



**Learning**  
Community Trust

# LCT Learning Framework

The LCT Learning Framework is a codified guide that provides a clear, flexible structure and shared language for effective teaching and learning, acting as a playbook to support staff in applying evidence-informed strategies across the trust.



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## OUR VALUES

# Drive our Trust to succeed:



### A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.



### Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point - they can achieve exceptional educational outcomes.



### Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.



### Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective collaboration.

## Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.



### Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.



### Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.



### Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.



### Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.



An LCT classroom is an Adaptive and ambitious environment, built on positive relationships with the individual at its heart. We strive for every student to take pride in their work, build confidence, and develop a love of learning. Through a broad and balanced curriculum, delivered by reflective and passionate teachers, we aim to equip learners with the skills, knowledge, and attributes to succeed.

## The LCT Learning Framework

The LCT Learning Framework is a codified guide that provides a clear, flexible structure for effective teaching and learning. It is not a rigid script but a shared language and set of principles that underpin high-quality pedagogy across the trust.

By following the four phases—**Remember, Learn, Practise, Review**—teachers can design lessons that are structured, engaging, and responsive to student needs. The framework supports autonomy, allowing teachers to adapt strategies for their context while maintaining consistency in core principles. Assessment for learning and feedback are embedded throughout to maximise progress.

## The Playbook

This playbook equips staff with evidence-based strategies aligned to the framework. Each strategy includes a concise summary explaining its purpose and rationale, enabling informed professional choices that enhance student outcomes.

## Impact

Through the framework and ongoing professional development, we aim to foster classrooms where students demonstrate:

- **Engagement and Participation:** Active involvement and focused attention.
- **Motivation and Resilience:** Intrinsic drive, persistence, and ownership of learning.
- **Collaboration and Reflection:** Respectful teamwork and critical self-evaluation.
- **Positive Learning Environment:** Contribution to a culture of respect and improvement.

## SCHOOL IMPROVEMENT SUPPORT

Supporting the LCT lesson framework is a bank of strategies that can be utilised across the learning episode. General strategies like clear routines, consistent expectations and clarity of message can create a structured and focused learning environment. Positive reinforcement, clear communication, and proactive behaviour management can foster a positive and productive classroom culture. A range of assessment and feedback strategies, such as formative and summative assessments, peer feedback, and self-assessment, provide valuable insights into student learning and inform future instruction.

By employing a diverse set of pedagogical strategies, teachers can create engaging lessons that promote student learning and development.



For more information please visit [lct.education](https://lct.education)

# Characteristics of Successful LCT Teachers

Successful teaching is not defined by a single set of traits, but certain characteristics consistently contribute to positive and effective classrooms. These qualities help teachers implement the LCT Learning Framework with impact:

- **Energetic:** Brings enthusiasm and pace, celebrates success, and creates a lively learning atmosphere.
- **Engaging:** Captivates attention through relevant lessons, clear instructions, and purposeful interaction.
- **Passionate:** Demonstrates deep commitment to subject and student success, with ongoing professional growth.
- **Motivational:** Inspires learners through clear goals, constructive feedback, and recognition of effort.
- **Relational:** Builds trust and rapport, fostering a safe, adaptive environment where students feel valued.
- **Creative:** Designs innovative learning experiences, adapts resources, and uses technology effectively.





# LCT Codification of our Learning Framework

## Lesson Preparation

### Why is it important?

Lesson preparation is the foundation of effective teaching. It enhances the quality of instruction, improves student outcomes, and creates a positive learning environment

### What are the key elements?

#### Understanding and Using Curriculum Maps

- Use curriculum maps to identify key knowledge, vocabulary, and potential misconceptions.
- Understand the learning outcomes and how they are assessed. Select activities and assessments that effectively test the intended knowledge.
- Sequence learning to build understanding in a logical and purposeful way.

#### Meeting the Needs of All Students

- Ensure reasonable adjustments and scaffolds are in place to support equity in learning.
- Create an Adaptive environment where every student feels valued and respected.
- Maintain high expectations for all, while adapting approaches to meet individual needs.
- Support students with additional needs through realistic, achievable targets without lowering standards.

#### Understanding and using student data

- Understanding students' starting points through available data enables teachers to pinpoint strengths, gaps, and misconceptions, ensuring that targeted support and challenge are planned effectively.
- Pinpoint specific areas where students need additional support and provide targeted interventions to help them succeed.
- Set individual learning goals based on student data helps to motivate and challenge each student.

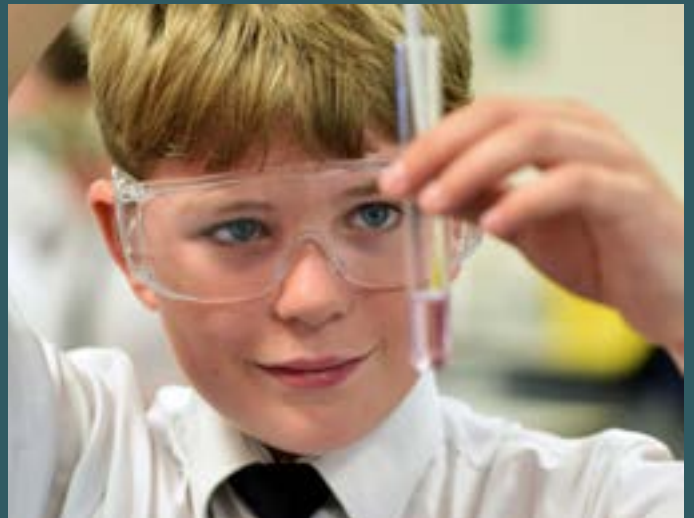
## Behaviour & Relationship Strategies

**Teachers should plan for a positive, structured environment that anticipates needs and sets students up for success.**

This includes creating early opportunities for success to build confidence, giving clear direction by frontloading expectations, and maintaining visibility by scanning the room regularly. Narrate the positive by acknowledging students who meet expectations to reinforce desired behaviours. Strengthen relationships proactively by greeting students at the door, planning check-ins for those who need reassurance, and embedding routines that promote belonging.

