions and the consistent process of termly Developmental Drop Ins (DDIs).

Supporting pupils with SEND

Our Essentials of Teaching and our approach to teaching and learning is ideally suited to supporting pupils with additional difficulties and learning needs. Ensuring that information is presented in small steps, that explanations are clear, work is scaffolded appropriately, that we have high expectations of pupils regardless of prior attainment, that classrooms are based on having high behavioural expectations, that work is modelled expertly and that pupils work within a productive atmosphere means we are providing excellent environments for all pupils to learn.

Underpinning our provision for pupils with SEND is high quality teaching. Overall, although additional support may be present within a classroom, the teacher is still ultimately responsible for the pupils in their classroom and should work closely with additional staff members to ensure the provision in their classroom is of the highest possible standard.

EQUA Essentials

Term and Focus	Essentials to include in your lesson	Possible tools
1. Assessment and Feedback <i>(How do you know they know...and what are you doing about it?)</i>	1. Priority students are regularly checked on. 2. Diagnostic assessment and formative feedback is given throughout lessons. 3. Cold calling is used to question pupils 3. Teachers use hinge questions to check understanding is secure/diagnose gaps before moving on. 4. Next steps are clear, specific and are acted upon 5. Students are able to articulate an understanding of what they have learned and what they need to do to make progress. 6. Lessons end with a review (in relation to the learning aim).	★ Green pen (student RTM/upgrades) ★ Live marking (teacher and TA) ★ Diagnostic marking grids ★ Assessment literacy tools - mark schemes /success criteria /toolkits/models ★ Pre-prepared hinge questions ★ Cold Call questioning ★ Think-pair-share (timed) ★ Mini-whiteboards
2. Adaptive Teaching <i>(Every Teacher a Teacher of SEND)</i>	1. Teaching is pitched high in every lesson, providing challenge to the most able. 2. It is also adaptive to the differing needs of students as and when gaps emerge. 3. Learning is supported and scaffolded where needed. 4. SEN-friendly teaching strategies are employed. 5. All students produce high quality work that demonstrates progress, at least at the standard expected for their prior attainment.	★ Arbor /Class Charts notes and EHCPs showing student-specific strategies inc. TA deployment ★ Open text, at least size 18 on PPT and buff background. ★ Think about the amount of text on slide ★ Numbered or different coloured bullet points ★ Writing frames ★ Higher demand questions ★ Say it again, say it better techniques ★ Scaffolding down techniques ★ TLAC – Right is Right, Stretch it, Do it Again.
3. Independent Application <i>(Are they thinking hard?)</i>	1. Students have the chance to apply new knowledge and skills after explicit instruction. 2. Learning is chunked or includes guided practice, so students can attempt independent application in stages. 3. Opportunities to increase stamina (writing/independent exam practice) are built into sequences of lessons 4. Teachers create opportunities to activate hard thinking (e.g pre-planned higher order questions) 5. Student books show consistently high-quality work and presentation. 6. Live marking is happening as students work independently.	★ Protect the lesson time for independent learning ★ Exam questions, speed-write challenges, hard thinking prompts/questions ★ Live marking to give live feedback ★ TLAC - Active Observation, Do it again,
4. Behaviour and Engagement <i>(Corridor to Classroom)</i>	1. Transition between lessons is quick and smooth 2. Corridor to classroom routines in place.: lessons begin with 'Meet, Greet, Stand and Seat' 2. Correct use of the behaviour system results in disruption free learning. 3. Positive student choices and effort are rewarded. 4. Expectations of student talk (silence/discussion) are made explicit in all activities. 5. All students are actively engaged (shown through cold call questioning, mini-whiteboards etc) 7. Lessons end with silent, organised dismissal.	★ Corridor to Classroom routines ★ Behaviour expectations flow chart/conduct card ★ Routines for distributing resources/practical work/moving around the room ★ Exit routines ★ TLAC – Tight Transitions, Strong Starts, Threshold, No opt out
5. Quality of Instruction <i>(Why do? Past, Present, Purpose)</i>	1. A clear learning aim and related success criteria make the purpose of lessons explicit (<i>By the end of this lesson you will...</i>) 2. Lessons begin with retrieval practice to allow students to review prior learning. 3. Links to prior and future learning within the curriculum are made explicit. 4. Teachers demonstrate expert subject knowledge. 5. Explanations are highly effective and explicit	★ Low stakes quizzing with interleaving (5 current and 5 previous Qs) ★ MWB ★ 1 learning aim ★ Knowledge Organisers ★ Exam questions, learning trackers and PLCs ★ TLAC – Begin with the end, Double Plan, What to do, Name the steps
6. Modelling <i>(I do, we do, you do)</i>	1. Models of excellent practice and success criteria (demonstrations/written/drawn) are used to stretch and challenge students. 2. Model answers/responses are deconstructed collaboratively using <i>I do, we do, you do</i> strategies. 3. Student work shows emulation of models ('magpie' phrases, successful use of toolkits). 4. Modelling of expectations for verbal responses and discussion tasks are made explicit	★ Pre-prepared models of excellent practice ★ Visualiser ★ I do, we do, you do techniques ★ <i>Say it again, better</i> ★ Guided practice before independent deliberate practice.

1. Assessment and Feedback

How do you know they know? And what are you doing about it?

The Essentials	Tools and strategies
<ol style="list-style-type: none"> 1. Priority students are regularly checked on. 2. Diagnostic assessment and formative feedback are given throughout lessons. 3. Cold calling is used to question pupils. 4. Teachers use hinge questions to check understanding is secure / diagnose gaps before moving on. 5. Next steps are clear, specific and are acted upon. 6. Students are able to articulate an understanding of what they have learned and what they need to do to make progress. 7. Lessons end with a review (in relation to the learning aim) 	<ul style="list-style-type: none"> ✓ Green pens (student RTM/upgrades) ✓ Live marking (teacher and TA) ✓ Diagnostic marking grids ✓ Assessment literacy tools – mark schemes / success criteria / toolkits / models ✓ Pre-prepared hinge questions ✓ Cold call questioning ✓ Think-pair-share (timed) ✓ Mini whiteboards

‘Feedback is not advice, praise or evaluation. Feedback is information about how we are doing in our efforts to meet a specific goal.’ – Grant Wiggins



Intervention	Cost	Confidence Strength	Impact
Digital technology <small>Moderate impact for teachers' cost, based on moderate evidence.</small>	⦿⦿⦿⦿⦿	⦿⦿⦿⦿⦿	+4
Early years interventions <small>Moderate impact for very high cost, based on moderate evidence.</small>	⦿⦿⦿⦿⦿	⦿⦿⦿⦿⦿	+5
Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>	⦿⦿⦿⦿⦿	⦿⦿⦿⦿⦿	+2
Feedback <small>High impact for very low cost, based on moderate evidence.</small>	⦿⦿⦿⦿⦿	⦿⦿⦿⦿⦿	+8
Homework (Primary) <small>Low impact for very low cost, based on limited evidence.</small>	⦿⦿⦿⦿⦿	⦿⦿⦿⦿⦿	+2
Homework (Secondary)	⦿⦿⦿⦿⦿	⦿⦿⦿⦿⦿	+5