## Assessment / Feedback strategies

- Plan Questions
- Targeted Questioning
- Plan 'Check for Listening' Opportunities
- Plan 'Check for Understanding' Opportunities



## Additional Adaptive Strategies

- Plan reasonable adjustments.
- Plan adaptive teaching strategies and scaffolds, select appropriate adaptations to ensure all students can achieve ambitious learning objectives.
- Review learning objective/success criteria to ensure challenge is ambitious/appropriate.
- Regularly assess and review individual progress to adjust strategies.
- Consider pre-teaching new vocabulary or concepts.





# Excellent Entry

## Why is it important?

An excellent classroom entrance sets the tone for a positive learning environment. Teachers can minimise disruptions and maximise learning time.

## What are the key elements?

**Welcoming atmosphere**, creates a positive and inviting environment where students feel safe and valued

**Clear entrance routine**, ensures a smooth transition from the corridor to the classroom. By establishing expectations for entering the room, such as lining up quietly, correcting uniform and completing a remember activity.

## Behaviour & Relationships strategies

- Mutually respectful; Warm greeting from the member of staff
- Establish routines
- Clear direction including frontloading expectations
- Be seen looking



## Assessment / Feedback strategies

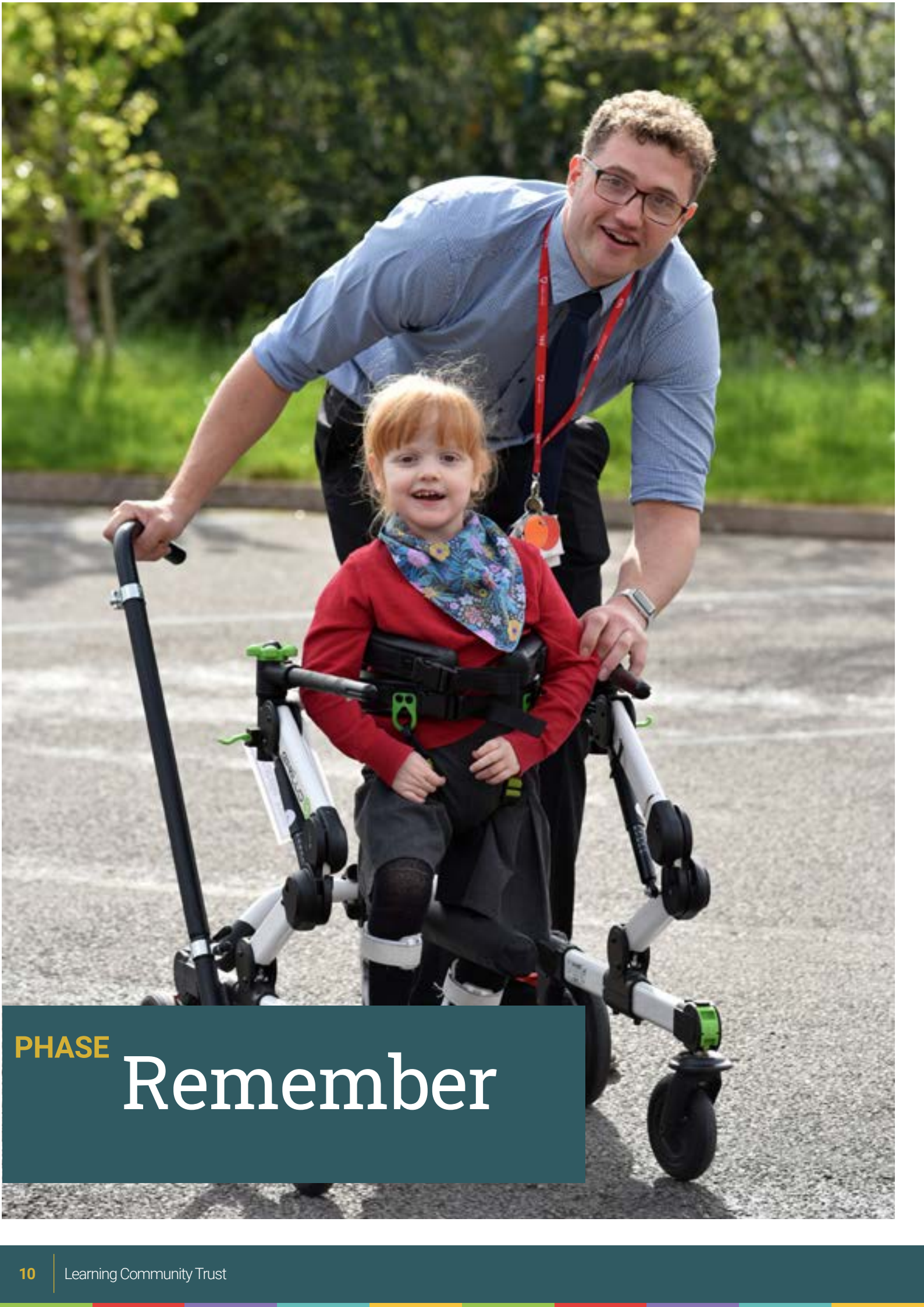
- Assess students' well-being on entry.
- Provide feedback on previous efforts.



## Additional Adaptive Strategies

- **Seating plans** create an Adaptive learning environment based upon key characteristics/pupil data.
- **Take up time:** Give students needing reasonable adjustments additional take up time on entry ready to learn.
- **Visual cues** guide behaviour alongside clear, simple instructions.





PHASE

# Remember



## WHY IS IT IMPORTANT?

The “Remember” phase is a crucial component of effective lesson design. By incorporating recall activities that activate prior knowledge, teachers can bridge the gap between past and present learning. When students can connect new information to what they already know, their understanding deepens. Recall activities, such as quick quizzes, mind maps, or discussions, stimulate cognitive processes and prepare students to absorb new information more efficiently. This phase not only enhances learning but also fosters a sense of continuity and purpose in the lesson.

## WHAT ARE THE KEY ELEMENTS?

### Recall activities

**Activating Prior Knowledge:** By prompting students to recall previous learning, teachers help them connect new information to existing knowledge. This makes learning more meaningful and easier to retain.

**Assessing Understanding:** Recall activities can be used to quickly assess students’ understanding of previous lessons. This helps teachers identify any gaps in knowledge and plan accordingly.

**Preparing for New Learning:** By reviewing relevant concepts, teachers can set the stage for the new lesson. This helps students to build on their existing knowledge and develop a deeper understanding.

## BEHAVIOUR & RELATIONSHIPS STRATEGIES

- Establish routines
- Clear direction including frontloading expectations
- Be seen looking
- Narrate the positive
- Correct, if necessary

## ASSESSMENT / FEEDBACK STRATEGIES

Checking for understanding

A) Assess whether students can continue with the learn phase

B) Assess previous information that will need to be added to later retrieval activities and learning episodes

## ADDITIONAL ADAPTIVE STRATEGIES

- Provide appropriate scaffolds to ensure all students are experiencing success.
- Display pre-requisite knowledge check on board/screen.
- Traditional retrieval (e.g., quizzes or recall questions) may not be appropriate for all learners. Adaptations may include:
  - Using objects, symbols or choices rather than verbal responses.
  - Multi-sensory recall rather than abstract recall.
  - Supported retrieval with adult scaffolding.



PHASE

# Learn



## WHY IS IT IMPORTANT?

The Instruction phase is a pivotal moment in an LCT lesson. It's where teachers directly impart knowledge and skills. Through clear explanations, demonstrations, and examples, teachers guide students towards a deeper understanding of the topic. Effective instruction ensures that students grasp the core concepts, develop critical thinking skills, and are equipped to apply their learning.

## WHAT ARE THE KEY ELEMENTS?

**Learning Objectives and Success Criteria:** Clearly stated learning objectives outline what students should know and be able to do by the end of the lesson. Success criteria provide specific guidelines to help students assess their own learning.

**Engaging Introduction:** A captivating introduction hooks students' attention, piques their curiosity, and establishes a clear connection to prior learning. It can involve a thought-provoking question, a real-world scenario, or a visually stimulating activity.

**Direct Instruction:** This involves the teacher's direct explanation of concepts, skills, or procedures. Effective direct instruction is characterised by:

- Clear and Concise Language: Using simple and straightforward language to avoid confusion.
- Visual Aids: Employing visual aids like diagrams, charts, or videos to enhance understanding.

**Pre-teach vocabulary and concepts** to ensure students have the necessary language and understanding before engaging with new learning.

## BEHAVIOUR & RELATIONSHIPS STRATEGIES

- Clear direction including frontloading expectations
- Be seen looking
- Narrate the positive
- Correct, if necessary

## ASSESSMENT / FEEDBACK STRATEGIES

Checking for listening

- A) Cold Calling
- B) Choral response
- C) Think, Pair, Share

## ADDITIONAL ADAPTIVE STRATEGIES

- Adapt materials: Modify textbooks, worksheets, or other materials to match the students' needs.
- Break down tasks: Divide complex tasks into smaller, more manageable steps to manage cognitive load.
- Provide additional support: Offer extra support through small group instruction, one-on-one tutoring, or assistive technology.
- Provide visual cues: Use visual aids like diagrams, charts, or real objects to support understanding.
- Repeat key points: Reinforce important information to aid memory and comprehension.
- Repetition, overlearning and flexible pacing

The mainstream sequence (Remember/Learn/Practise/Review) may need:

- Slower progression with greater repetition.
- Frequent re-teaching, pre-teaching and micro-learning episodes.
- Structured pauses to support regulation, communication processing, and sensory needs.

Teachers may need to remain in the LEARN and PRACTISE phases far longer, cycling repeatedly as part of adaptive teaching.



PHASE

# Practise



## WHY IS IT IMPORTANT?

### Guided Practice

Guided Practice is a crucial phase in an LCT lesson as it provides a structured opportunity for students to apply newly acquired knowledge and skills under the teacher's guidance.

### Independent Practice

Independent Practice is a crucial phase in an LCT lesson as it allows students to consolidate their learning, gain fluency and apply their knowledge and skills independently.

## WHAT ARE THE KEY ELEMENTS?

### Guided Practice

**Consolidates Learning:** By actively engaging with the material, students reinforce their understanding of key concepts and procedures.

**Identifies Misconceptions:** As students work through tasks, teachers can identify any misunderstandings or errors and provide immediate feedback and correction.

**Provides Support and Scaffolding:** Teachers can offer support and guidance as needed, adjusting the level of challenge to meet individual student needs.

\*Checking for understanding needs to have been used here to determine whether the class or individuals can move on to independent Practice.

### Independent Practice

**Develops Fluency through generative activities that elicit learning:** Through repeated Practise, students become more proficient and confident in applying their skills.

**Reinforces Learning through generative activities that elicit learning:** By practicing on their own, students solidify their understanding of the concepts and skills taught.

**Develops Autonomy through generative activities that elicit learning:** Independent Practise encourages students to take ownership of their learning and work at their own pace.

## BEHAVIOUR & RELATIONSHIPS STRATEGIES

- Clear direction including frontloading expectations
- Be seen looking
- Narrate the positive
- Correct, if necessary

## ASSESSMENT / FEEDBACK STRATEGIES

- Checking for understanding
- Questioning: Cold Calling
- Questioning: Think, Pair, Share
- Whole class feedback
- Written feedback through live marking.
- Verbal feedback

## ADDITIONAL ADAPTIVE STRATEGIES

- Provide models/live modelling to guide the early stages of Practise.
- Provide additional scaffolds: Provide additional support by employing scaffolds such as small group instruction, one-on-one tutoring, modelling tasks, implement flexible groupings, adjusting pace, conducting regular check-ins, learning broken down into manageable chunks.
- Provide visual cues: Use visual aids like diagrams, charts, or real objects to support understanding.
- Repeat key points: Reinforce important information to aid memory and comprehension.
- Offer praise and encouragement: Positive reinforcement can boost motivation and self-esteem.
- Use assistive technology: Employ tools like text-to-speech software, screen readers, or speech-to-text software to enhance accessibility.