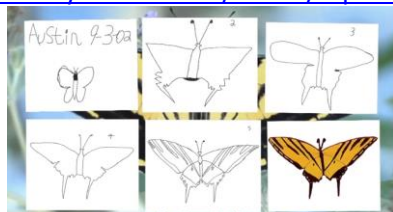
The Research

- Effective feedback has a positive effect size of 0.73 and up to 0.9 when this is ‘formative’ (Hattie, 2009) which means students who receive effective feedback make significantly greater progress than their peers who do not.
- The EEF Toolkit cites a +8 months progress increase compared to average performance, if students are provided with regular effective feedback. They state that ‘providing high quality feedback to pupils is integral to effective teaching.’ It has the highest positive effect size of any tool within the research.
- Using praise lavishly is not useful feedback and it can be very harmful for learning (Dweck, 1999; Hattie and Timperley, 2007)
- When we give a grade or a score as part of our feedback, students routinely only read as far as the grade or score (Peter Johnston, 2004). This is shown to have a negative impact on progress – we would be better giving no feedback at all.

‘As Rosenshine explains, effective teachers ask more questions from more students in greater depth, checking for understanding, involving all learners and exploring thinking processes and misconceptions as well as correct answers.’ – Tom Sherrington

Watch the video about Austin’s butterfly for a reminder of the impact of effective formative feedback:

<https://www.youtube.com/watch/hqh1MRWZjms>



Further Reading



<https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/>

2. Adaptive Teaching

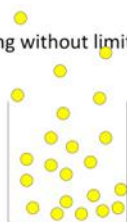
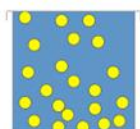
Every Teacher a Teacher of SEND

The Essentials	Tools and strategies
<ol style="list-style-type: none"> 1. Teaching is pitched high in every lesson, providing challenge to the most able. 2. It is also adaptive to the differing needs of students as they emerge. 3. Learning is supported and scaffolded where needed. 4. SEN-friendly teaching strategies are employed. 5. All students produce work that demonstrates progress, at least at the standard expected for their prior attainment. 	<ul style="list-style-type: none"> ✓ Arbor /class charts notes and EHCPs showing student-specific strategies inc. TA deployment ✓ Open text, at least size 18 on PPT and buff background. ✓ Think about the amount of text on slide ✓ Numbered or different coloured bullet points ✓ Writing frames ✓ Higher demand questions ✓ Say it again, say it better techniques ✓ Scaffolding down techniques ✓ TLAC – Right is Right, Stretch it, Do it Again.

“What is needed is a culture of excellence that permeates every classroom, department and school; a focus not on simply getting the best grade, but on getting the best education & creating a lifelong passion for learning.”

Mark Enser

Lifting the lid: learning without limits



Key Attitudes

- Teach to the top: a total philosophy
 - Plan everything with the highest attainers in mind.
 - Celebrate intellectual curiosity
 - Never dumb it down
 - Make it normal to do things that are difficult, academic, 'nerdy', 'geeky'
 - Don't talk down your own knowledge or make a virtue out of ignorance.

The Research

- The meta-cognitive cycle of plan, monitor and evaluate works. The Sutton Trust EEF rates metacognition/self-regulation as a high-impact and low-cost approach to improving the attainment of all learners, especially disadvantaged students.
- The Pygmalion Effect – Rosenthal & Jacobson's research demonstrates how expecting more of all students results in an internalisation by the students themselves, a development of self-belief

“Teaching to the top is the best way to ensure that every student gets stretched & challenged.”

Tom Sherrington

Watch the video by former teacher Rita Pierson for a reminder of the positive impact of championing all students.



https://www.youtube.com/watch?v=SFnMTHhKdkw&list=PLBFR_6zj1lVbRJZu0xIsdxYiz9hJBOCcb

Further reading

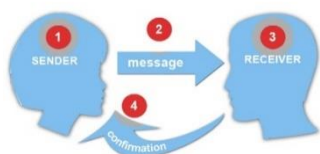
The below link explores strategies for Teaching to the Top, written by former Headteacher, Tom Sherrington – <https://teacherhead.com/2017/05/28/teaching-to-the-top-attitudes-and-strategies-for-delivering-real-challenge/>

3. Independent Application

Are they thinking hard?

The Essentials	Tools and strategies
<ol style="list-style-type: none"> 1. Students have the chance to apply new knowledge and skills after explicit instruction. 2. Learning is chunked or includes guided practice, so students can attempt independent application in stages. 3. Opportunities to increase stamina (writing / independent exam practice) are built into sequences of lessons. 4. Teachers create opportunities to activate hard thinking (e.g., pre-planned higher order questions) 5. Student books show consistently high-quality work and presentation. 6. Live marking and active observation are happening as students work independently. 	<ul style="list-style-type: none"> ✓ Protect lesson time for independent application ✓ Exam questions ✓ Speed-write challenges ✓ Hard thinking prompts ✓ Pre-planned higher order questions ✓ Live marking ✓ Say it again, say it better techniques ✓ TLAC: Active Observation, Do It Again.

'Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in a skill.' – Barak Rosenshine



The Research

- Students need to **practice new material**. The teacher's questions and student's discussion are a major way of providing this necessary practice.
- Questions allow a teacher to determine **how well the material has been learned and whether there is a need for additional instruction**. The most effective teachers also ask students to **explain the process they used to answer the question, to explain how the answer is found**.
- The procedure of first teaching in **small steps and then guiding student practice** represents an appropriate way of **dealing with the limitation of our working memory** (Rosenhine, 2012)
- Without **corrective feedback** students' practice may just be **encoding failure**. Use **active observation or monitoring** strategies to avoid the 'practice makes permanent' instead of 'practice makes perfect' phenomenon. (Lemov, 2012)

'If you accept short, shallow responses, it sets low expectations and students will assume half-formed answers are the norm.' – Tom Sherrington

Top tip: Active Monitoring

Provide clear expectations: *'During this time, you will be working silent and solo on [insert independent application task]. If you have questions, you should raise your hand but continue working until I get round to you. I am going to walk round and look for X, Y and Z.'*

Know what you are looking for:

- Lap 1: Check for X....tick for correct, star for incorrect (if pattern of misconception – STOP THE SHOW... 'Pens down..I notice a few of you are...Let's go back to....')
- Lap 2: Check for Y....(as above)
- Lap 3: Check for Z...(as above)

Further Reading



<https://educationendowmentfoundation.org.uk/evidence-summary/teaching-learning-toolkit/meta-cognition-and-self-regulation/>
<https://www.sec-ed.co.uk/best-practice/cpd->