PHASE

# Review



## WHY IS IT IMPORTANT?

The Review phase is a vital part of an LCT lesson. It provides an opportunity to consolidate learning, assess understanding, and set the stage for future lessons. Teachers can ensure that students leave the lesson with a solid understanding of the content and are well-prepared for future learning.

## WHAT ARE THE KEY ELEMENTS?

**Concise summary:** A concise summary recaps the key points, reinforcing learning and ensuring students have a clear understanding of the main ideas linked to LO and success criteria.

**Exit check:** Exit checks are brief assessments that quickly gauge student comprehension, allowing teachers to identify any misconceptions and plan for future instruction.

**Homework:** Homework assignments extend learning beyond the classroom, providing students with opportunities to Practise and apply what they've learned.

## BEHAVIOUR & RELATIONSHIPS STRATEGIES

- Clear direction including frontloading expectations
- Be seen looking
- Narrate the positive
- Correct, if necessary

## ASSESSMENT / FEEDBACK STRATEGIES

- **Checking for understanding**

Exit tickets, Summative assessments, Questioning.

## ADDITIONAL ADAPTIVE STRATEGIES

- Consider a post-teach session: Review key vocabulary and concepts.
- Repeat key points: Reinforce important information to aid memory and comprehension.
- Offer praise and encouragement: Positive reinforcement can boost motivation and self-esteem.
- Flexible homework options: Provide varied homework tasks, allowing for different ways to Practise and apply learning, catering to different abilities.
- Consider a post-teach session: Review key vocabulary and concepts for children with SEND where appropriate



# Excellent Exit

## Why is it important?

An excellent exit is crucial for a successful LCT lesson. It ensures a smooth transition between activities, minimises disruptions, and reinforces positive learning behaviours. By providing a sense of closure and acknowledging student effort, a well-executed exit can leave a lasting positive impact on student motivation and engagement.

## What are the key elements?

**Smooth transition:** A smooth transition enables students to exit the classroom in an orderly and efficient manner, reducing disruption to subsequent activities. Establishing clear routines and procedures supports seamless movement, preserves valuable instructional time, and maintains a positive learning environment.

**Positive reinforcement:** Significantly impact student motivation and engagement. Acknowledging students' efforts and achievements, no matter how small, can boost their self-esteem and encourage them to continue working hard. Positive feedback can be delivered verbally, through written comments, or by celebrating successes as a class. By ending the lesson on a positive note.

## Behaviour & Relationships strategies

- Praise and appreciation from the member of staff
- Establish routines
- Clear direction including frontloading expectations
- Be seen looking
- Narrate the positive
- Correct, if necessary



## Assessment / Feedback strategies

- Assess students' well-being on exit.
- Provide feedback on previous efforts.



## Additional Adaptive Strategies

- **Take up time:** Give students needing reasonable adjustments additional take up time to entry ready to learn.
- **Smooth transitions:** Establish clear, consistent routines that consider sensory needs, allowing for visual or auditory cues to help some students feel secure during transitions.
- **Tailored positive reinforcement:** Celebrate individual achievements in personalised ways. Ensure feedback is specific and constructive to enhance motivation.





# LCT Codification of Pedagogy Strategies

## ASSESSMENT & FEEDBACK

Checking for listening and understanding at different phases of an LCT lesson is crucial for effective teaching and learning. By regularly assessing students' comprehension, teachers can identify any misconceptions or gaps in knowledge and adjust their instruction accordingly. This formative assessment process allows for timely feedback and support, ensuring that students are actively engaged and progressing towards their learning goals. Furthermore, it helps to create a more adaptive and supportive learning environment where all students feel valued and understood.

**Checking for listening** - Checking for listening is a phase of learning where teachers assess students' comprehension of spoken language through various strategies like questioning, summarising requests, or other methods to gauge their attention and understanding.

**Checking for understanding** - Checking for understanding - encompasses various strategies used to assess students' comprehension of a topic or concept. It involves using a variety of techniques to gauge students' understanding.



## LCT Core Assessment & Feedback strategies:

**Checking for understanding: Retrieval Practice** – Routine Knowledge checking and skill application to reduce forgetting.

**Checking for understanding: Whole class response (Show me)** – A technique used to quickly and visually check students' understanding. Instead of asking students to verbally explain their answers, teachers ask them to show their answers in a concrete way. This allows the teacher to assess the whole class's comprehension rapidly and identify misconceptions. Examples include Whiteboards, Hand signals, technology or other visual aids.

**Checking for understanding: Whole class response (Choral response)** – A collaborative teaching strategy, where the entire class responds verbally in unison to a question, prompt, or cue given by the teacher.

**Checking for understanding: Questioning (Cold calling)** - A technique where a teacher selects a student to answer a question, ensuring that all students are prepared and engaged. Question ...pause... name student to be more precise?

**Checking for understanding: Questioning (Think, pair, share)** - A collaborative learning strategy where students think individually about a question, discuss their ideas with a partner, and then share their thoughts with the larger group when called on to do so by the teacher.

**Checking for understanding: Questioning (Say it again better)** - A technique where teachers ask students to rephrase or elaborate on their answers to promote clarity and deeper understanding and Practise the use of key vocabulary.

**Live marking** - A real-time assessment technique where teachers provide immediate feedback on student work as it is being completed.

**Whole class feedback** - a strategy where teachers provide feedback to the entire class, rather than individually, on a specific piece of work or concept.

**Verbal feedback** - is spoken communication used to provide information, guidance, or evaluation on a student's work or performance.



## Checking for listening

Checking for listening is a phase of learning where teachers assess students' comprehension of spoken language through various strategies like questioning, summarising requests, or other methods to gauge their attention and understanding.

### Why is it important?

Checking for Listening is vital in LCT lessons because it ensures students are actively engaged and secures 100% attention.

### What are the key elements?

**Clear and Concise Questions:** Pose questions that are relevant to the topic and easy to understand.

**Varied Question Types:** Use a mix of open-ended and closed-ended questions to assess different levels of comprehension.

**Wait Time:** Allow sufficient time for students to process information and formulate their responses.

**Non-verbal Cues:** Observe students' body language and facial expressions to gauge their comprehension.

## Checking for understanding

**Retrieval Practise** - A learning technique that involves actively recalling information from memory.

### Why is it important?

Retrieval Practise is a powerful tool for enhancing long-term memory. By repeatedly retrieving information from memory, students strengthen neural connections, making it easier to access knowledge in the future. This technique is more effective than simply re-reading or passively reviewing material.

### What are the key elements?

By using retrieval Practise techniques like quizzes, questions, or quick writes, teachers can:

**Assess Prior Knowledge:** Gauge students' understanding of foundational concepts before introducing new material.

**Identify Knowledge Gaps:** Pinpoint areas where students may need additional support or clarification.

**Inform Future Instruction:** Tailor lessons and activities to address specific student needs.

**Monitor Student Progress:** Track students' learning over time and adjust instruction accordingly.

**Build schema:** Activate prior knowledge to allow students to build robust schema.



**Whole class response (Choral response)** - A whole-class formative assessment technique where the teacher poses a question requiring a short, specific answer, and then cues all students to respond aloud in unison. This allows the teacher to quickly gauge the understanding of the entire class simultaneously, identifying misconceptions and areas needing further clarification in real-time.

### Why is it important?

The 'show me' technique is important because it provides teachers with a rapid and direct visual snapshot of student understanding across the entire class. This immediate feedback allows teachers to quickly identify who is grasping the concept and who is struggling, enabling them to adjust their instruction in real-time to address misconceptions and ensure more effective learning for all students.

### What are the key elements?

**Clear and Concise Prompt:** The teacher poses a specific question or gives a clear instruction that can be demonstrated visually or physically. This ensures all students understand what they need to show.

**Physical or Visual Demonstration:** Students respond by physically acting out an answer, using gestures, drawing something, holding up a card, or manipulating a small object. This provides a direct and observable representation of their understanding.

**Simultaneous Participation:** All students are expected to respond at the same time, often following a clear cue from the teacher. This allows for a quick assessment of the whole class, rather than individual responses.

**Immediate Teacher Observation:** The teacher scans the class during the 'show me' to quickly identify patterns of correct and incorrect responses. This provides immediate formative feedback on the overall level of understanding.

**Rapid Feedback and Adjustment:** Based on the visual data gathered, the teacher can immediately affirm understanding, address common misconceptions, or reteach concepts as needed. This allows for timely intervention and ensures learning progresses effectively.

**Whole class response (Show Me)** - A technique that gets students to physically demonstrate their understanding, often through actions, gestures, drawings, or holding up pre-prepared materials, allowing teachers to instantly gauge comprehension across the class.

### Why is it important?

The technique provides a quick and efficient way to gauge student comprehension, identify misconceptions, and inform instruction. Example: using mini whiteboards, so that teachers can involve all students in the learning process, promote active participation, and receive immediate feedback that allows teachers to respond and adapt learning.



## What are the key elements?

**Clear Instructions:** Ensure students understand the task and the expected format of their response.

**Quick Response Time:** Set a specific time limit to encourage efficient work and prevent distractions.

**Standardised Format:** Consider using a specific format for responses to make it easier to assess student work quickly.

**Clear routines:** Have clear routines for using whiteboards such as hover boards, 3,2,1 Show me.

**Positive Reinforcement:** Acknowledge and praise correct responses to motivate students.

**Immediate Feedback:** Provide immediate feedback to correct misconceptions and reinforce correct understanding.

**Responsive teaching:** Inform teachers next steps/ actions in the lesson.

## Questioning

**Cold calling** - A technique where a teacher selects a student to answer a question, ensuring that all students are prepared and engaged.

### Why is it important?

Cold calling is a powerful strategy for checking for understanding and promoting active participation in the classroom. By calling on students, teachers can ensure that all students are paying attention and are ready to answer questions.

### What are the key elements?

**Purposeful Questions:** Use a mix of open-ended and closed-ended questions to assess different levels of understanding.

**Wait Time:** Allow sufficient wait time for students to formulate their thoughts before responding.

**Select students:** Call on the student you require to answer the question.

**Positive Reinforcement:** Acknowledge and praise correct answers, even if they are partially correct.

**Follow-up Questions:** Use follow-up questions to probe deeper into students' understanding.



**Think, pair, share** - A collaborative learning strategy where students think individually about a question, discuss their ideas with a partner, and then share their thoughts with the larger group.

### Why is it important?

Think-Pair-Share is a valuable strategy for checking for understanding because it provides students with opportunities to process information, articulate their thoughts, and engage in meaningful discussions. By working with a partner, students can build confidence, develop critical thinking skills, and deepen their understanding of the topic.

### What are the key elements?

**Clear and Focused Questions:** Pose questions that stimulate thought and encourage discussion with a clear outcome. E.g. I want 5 reasons why.....

**Sufficient Think Time:** Allow adequate time for individual reflection and consideration. Be clear to the students about how long they have.

**Effective Pairing:** Consider pairing students with different strengths and weaknesses to foster collaboration and learning.

**Structured Sharing:** Establish guidelines for sharing, such as ensuring everyone has a chance to speak and listen respectfully to others.

**Teacher Monitoring:** Circulate around the room to observe and listen to student discussions, providing support and guidance as needed.

**Whole-Class Sharing:** Select a few pairs to share their ideas with the class to consolidate learning and generate further discussion.

**Say it again better** - A technique where teachers ask students to rephrase or elaborate on their answers to promote clarity and deeper understanding.

### Why is it important?

“Say it Again Better” is a powerful strategy for enhancing student communication skills and critical thinking. By encouraging students to refine their responses, teachers can help them develop a more nuanced understanding of the subject matter and ensure that students are practising using key vocabulary. This technique also promotes active listening and respectful dialogue, fostering a positive learning environment.



## What are the key elements?

**Model the Behaviour:** Demonstrate how to rephrase and elaborate on ideas to set a positive example for students.

**Provide Specific Feedback:** Offer constructive criticism and suggestions for improvement.

**Encourage Precision:** Prompt students to use precise language and specific examples.

**Foster a Supportive Environment:** Create a safe space where students feel comfortable taking risks and experimenting with language.