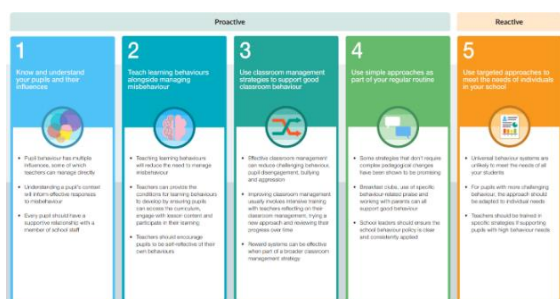
4. Behaviour and Engagement

Corridor to Classroom

The Essentials	Tools and strategies
<ol style="list-style-type: none"> 1. Transition between lessons is quick and smooth 2. Corridor to classroom routines in place.: lessons begin with 'Meet, Greet, Stand and Seat' 2. Correct use of the behaviour system results in disruption free learning. 3. Positive student choices and effort are rewarded. 4. Expectations of student talk (silence/discussion) are made explicit in all activities. 5. All students are actively engaged (shown through cold call questioning, mini-whiteboards etc) 7. Lessons end with silent, organised dismissal. 	<ul style="list-style-type: none"> ✓ Corridor to Classroom routines ✓ Behaviour expectations flow chart/conduct card ✓ Routines for distributing resources/practical work/moving around the room ✓ Exit routines ✓ TLAC – Tight Transitions, Strong Starts, Threshold, No opt out

Tip 1: Be clear in your own mind about the behaviour you want to see (this can take a while to work out)

Tip 2: Share your expectations with your children (otherwise they'll have to misbehave to find out)
Sue Cowley



The Research

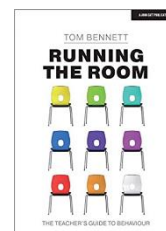
- When pupils and staff have a shared understanding of the expectations for these common behaviours, and both staff and pupils follow established routines, overall consistency is easier to achieve.
- We know that these routines do not happen by accident. They need to be explicitly taught to pupils and modelled by all staff in the school. It's not enough just to 'expect the standard'.
- Consistency and clarity in understanding and implementing a behaviour policy have been linked to effective behaviour management and lower levels of exclusions. Ofsted, 2019

'At the beginning of term the key is to establish the expectations with routine rehearsals: how we enter class; how we move around in the space; how we conduct questioning sessions; how we show respect for each other... all the details. show that you really believe that excellence is possible from everyone – the pay-off is significant.' – Tom Sherrington

Further reading

Read the reports on research into effective behaviour management in classrooms for further insight as to why consistency with the expectations is key to disruption-free learning:

<https://www.gov.uk/government/speeches/research-commentary-managing-behaviour>
https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf



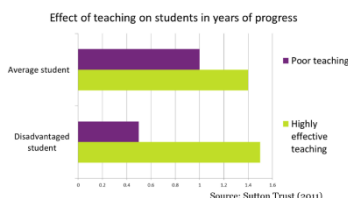
5. Quality of Instruction

Why do? Past, Present, Purpose

The Essentials	Tools and strategies
<ol style="list-style-type: none"> 1. A clear learning aim and related success criteria make the purpose of lessons explicit (<i>By the end of this lesson you will...</i>) 2. Lessons begin with retrieval practice to allow students to review prior learning. 3. Links to prior and future learning within the curriculum are made explicit. 4. Teachers demonstrate expert subject knowledge. 5. Explanations are highly effective and explicit 	<ul style="list-style-type: none"> ✓ 1 learning aim planned and shared (this should NOT be 'all most some' and there is no need for students to copy from the board) ✓ Low stakes quizzing or other retrieval practice at the start of all lessons, with interleaving (e.g., 5 current and 5 previous learning qs, Speed Writes etc.,) ✓ Mini whiteboards ✓ Knowledge Organisers ✓ Exam questions, learning trackers and PLCs ✓ TLAC – Begin with the end, Double Plan, What to do, Name the steps

The two factors which have the greatest impact on outcomes for students are teacher subject knowledge and quality of instruction – Sutton Trust, 'What Makes Great Teaching', 2014

Why improve teaching?



The Research

- "Quality instruction includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of good quality instruction" – Sutton Trust, 'Developing Teachers'.
- Rosenshine's 'Principles of Instruction' outlines the 10 research-based strategies which all teachers should know, and which underpin this EQUA Essential. <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>
- This EQUA Essential prioritises *metacognition* and *mastery* through the focus on exam literacy and skill, regular guided practice and independent application. The EEF Toolkit cites metacognition as one of the most powerful tools for increasing student progress at +7 months, with mastery having an impact of +5 months.

'It turns out that it doesn't matter very much what school you go to, but it matters very much which classroom in that school you are in. The only thing that really matters is the quality of the teacher.'

Dylan Wiliam

Watch the video [here](#) to see how live modelling and teacher 'thinking aloud' can be used to make a process explicit for students:



Further reading



6. Modelling

I do, We do, You Do

The Essentials	Tools and strategies
<ol style="list-style-type: none"> 1. Models of excellent practice and success criteria (demonstrations/written/drawn) are used to stretch and challenge students. 2. Model answers/responses are deconstructed collaboratively using <i>I do, we do, you do</i> strategies. 3. Student work shows emulation of models ('magpie' phrases, successful use of toolkits). 4. Modelling of expectations for verbal responses and discussion tasks are made explicit. 	<ul style="list-style-type: none"> ✓ Pre-prepared models of excellent practice ✓ Using a visualiser in lessons to demonstrate the process or what excellent looks like ✓ Flip-charts can be used to model responses, share ✓ Deconstruction of model responses ✓ Live whole class co-construction of model responses (guided practice before deliberate independent practice) ✓ I Do, We Do, You Do techniques

'Effective teachers provide students with many worked examples' – Barack Rosenshine



The Research

- Mastery learning approaches lead to an additional 5 months' progress according to the EEF. The process of a student gradually gaining independence through modelling allows mastery of specific skill sets according to the subject
- Modelling is a vital tool in helping students 'learn to learn', thus enhancing their metacognition which as shown by the EEF is low cost but high impact
- International research, such as that by Gage & Berliner has found that the use of models can improve recall and understanding of conceptual information
- A meta-analysis of 73 primary-and secondary-age studies suggested that modelling is most effective when the writing is undertaken by teachers & pupils through discussion, e.g. co-construction (Hillocks)

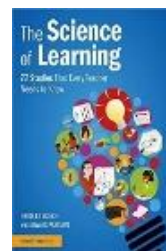
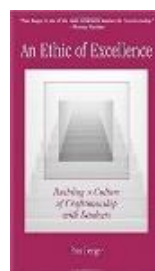
'Modelling is one of the most efficient modes of learning of any new skill or knowledge.' – Bandura

Watch this video to see Tom Sherrington present an online masterclass on Rosenshine's principle of modelling.