**Celebrate Improvement:** Acknowledge and praise students' efforts to improve their communication skills.

## Live Marking

A real-time assessment technique where teachers provide immediate feedback on student work as they are completing it.

### Why is it important?

Live marking is a highly effective strategy for checking for understanding and providing timely feedback. By observing students as they work, teachers can identify any misconceptions or difficulties and offer targeted support. This immediate feedback helps to prevent errors from becoming ingrained and promotes a deeper understanding of the material.

### What are the key elements?

**Clear Expectations:** Ensure students understand the criteria for success and the specific expectations for their work.

**Focused Observation:** Pay attention to students' work habits, problem-solving strategies, and use of language.

**Specific Feedback:** Provide clear and concise feedback that is focused on the student's strengths and areas for improvement.

**Positive Reinforcement:** Acknowledge and praise students' efforts and achievements.

**Effective Questioning:** Use questions to probe students' thinking and encourage deeper understanding.

**Timely Intervention:** Intervene promptly to address any difficulties or misconceptions. **Check for errors:** *checking for errors is a strategic process that goes beyond simple correction. Teachers actively use student errors as opportunities for learning and growth. By embracing a "culture of error," teachers can create a safe and supportive environment where students are encouraged to take risks and learn from their mistakes.*



## Whole Class Feedback

A strategy where teachers provide feedback to the entire class, rather than individually, on a specific piece of work or concept.

### Why is it important?

Whole-class feedback is an efficient and effective way to address common misconceptions and celebrate shared successes. By providing clear and concise feedback to the entire class, teachers can save time and ensure that all students receive valuable information. Additionally, whole-class feedback can foster a sense of community and shared learning, as students can learn from each other's mistakes and successes.

### What are the key elements?

**Clear and Concise Feedback:** The feedback should be specific, actionable, and easy to understand.

**Focus on Key Areas:** Highlight the most common strengths and weaknesses in the work.

**Model Improvement:** Show students how to apply the feedback to improve their work.

**Provide Opportunities for Action:** Give students time to apply the feedback to their work.

## Verbal Feedback

Verbal feedback is spoken communication used to provide information, guidance, or evaluation on a student's work or performance.

### Why is it important?

Verbal feedback is a powerful tool for enhancing student learning and motivation. It allows teachers to provide immediate, personalised feedback that can help students understand their strengths, weaknesses, and areas for improvement. By offering specific and actionable advice, teachers can guide students towards greater success.

### What are the key elements?

**Timely Delivery:** Provide feedback promptly to maximise its impact.

**Specificity:** Offer specific feedback that is relevant to the student's work.

**Positive Reinforcement:** Acknowledge and praise students' efforts and achievements.

**Constructive Criticism:** Offer suggestions for improvement in a supportive and encouraging manner.

**Two-Way Communication:** Encourage students to ask questions and seek clarification.

**Focus on the Learning Process:** Highlight the strategies and skills that students can use to improve their work.



# Behaviour & Relationships

**Clear direction** (regarding what students need to do)

## Frontload expectations

Involves clearly and explicitly communicating desired student behaviours and routines before an activity or lesson begins.

### Why is it important?

Frontloading expectations significantly enhances the classroom learning environment. By clearly communicating desired behaviours and routines before a lesson or activity, teachers minimise confusion and potential disruptions. This clarity empowers students to understand their roles and responsibilities, leading to increased engagement and motivation. A predictable and structured environment, built upon clear expectations, fosters a sense of safety and support for all learners. Furthermore, explicitly stating expectations encourages student independence by empowering them to take ownership of their learning and make responsible choices.

### What are the key elements?

**Clear and Explicit Communication:** Teachers must clearly and explicitly state the desired behaviours and routines before the activity or lesson begins. This involves using precise language and providing specific examples

**Student Input and Agreement:** Whenever possible, involve students in establishing classroom expectations. This helps foster a sense of ownership and increases the likelihood of student buy-in.

**Consistent Reinforcement:** Consistently reinforce positive behaviours that align with the established expectations. This could involve specific praise, rewards, or acknowledging students who are demonstrating the desired behaviours.

**Immediate and Specific Feedback:** When students do not meet expectations, provide immediate and specific feedback. This helps students understand what they need to do differently and reinforces the importance of following the established routines.

## Economy of language

Using concise and impactful language when giving instructions or feedback to students, minimising unnecessary words and focusing on the most essential information.

### Why is it important?

This strategy is crucial for effective classroom management and student learning. Concise language helps students understand instructions quickly and accurately, reducing confusion and minimising the time spent on explanations. Furthermore, using economical language helps teachers to be more assertive and direct, ensuring that their message is clear and impactful.

## What are the key elements?

**Focus on the Essential:** Identify the most crucial information and communicate it directly, avoiding unnecessary words or phrases.

**Use Strong Verbs:** Employ strong verbs to convey instructions clearly and concisely (e.g., “Sit down,” “Begin working,” “Raise your hand”).

**Be Direct and Assertive:** Communicate expectations with confidence and clarity, leaving no room for misinterpretation.

**Practise Concise Language:** Regularly review and refine your own language to ensure that it is efficient and effective in communicating your message to students.

## 100% attention

### Why is it important?

A technique that ensures all students are focused and engaged during instruction.

By demanding and maintaining 100% attention, teachers create a more effective learning environment where students are more likely to absorb information and achieve higher levels of understanding. This strategy minimises distractions, maximises instructional time, and fosters a positive classroom culture where learning is prioritised.

### What are the key elements?

**Clear Expectations:** Students should understand what is expected of them, both behaviourally and academically

**Strong Attention-Getters:** Use effective techniques like signal, pause, insist, a specific phrase, or a visual cue to quickly gain students’ attention.

**Engaging Delivery:** Use varied instructional strategies, such as storytelling, demonstrations, and group work, to keep students interested.