<https://www.youtube.com/watch?v=jEctD5lv84I&list=PLWHYo5KULlfcPkvYf5fXrFEXbA6zrolk&index=3>



Further reading



Essentials in Action

"The secret of your success is found in your daily routine" – John C Maxwell

1. Corridor to Classroom Entry Routine – Meet, Greet, Stand, Seat

- Teacher meets students at the door, stands in the V-shape, and welcomes them into the classroom
- Students stand in silence behind their desks and the teacher checks uniform
- Bags are under desks and coats on the back of chairs
- When asked, students sit down in silence and begin the review of prior learning activity

2. Review of Prior Learning – Retrieval Practice

- Low stakes retrieval of prior learning (e.g., a 10 question quiz, 5 minute speed-write or skill practice)
- Teacher ensures interleaving between current and previous subject content
- Teacher reviews the test by cold call questioning or other quick assessment methods
- Students make green pen corrections

3. Lesson Aim

- One single aim for all, worded as 'By the end of this lesson, you will be able to' / Big Question
- At the appropriate point, success criteria is shared with students

Reviewing, assessment, feedback (*How do you know they know?*)

4. Pedagogy

Teacher Instruction	Teacher Modelling	Student Application
<ul style="list-style-type: none"> • Teacher uses highly effective explanations to teach a key concept or skill • New learning is introduced in small steps, followed by immediate practice • Understanding is secure before moving on • Cold call and hinge questions engage all learners and are used to diagnose gaps in understanding and/or misconceptions 	<ul style="list-style-type: none"> • Teacher shows students what excellent looks like in the context of the lesson aim • Top-grade models, worked examples and teacher thinking 'out loud' help clarify specific steps in the learning • Teacher and students utilise success criteria, based on top-grade models. • Teacher models how to master learning or fill gaps in understanding. 	<ul style="list-style-type: none"> • Students practise applying their learning to master or fill gaps in understanding • Independent application follows guided practice • During this phase, teacher uses formative assessment strategies to assess progress against the agreed success criteria • Teacher gives timely feedback which is specific, accurate and clear • GEM activities / green pen upgrades follow written feedback

Reviewing, assessment, feedback (*How do you know they know?*)

5. Impact and Review of Learning

- Teacher revisits the lesson aim and success criteria and students have the chance to see how they have made progress against this.
- Students demonstrate what they have learned in a final task (does not need to be written)

6. Exit Routine

- Students stand in silence behind desks
- Teacher checks uniform before dismissing students row by row

*Section 4 will involve a different balance of instruction, modelling and application, depending on previous/subsequent lessons e.g. one lesson may involve mostly modelling, while the next will focus on applying this learning. All three elements are, however, crucial for the learning process.

Feedback Principles

"Written marking completed after the lesson is similar to a post-mortem. What we need is accurate diagnosis while the patient is still alive!" – Jane Ashman

Feedback is most effective when:

- it is immediate;
- it has impact in terms of pupil progress;
- it moves the learning on;
- it accurately diagnoses gaps in learning and informs planning;
- pupils understand and are able to respond to it quickly.



To ensure feedback is effective:

- ✓ we focus on giving feedback (verbal or written) directly to pupils during lessons;
- ✓ we give feedback which is formative, rather than summative;
- ✓ any 'next steps' are clear, specific and actionable;
- ✓ we involve pupils in the process of 'live marking' where possible, so they develop assessment literacy;
- ✓ we give pupils a chance to respond quickly to feedback;
- ✓ student response to feedback (GEM) happens through teacher planning of the next step in learning or bridging gaps, rather than students re-producing existing work;
- ✓ we integrate feedback into teaching and learning, by planning lessons which address identified gaps or misunderstandings and through use of the JoG Essentials, such as questioning and modelling.

As a result, we do not:

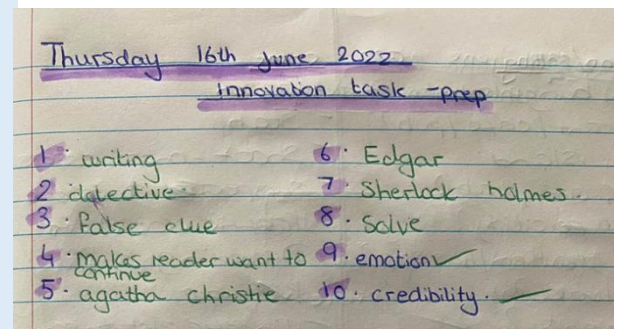
- ✗ give lengthy written feedback;
- ✗ give summative feedback alone;
- ✗ specify the frequency of feedback;
- ✗ 'tick and flick' or put comments which do not have purpose in books;
- ✗ need there to be evidence of 'marking' on every page.

What feedback could look like:

1. Self-marking of low stakes quizzes

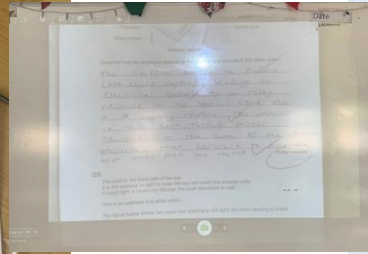
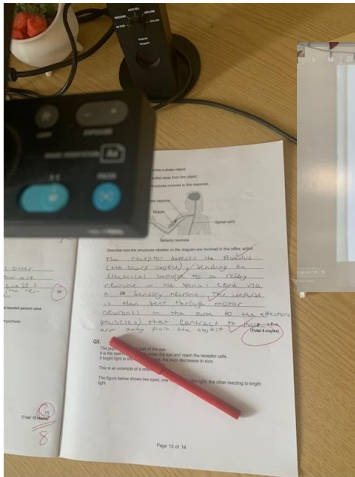
Year 10 and 11 Science (SCL)

1. Students complete the LSQ on Mini Whiteboards
2. They write out **two targets** from any gaps identified in the quiz.
3. Students who score well in the LSQ write out **extended targets**.
4. Year 10 and 11 homework is to submit an A4 sheet based on these targets.



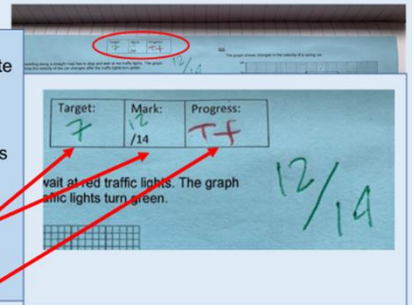
2. Cold-call questioning and verbal feedback [X:\TandL Hub\JOG Essential 6](#)

3. Teacher-led marking of tasks or papers under the visualiser while students self or peer-mark

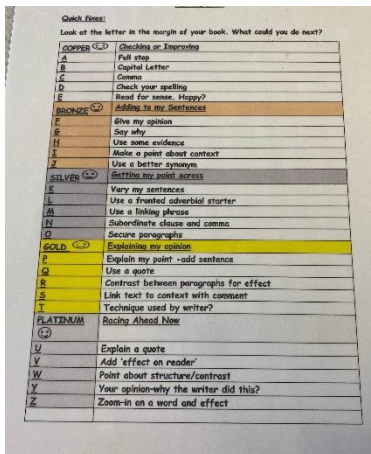


Year 10 and 11 Science (SCL)

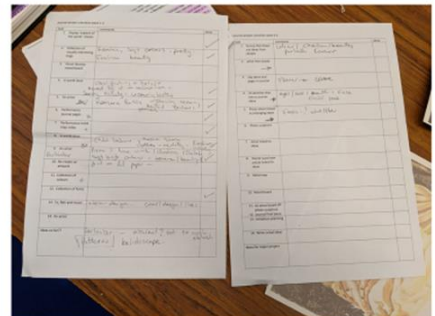
1. As a plenary, students complete past paper exam questions independently in silence.
2. Teacher goes through the answers on board and students use green pen.
3. Students write out their target and total mark.
4. Teacher makes an informed grade of above target (T+), on target (T) or below target (T-)



4. Teacher or teaching assistant 'live' marking (verbal and written feedback given to students as they circulate round the classroom, during independent application tasks)



What we do....