**Purposeful Questions:** Ask thought-provoking questions that encourage participation and focus.

**Minimising Distractions:** Create a clutter-free environment and manage distractions effectively.

## Signal, Pause, Insist

A technique used to gain and maintain student attention through a clear signal, a pause for compliance, and insistence on the desired behaviour.

### Why is it important?

By signalling an expectation, pausing to allow students time to respond, and then insisting on compliance, teachers can create a structured and disciplined learning environment. This strategy is particularly effective in preventing off-task behaviour, encouraging prompt responses, and fostering a culture of respect and accountability.

### What are the key elements?

**A Clear Signal:** A distinctive cue, such as a hand gesture, a specific phrase, or a sound, to grab students’ attention.

**A Meaningful Pause:** A moment of silence to allow students to process the signal and transition to the desired behaviour.

**Insistent Follow-Through:** A non-verbal or verbal cue to reinforce the expectation and ensure compliance.



## Be seen looking Circulating the room

A strategy of moving around the classroom to monitor student engagement, provide feedback, and prevent off-task behavior.

### Why is it important?

Circulating the room is a powerful strategy that involves moving strategically around the classroom to monitor student engagement, provide immediate feedback, build relationships with students, and prevent off-task behaviour.

### What are the key elements?

**Purposeful Movement:** Circulate with a clear intention, whether it is to check for understanding, offer support, or redirect off-task behavior.

**Strategic Positioning:** Position yourself strategically to observe all students and intervene when necessary.

**Timely Feedback:** Provide immediate feedback to help students correct mistakes and stay on track.

**Non-Verbal Cues:** Use subtle gestures and body language to guide student behaviour and maintain focus. (May not be suitable for some students with SEND)

**Building Relationships:** Take opportunities to connect with students on a personal level and show genuine interest in their learning.

## Radar

A strategy in which teachers are constantly scanning the classroom to monitor student engagement and identify potential disruptions before they escalate.

### Why is it important?

This strategy is essential for maintaining a productive and focused learning environment. By consistently scanning the classroom, teachers can quickly identify students who are off-task, struggling, or exhibiting disruptive behaviours. This proactive approach allows teachers to intervene early and prevent minor issues from escalating into major disruptions. Additionally, "Radar" helps teachers to build positive relationships with students by demonstrating that they are aware of and attentive to their needs.

## Notice more of what you want

A strategy that involves actively seeking out and acknowledging positive behaviors in students.

### Why is it important?

When teachers actively seek out and acknowledge positive behaviours in their students, instead of focusing solely on correcting mistakes, it shifts attention to the positive aspects of student behaviour and learning.

### What are the key elements?

**Active Observation:** Deliberately pay attention to positive behaviours and achievements, no matter how small.

**Specific Praise:** Offer precise and sincere compliments that highlight specific positive actions or qualities.

**Public Recognition:** Acknowledge positive behaviour in front of the class to motivate others.

**Private Encouragement:** Offer individual praise and support to build self-confidence.

**Growth Mindset:** Focus on effort and improvement, rather than just outcomes.

**Positive Language:** Use positive language and avoid negative criticism.

## Opportunities for success

Finding opportunities for students to succeed.

### Why is it important?

This strategy is essential for maintaining a productive and focused learning environment. By consistently scanning the classroom, teachers can quickly identify students who are off-task, struggling, or exhibiting disruptive behaviours. This proactive approach allows teachers to intervene early and prevent minor issues from escalating into major disruptions. Additionally, "Radar" helps teachers to build positive relationships with students by demonstrating that they are aware of and attentive to their needs.

When teachers actively seek out and acknowledge positive behaviours in their students, instead of focusing solely on correcting mistakes, it shifts attention to the positive aspects of student behaviour and learning.

### What are the key elements?

**Positive Reinforcement:** Recognise and reward effort and achievement can boost student motivation and confidence.

**Effective Feedback:** Timely and specific feedback helps students understand their strengths and weaknesses and guides their improvement.

**Supportive Learning Environment:** A positive and Adaptive classroom climate fosters a sense of belonging and encourages risk-taking.

### SEND elements

**Opportunities for Choice:** Allowing students to make choices about their learning can increase engagement and motivation.

**Self-regulation Strategies:** Teaching students how to manage their time, emotions, and behavior can empower them to take control of their learning.



## Correct, when necessary Least invasive intervention

Addressing student misbehavior with the most minimal disruption to the learning environment and the student's dignity.

### Why is it important?

This strategy is crucial for maintaining a positive and productive classroom climate. By starting with the least disruptive intervention and gradually escalating as needed, teachers can address misbehavior effectively while preserving student self-esteem and minimizing classroom disruption. This approach also helps to build stronger teacher-student relationships based on respect and mutual understanding.

### What are the key elements?

**Nonverbal Cues:** Start with subtle nonverbal cues, such as eye contact, proximity, or gestures, to address minor misbehavior.

**Quiet Corrections:** If nonverbal cues are ineffective, use quiet and private corrections to address the issue with the individual student.

**Positive Reinforcement:** Continuously reinforce positive behavior to encourage students to make the right choices.

**Escalation with Purpose:** If necessary, escalate interventions gradually, but only when necessary, using clear and consistent consequences.



## General core strategies Least invasive intervention

### Why is it important?

A strategy that requires all students to participate in classroom discussions and activities.

The "no opt out" strategy is a powerful teaching technique that significantly improves student engagement, learning, and confidence. By requiring all students to participate, even if initially incorrect, it fosters deeper understanding. This approach also builds students' confidence and resilience, as they learn from mistakes and experience success. Additionally, it provides teachers with valuable formative assessment data to tailor instruction to individual needs. While it requires careful implementation, "no opt out" can create a more Adaptive and effective learning environment for all students.

### What are the key elements?

**High Expectations:** Teachers should set high expectations for all students, regardless of their ability level.

**Cold Calling:** Teachers should call on students randomly, rather than allowing them to volunteer.

**Re-voicing and Restating:** Teachers should rephrase or restate student responses to clarify meaning and encourage further discussion.