- In art and photography in year 10-13 we have lots of 121 sessions.
- I record these 121's using a recording app.
- These 121's cover
- how students could improve work
 - Task lists of what still needs to be done
 - New ideas and areas for development

- After each session I email the feed back to student straight away.
- I store the files on the school servers
- Students then use sketchbook plans and task lists to write up notes on what they need to do/work on/explore next

5. Teacher diagnostic review of a selection or full class set of books (without written comments) to inform planning of teaching or whole-class feedback lessons

How?

Diagnostic Work Review			
Priority students	Target - AO1	Target - AO2	Target - AO3
Justin Bieber - presentation improving, progress since last piece. Still needs more evidence.	KP	DR	VP
Kim Kardashian - performing above target level. Continue to focus on AO2 - different interpretations.	HB	RG	JW
Piers Morgan - waffles, no analysis (AO2)	C	QE	
Cheryl - lacks focus on the question (AO1) - Work on introductory statements		LC	
Vladimir Putin - complete lack of AO3		GB	
		PM	
		KK	
		BJ	
		EW	
Needs stretch	Presentation (R/A/G)		Use as models
Joe Wicks	SEN		Kate Middleton
Emma Watson	PP		
	None		

Tips

- Choose a cross-section of books, if you are looking for trends
- Start with priority students (PP, SEND, underachieving)
- Look at those who you know need stretch and challenge to identify skills they can develop further
- Focus on just one or two AOs/QLAs

6. Annotation of a key part of independent application (a particular question or paragraph), where pupils have gaps or skills to master, as opposed to the whole piece

Tips

- Students could request which part they would like you to focus on, by highlighting with a box
- You may want to focus on a particular skill or question that diagnostic work review has highlighted as an issue
- The focus could be different for different students
- This could happen 'live' as they are working independently

you don't need to use the full name again.
SEA SHOCK Once you've established who she is

Chloe Cooper saw the wave and tried to swim away. Everyone was in suspense. She was swimming as fast as she could but the wave was faster, bigger and stronger and it swept her away! Her mother ^{having said} quoted: "I ran in to get her, but it was too late. She had gone! We searched all afternoon but there was no sign of her. The police have told us to prepare for the worst. But I know she is out there somewhere, and we will never give up till we find our beautiful daughter Chloe Jade."

THE SEARCH

Search parties have been out at sea for four days now. They were about to give up when they found something. It was pink and it was glistening in the distance. They turned the speed up and sailed quickly towards it. Captain Crossbow quoted: "We picked up the item and realised it was a surfboard. On the surfboard were some initials that read: 'C.T. Cooper'. We sent for the helicopters straight away to search the area."

7. Pre-printed task or target sheets or stickers, with the appropriate focus for each student highlighted.

Topic 7.1: E-Safety

Skill
Address is on the top right of page
The date is in correct format
Letter text is all black and formatted well into paragraphs
Use of correct Salutation
Good SPaG
Good knowledge why the situation is dangerous with good background evidence
The acronym of SMART is discussed with good knowledge
The pupil has suggested excellent advice overall on what she should do next and explain it in detail
Correct signature and ending

GLA	GEM Level	Next Steps	Mostery Task
1. Be able to navigate school systems	M	Keeping data organised can help you to look after it. Draw a diagram of the folder structure for your year 7 work to store subjects, folder and files.	Gemma's Mom and Dad are really worried about this happening with their younger daughter Lisa.
2. Understand why online safety is needed	M	Explain what personal information Gemma had given out and how it affected her	Write a poem or a song on the smart rules to staying safe online that they can share to Lisa.
3. Can describe some ways to stay safe online	M	Write down the different definitions of SMART	
4. Recognise ethical issues of IT beyond school	E	Make a list of the different ways in which you can communicate online and then say how they could be misused.	

RTM

GEM Task - Make a list of ways to communicate online.

- Video calls.
- You can email each other. It is a digital way eg. sending letters.
- Social networks (Facebook, Snapchat etc.)
- A phone call.
- An online chat room.
- A forum.

- ✓ No lengthy written feedback
- ✓ Next steps are clear, specific and actionable within the next lesson
- ✓ The 'next steps' move the students on, addressing a gap or misconception – and these are targeted for the student's specific skill deficits
- ✓ Students have actioned the next steps in green and teacher has quickly checked

9th December

For your next step can you try starting

A B C D

1) 40
2) 31
3) 23
4) 17-40
5) 1/9
6) 1/2
7) 1/5
8) 1/3
9) 0.9
10) 0.27

1) $40 \times 1.1 = 44$
2) $31 \times 1.1 = 34.1$
3) $23 \times 1.1 = 25.3$
4) $17 - 40 = -23$
5) $1/9 = 0.111...$
6) $1/2 = 0.5$
7) $1/5 = 0.2$
8) $1/3 = 0.333...$
9) $0.9 \times 1.1 = 0.99$
10) $0.27 \times 1.1 = 0.297$

Wish that

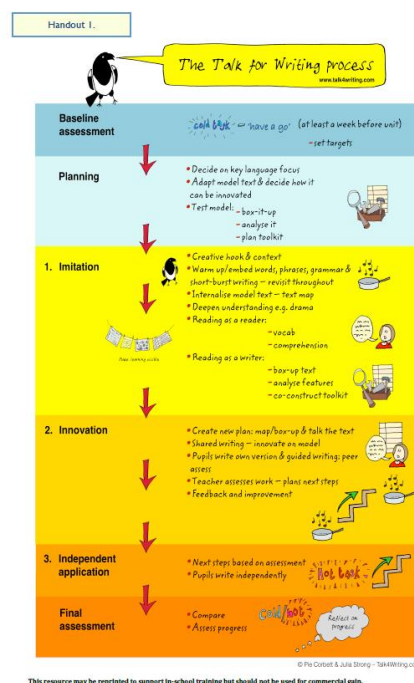
Literacy and Oracy across the Curriculum

"Every teacher is a teacher of English because every teacher is a teacher in English"
George Sampson

Talk for Writing

The 'Talk for Writing' toolkit is central to our approach to teaching and learning and allows essential oracy and literacy skills – reading, writing, and the organisation of spoken language and thought processes - to be taught across the curriculum. It provides a methodology for teaching vocabulary, memorisation and writing. Talk for Writing is aligned to the educational research that informs the EQUA Essential.

The Talk for Writing toolkit supports the development of students' literacy skills, across the curriculum, yet is ultimately a methodology for delivering the high-quality aspects of instruction we know lead to the best outcomes: modelling, feedback, metacognition and scaffolded support which leads to independent application. Talk for Writing is applicable to all subject areas, and to students of all ages, including post-16 learners.



Developmental Drop Ins (DDIs)

“In times of change, learners will inherit the earth, while knowers will find themselves beautifully equipped to deal with a world that no longer exists” – Eric Hoffer

A large part of our professional development happens through Developmental Drop Ins, which are frequent, scheduled drop-ins from colleagues. These are 10-15 mins and happen twice per half term, with coaching conversations happening as soon as possible afterwards. Each term, the Developmental Drop Ins will prioritise one of the EQUA Essentials. The coaching conversations will focus on identifying an aspect of the teacher’s pedagogy, in relation to that EQUA Essential, which can be developed and improved. This should be immediately actionable, manageable, very specific and should be seen being put into practice in the follow-up DDI, later that term.

Regular DDIs for all members of staff support our ethos that every teacher can make their practice more effective. This, in turn, ensures excellent outcomes for our pupils at The John of Gaunt School.

DDI A Strengths

A. Quality of Instruction - Strength 1

Outcome: Qol 3

3. Explanations

☐ Explanations are highly effective.

Comments:

Students were very clear, particularly in terms of organisation and the practical aspects of the lesson what they had to do. When you called them in they quickly came together in their lines and were equally able to quickly get started playing when instructed.

0

0

0

0

Add +

A. Quality of Instruction - Strength 2

Outcome: Qol 4

4. Understanding

☐ Student understanding is secure before learning moves on.

Comments:

Even though you recognised that you could have done this earlier, the fact that you called the students in and stopped play to check their understanding meant that the second part of the lesson would have had a much greater impact.

0

0

0

0

Add +

DDI A Actionable Steps

A. Quality of Instruction - Actionable Step 1

Outcome: Qol 1

1. Clear Learning Aim

A clear learning aim and related success criteria make the purpose of lessons explicit.

Comments:

We had a conversation around how even though the students were given a learning aim and success criteria, this was very detailed and student understanding of the different elements of the success criteria was not secure (as demonstrated in your mini-plenary when you called the students in and cold called them to ask about this). You did then go through the success criteria again before setting them back off to practise, however you reflected that you could have chunked this success criteria up earlier on in the lesson, so they had specific foci for each segment of the lesson.

0

0

0

0

Add +

A. Quality of Instruction - Actionable Step 2

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

0

0

0

0

Add +

A Coaching Conversation Model

“We are going to relentlessly chase perfection, knowing full well we won’t catch it – because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence. We are not remotely interested in just being ‘good’. – Vince Lombardi

<p>1. Contextualise</p> <p>From observational notes made during the DDI, state objectively what was seen.</p>	<ul style="list-style-type: none"> • <i>Thank you for having me in your Year 7 lesson today. I’m going to start by recalling what I saw, so we both have a clear memory.</i> <p>Example statements:</p> <ul style="list-style-type: none"> • <i>I arrived in the lesson at the point you were...</i> • <i>You said and the students then...</i> • <i>One student asked...</i> • <i>You asked the question, three students put their hand up, you selected the student nearest the door to answer.</i> • <i>Students were working on mini-whiteboards – two towards the back of the room didn’t start when you instructed them to.</i>
<p>2. See the success</p> <p>Draw your colleague’s attention to what they are doing well. Go beyond the generic: give specific detail from the observation.</p> <p>Follow up with a question.</p>	<ul style="list-style-type: none"> • <i>I thought the moment you.....was particularly useful/effective in the context of this lesson.</i> • <i>Why did you do that? / What led you to do that?</i> • <i>What was the impact of your words/actions there?</i> • <i>How do you think this affected the rest of the lesson / students’ performance?</i>
<p>3. Make the ‘model’ explicit</p> <p>Lead your colleague to consider what it looks, sounds and feels like when a particular aspect of their practice is done well.</p> <p>This could be a good opportunity to look together at a ‘model’ example of this aspect of teaching. It could be a scripted example, recorded segment of a lesson or you could invite them to recall observing a colleague.</p>	<ul style="list-style-type: none"> • <i>We’re focusing this term on questioning. What do you think are the keys to really effective questioning?</i> • <i>How do we know that our questioning is having a positive impact?</i> • <i>What might this look like in the context of this class / lesson?</i> • <i>What is this teacher doing / were you doing in this moment?</i> • <i>When you think back to the lesson / different moment in the lesson you taught, what differences can you identify?</i> • <i>How might you adapt your practice to close that gap?</i> • <i>What do you imagine the impact of that change would be?</i>
<p>4. Name it</p> <p>Prompt the teacher to name the actionable next step.</p>	<ul style="list-style-type: none"> • <i>Based on what we have discussed today, what do you think your actionable next step should be?</i>

<p>5. Lock it in</p> <p>Lock in the actionable step by clearly stating what, how and why in formal language. Ask your colleague the questions about how and why they will action this and repeat back what they have stated.</p>	<ul style="list-style-type: none"> • <i>Okay, your actionable next step is...</i> • <i>How will you execute that?</i> • <i>What impact do you hope this will have?</i> <p>Example repeated back:</p> <ul style="list-style-type: none"> • <i>So, your actionable step is to check student understanding more rigorously. You will do this by using mini-whiteboards to allow you to see every student's response to initial questions or tasks, with follow-up cold-call questions to probe further. This will enable you to ascertain where gaps and misunderstandings arise.'</i>
<p>6. Plan it and rehearse it</p> <p>Plan together how the teacher will practice and perfect this strategy over forthcoming lessons.</p> <p>Walk through the steps together, in simulation of the classroom experience.</p>	<ul style="list-style-type: none"> • <i>Which lessons over the forthcoming fortnight will allow you to practice this?</i> • <i>How will you word your initial questions?</i> • <i>What probing questions could you ask to follow up?</i> • <i>So...imagine I am your students in your lesson....give me the instructions.</i> • <i>What issues could arise here? How could you make adaptations to avoid that?</i> • <i>Ifhappens, what will you do?</i> • <i>How does this now align with what we discussed to be effective earlier?</i>
<p>7. Follow up</p> <p>Confirm date and time of follow-up observation, including where in the lesson it would be best to drop-in. Plan the follow-up conversation. Stick to these.</p>	<ul style="list-style-type: none"> • <i>I'm due to come back and see you teach(class) on ...(date), period X. Is there a time during that lesson that you think would be most appropriate, to see what we have discussed in action?</i> • <i>When can you meet after that drop-in, to have a follow-up conversation?</i>

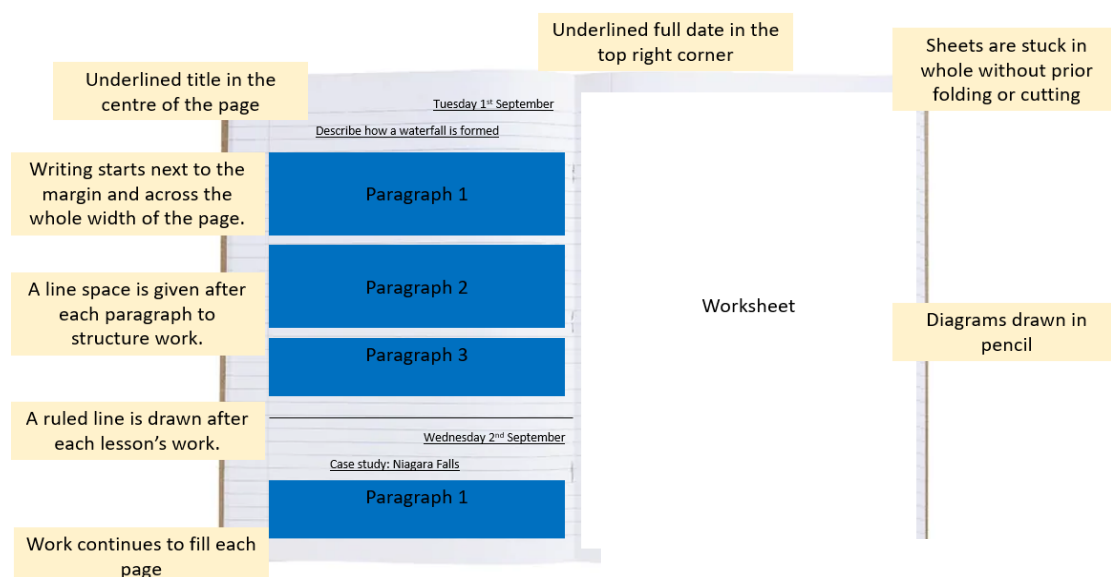
Student Presentation

*“Every piece of work is a self-portrait of the person who did it. Autograph your work with excellence”
– Jessica Guidobono*

When we insist that students take great care over their work, including its presentation, we are giving them the message that it is important and has value. Hattie and Yates, in *Visible Learning and the Science of How we Learn* summarise research into how we value the product of our labours: we place huge value in products we have had a role in producing, ‘especially if this has been challenging and we have had to exert a large amount of effort.’ In order to build this culture of value, we must give all students the sense that the quality of their work is of great importance.

Students’ exercise books, folders and work booklets are their means of demonstrating excellence – they should take pride in them. The front of their books should be kept neat and tidy and clearly labelled with their name, subject, class and teacher name.

Presentation rules for all subjects are as follows:



- ✓ No graffiti in or on books
- ✓ Students must write in blue or black pen
- ✓ Teacher feedback or corrections in red pen
- ✓ Student corrections or GEM work in green pen
- ✓ Errors are scored through with one neat line
- ✓ No loose sheets in books – ‘stick or scrap’ (these must not be folded – they should be trimmed to size by the teacher beforehand)
- ✓ The review of learning (low stakes quiz) must be clearly labelled and corrected in green pen
- ✓ Any key information or important processes and definitions could be highlighted so students can easily find these when revising

Examples of how work should be set out whether using lined pages or grids in exercise books:

Thursday 11th December 2020

Unseen Poetry

Review of learning:

1. 24 marks ✓	6. "Are mixed up, like bees in a hive."
2. 8 marks ✓	7. "uninhabitable, ^{absolutely} completely uninhabitable"
3. AO1 and AO2 ✓	8. "long, lean , dusty and dreary" ✓
4. AO2 ✓	9. "ape-like fury" ✓
5. compare the poems ✓	10. "hang these young baggage" ✓

what could I write about for question 1? ■ = AO1 ■ = AO2

<u>I</u> - title	} in the introduction
<u>I</u> - ideas (themes/messages)	
<u>P</u> - perspective (whose point of view)	
<u>S</u> - story (what happens)	} Don't need to write about all - focus on what stands out in the poem.
<u>F</u> - form	
<u>O</u> - order	
<u>R</u> - rhythm / rhyme / repetition	
<u>S</u> - structure	
<u>L</u> - language	
<u>I</u> - imagery	
<u>P</u> - phonological devices (sounds)	
<u>S</u> - speaker's tone.	

Blackberry Picking

native summer / autumn

Title: blackberries — not quickly

innocence? / sweat / fruit — childhood

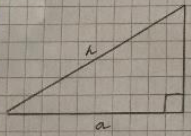
Thursday 11th December 2020

Trigonometry

Review of learning:

1. $\frac{3}{0.5} = 10$ ✓	6. 7^{10} ✓
2. -8 ✓	7. 5^7 ✓
3. 6 ✓	8. $7^{10} \times 11^7 \times 7^{10} \times 11^{-1}$
4. $1\frac{5}{8} > \frac{5}{8}$ ✓	9. 16 ✓
5. $-3 > -1$ x $-3 < -1$	10. $\frac{1}{5}$ (or 0.2) ✓

Pythagoras' Theorem

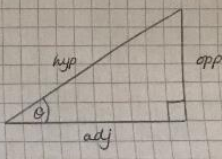
$$a^2 + b^2 = h^2$$


Trigonometric Ratios

$\sin(\theta) = \frac{\text{opp}}{\text{hyp}}$

$\cos(\theta) = \frac{\text{adj}}{\text{hyp}}$

$\tan(\theta) = \frac{\text{opp}}{\text{adj}}$



Continuous Professional Development (CPD)

Statement of Intent

Our school and the EQUA MAT are learning communities and are committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities. The school has an expectation that all members of the learning community will take an active role in their own professional development. We believe that all members of staff have a responsibility to support the professional development of colleagues.

All members of the school learning community will have an entitlement for access to high quality induction and continuing support and development. Our aim is to continually develop the knowledge, skills and abilities of all our staff and to facilitate a high level of professional learning. This will improve leadership, engender collective ownership and bring about mutual learning to improve classroom and school practice.

“Teachers will take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues” (Teacher standard 8, DFE 2012).

Training needs may be identified through:

- Line management meetings, department/team reviews and self-evaluation processes
- Appraisal reviews
- Team and staff meetings
- The school improvement plan
- Needs identified by and for governors
- Requirements of national strategies and initiatives
- DDIs and coaching conversations
- Reviews of performance through data analysis
- Ofsted inspections
- Reviews by collaborative partners (e.g. EQUA, Challenge Partners, WWA, primary schools, ITT providers)
- Monitoring and evaluation of teaching and learning (climate walks, work sampling, staff and student voice)

Individual CPD requests must be completed through Sisra Observe, and evaluated once training has been completed.

CPD is delivered through:

- Internal staff briefings (Thursday mornings – 8:20am)
- Internal bulletins and newsletters
- Internal whole staff meetings
- EQUA Twilights
- EQUA CPD offer (NPQs, Action Research group, Outstanding TAs, Wellbeing Coaching etc.,)
- JPD & pastoral team meetings
- Line management meetings
- EQUA and Internal professional studies programme aimed at ECT/ITT students/new staff as appropriate
- ECT external programme with Ambition Institute
- DDI cycles and coaching conversations
- Additional coaching and mentoring (EQUA programmes, SLEs, LPs, support plans)
- Sharing best practice, including peer observations
- Working with consultants (County, EQUA)
- Reading publications
- Online courses (National College, subject-specific platforms)
- External courses (e.g exam boards, First Aid providers etc.,)
- Network meetings (e.g., WWA)
- CSL Learning Communities
- NPQ programmes (Best Practice or EQUA delivery)
- Governor committees, induction, tours and visits

CPD Calendar 2023-24

	Mo	Tu	We	Th	Fr	Sa	Su	INSET Days	EQUA Twilight	DDIs	Additional CPD
	28	29	30	31	1	2	3				
Sep 2023	4	5	6	7	8	9	10	JOG INSET 1 and 2 (4th and 5th Sept)			
	11	12	13	14	15	16	17				Outstanding TA Prog.
	18	19	20	21	22	23	24				22nd Launch of Action Research Gp
	25	26	27	28	29	30	1				Outstanding TA Prog.
Oct	2	3	4	5	6	7	8		Twilight 1: Assessment & Feedback	DDI 1A	
	9	10	11	12	13	14	15			DDI 1A	Action Research Session 1, 2pm - 4pm
	16	17	18	19	20	21	22				Outstanding TA Prog.
	23	24	25	26	27	28	29				
	30	31	1	2	3	4	5	JOG INSET 3 (30th Oct)		DDI 1B	Outstanding TA Prog.
Nov	6	7	8	9	10	11	12			DDI 1B	
	13	14	15	16	17	18	19		Twilight 2: Adaptive Teaching		Outstanding TA Prog.
	20	21	22	23	24	25	26			DDI 2A	
	27	28	29	30	1	2	3			DDI 2A	Outstanding TA Prog.
Dec	4	5	6	7	8	9	10			DDI 2B	Action Research Session 2, 2pm - 4pm
	11	12	13	14	15	16	17			DDI 2B	
	18	19	20	21	22	23	24				
	25	26	27	28	29	30	31				
Jan 2024	1	2	3	4	5	6	7	EQUA/JOG INSET (4th Jan) - curriculum			
	8	9	10	11	12	13	14		Twilight 3: Independent Application		
	15	16	17	18	19	20	21			DDI 3A	
	22	23	24	25	26	27	28			DDI 3A	Outstanding TA Prog.
	29	30	31	1	2	3	4			DDI 3B	
Feb	5	6	7	8	9	10	11			DDI 3B	Action Research Session 3, 2pm - 4pm. Outstanding TA Prog
	12	13	14	15	16	17	18				
	19	20	21	22	23	24	25	EQUA INSET (19th Feb) - to inc. Behaviour and Engagement			
	26	27	28	29	1	2	3			DDI 4A	
Mar	4	5	6	7	8	9	10			DDI 4A	
	11	12	13	14	15	16	17			DDI 4B	Outstanding TA Prog.
	18	19	20	21	22	23	24		Twilight 4: Quality of Instruction	DDI 4B	All staff twilight 4 + Action Research Session 4, 2pm - 4pm
	25	26	27	28	29	30	31	JOG INSET 6 (28th March)			Outstanding TA Prog.
Apr	1	2	3	4	5	6	7				
	8	9	10	11	12	13	14				
	15	16	17	18	19	20	21				
	22	23	24	25	26	27	28				
May	29	30	1	2	3	4	5				
	6	7	8	9	10	11	12				
	13	14	15	16	17	18	19				
	20	21	22	23	24	25	26				
Jun	27	28	29	30	31	1	2				
	3	4	5	6	7	8	9				
	10	11	12	13	14	15	16		Twilight 5: Modelling	DDI 6A	
	17	18	19	20	21	22	23			DDI 6A	
Jul	24	25	26	27	28	29	30			DDI 6B	Action Research Showcase 2pm - 4pm
	1	2	3	4	5	6	7		Twilight 6: Curriculum development	DDI 6B	
	8	9	10	11	12	13	14				Outstanding TA Prog.
	15	16	17	18	19	20	21				
Aug	22	23	24	25	26	27	28				
	29	30	31	1	2	3	4				
	5	6	7	8	9	10	11				
	12	13	14	15	16	17	18				
	19	20	21	22	23	24	25				
	26	27	28	29	30	31	1				

Additional programme dates (e.g., NPQs) to be confirmed in September

Professional Studies 2023-2024

Appropriate for ECT/ PGCE / NQT + 1/Unqualified Teachers/New Staff

Our professional studies programme has been developed to enhance the external ECF programme that we deliver through Ambition Institute. We provide ECT's with a dedicated Induction Tutor and mentor, who is, where possible, a subject specialist. ECT's can expect:

YEAR 1

ECTs - Maximum 90% timetable of teachers in your school on the main pay range. In most schools this will equate to 40 or 41 teaching periods per fortnight.

YEAR 2

ECTs - Maximum 95% timetable of teachers in your school on the main pay range. In most schools this will equate to 42 or 43 teaching periods per fortnight.

The John of Gaunt Professional Studies program delivers a bespoke introduction to life as a teacher at John of Gaunt and provides further opportunities for colleagues to model and share good practice. As such, we invite all student teachers, early career teachers, unqualified teachers and those colleagues that are new to John of Gaunt to take part in the programme.

All dates are provisional and subject to change due to Ambition Institute's external calendar

Date	Session	Where	Lead
14/9/23	Maintaining high expectations in your classroom (inc. using ClassCharts effectively)	JOG	SCE
28/9/23	Managing workload	EQUA @Lav	(Lavington)
2/11/23	Teaching and Learning – EQUA Essentials	EQUA @ JoG	AEY/ZLE
16/11/23	Building relationships, dealing with disengaged students	JOG	HBR
30/11/23	SEN support inside and out of the classroom	JOG	VMA
11/1/24	Interview prep and career progression	EQUA @ Lav	(Lavington)
1/2/24	Pupil premium & disadvantaged student support	JOG	EJE
22/2/24	Adaptive teaching	EQUA @ JoG	AHW
14/3/24	Using question level analysis to inform feedback, interventions and 'GEM' (response to feedback)	JOG	JMA
18/4/24	Effective parental contact – when, how and who?	EQUA @ Lav	(Lavington)
27/6/24	Pastoral support – your role as a tutor and the wider support available	JOG	ZLE
11/7/24	The wider community, equality, diversity and inclusion	EQUA @ JoG	MLE

Links to Educational Research

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