**Wait Time:** Teachers should allow sufficient wait time for students to formulate their thoughts before responding.

**Positive Reinforcement:** Teachers should acknowledge and praise students' efforts, even if their answers are incorrect.

**Scaffolding:** Teachers should provide support and guidance to help students arrive at the correct answer.



# Behaviour & Relationships

<p><b>CLEAR DIRECTION/ INSTRUCTION</b></p>	<p><b>Frontload expectations</b> – This is what we are doing and how?</p> <p><b>Economy of language</b> – Use clear and concise language to get the direction/instruction across.</p> <p><b>100% Attention</b> – Ensure that all students are paying attention to the direction/instruction</p> <p><b>Signal, Pause, Insist</b> – Use a clear signal to get students attention, allow a Meaningful Pause to allow students to process and respond. Be Insistent Through non-verbal or verbal cues to reinforce the expectation and ensure compliance.</p>
<p><b>BE SEEN LOOKING</b></p>	<p><b>Circulate the room</b> – Move purposefully around the room, walk with intent, providing immediate feedback and using non-verbal and verbal cues. Use this opportunity to build positive relationships with individual and group praise.</p> <p><b>Radar</b> – Constant scanning the room from the front of the room.</p>
<p><b>NARRATE THE POSITIVE</b></p>	<p><b>Positive framing</b> – Seek opportunities for positive reinforcement. Notice more of what you want – Public recognition and private encouragement.</p> <p><b>Opportunities for success</b> – Recognise and reward effort in your classroom.</p>
<p><b>CORRECT, WHEN NECESSARY</b></p>	<p><b>Least invasive intervention</b> – Start with non-verbal corrections, then quiet corrections, if necessary, whilst providing positive reinforcement to encourage students to make the right choice. Escalate with purpose using the behaviour policy consequence steps.</p>





# Adaptions for Specialist Provisions

These frameworks set out the essential adaptations required to ensure the LCT Learning Framework and associated pedagogical expectations are Adaptive, realistic and effective within 2–19 special school environments and Key Stage 4 Pupil Referral Units (PRUs). While the core principles of the LCT framework remain unchanged, their implementation must reflect the developmental, communication, sensory, behavioural and mental-health needs of learners with complex or additional needs. This addendum ensures that our framework upholds ambition, safeguards dignity, and supports meaningful progress for all pupils.

## Curriculum and Pedagogical Flexibility

### Developmental over chronological alignment

Pupils in specialist settings often work across a wide developmental range. Teachers must:

- Prioritise developmental readiness over age-related expectations.
- Use tailored pathways where appropriate.
- Ensure learning builds from each pupil's starting point, as informed by EHCPs, therapy reports, and individual progress data.

### Developmental over chronological alignment

The mainstream sequence (Remember, Learn, Practise, Review) may need:

- Slower progression with greater repetition.
- Frequent re-teaching, pre-teaching and micro-learning episodes.
- Structured pauses to support regulation, communication processing, and sensory needs.

Teachers may need to remain in the LEARN and PRACTISE phases far longer, cycling repeatedly as part of adaptive teaching.

## Behaviour, Relationships and Regulation

### Emotionally-informed Practise

Behaviour in specialist settings is often a communication of need. Staff must:

- Use trauma- and attachment-informed approaches.
- Prioritise co-regulation before correction.
- Recognise behaviour as an unmet need, sensory trigger, skill deficit or distress signal.

## Regulated entry and transitions

The Excellent Entry and Exit routines are adapted to allow:

- Soft starts or individualised arrival routines.
- Additional processing time and predictable cues for transitions.
- Use of visual or sensory supports (Now/Next boards, timers, transition objects).

## Least intrusive intervention with dignity

Correction remains essential but must never escalate dysregulation. Staff should:

- Use co-regulation strategies, including calm tone, controlled proximity and sensory adjustments.
- Prioritise safety and relationship repair over consequence-driven escalation.
- Apply behaviour policy consequences with professional discretion and safeguarding judgement.

# Communication-Rich and Accessible Teaching

## Universal communication adaptations

All learning environments must use strategies that reduce cognitive load and support communication, including:

- Visual supports, task breakdown, symbols, objects of reference, and simplified text.
- Alternative and augmentative communication (AAC) systems.
- Makaton or sign-supported communication where appropriate.

## Personalised instructions and economy of language

Economy of language remains crucial, but must be:

- Paired with visuals, modelling and chunking.
- Adjusted to match each pupil's receptive language level.
- Delivered in predictable steps to maximise comprehension.

# Assessment, Retrieval and Cognitive Load

## Adapted retrieval Practise

Traditional retrieval (e.g., quizzes or recall questions) may not be appropriate for all learners. Adaptations may include:

- Using objects, symbols or choices rather than verbal responses.
- Multi-sensory recall rather than abstract recall.
- Supported retrieval with adult scaffolding.

## Live marking and feedback

Feedback must respect processing differences and may involve:

- Immediate verbal praise paired with visual affirmation.
- Recasting language rather than correcting errors.
- Short, positive, specific steps rather than lengthy explanations.

# Sensory and Environmental Adjustments

## Sensory-aware teaching

Learning environments should account for:

- Sensory overload (lighting, sound, visuals, crowding).
- Sensory-seeking or sensory-avoidant behaviour.
- Access to regulation spaces, sensory equipment and movement breaks.

This may temporarily interrupt the linear lesson flow but is essential for learning readiness.

## Regulation as part of pedagogy

Regulation routines are not additional to instruction—they enable it. Staff must incorporate:

- Movement breaks.
- Sensory circuits.
- Calm corners or structured regulation interventions.
- Therapist-informed programmes where appropriate (OT, SALT).

# Personalisation, Safety and Multi-Agency Collaboration

## Interdisciplinary Practise

Teaching decisions must be informed by:

- Therapists (SALT, OT, physio).
- Mental health professionals.
- Behaviour specialists and safeguarding teams.

## Support Plans (education or behaviour)

All planning must explicitly reference the individual's EHCP outcomes and any agreed regulation strategies. These supersede standard classroom routines where necessary.

# High Expectations, Realistic Adjustments

Our ambition for pupils in special schools and PRUs remains unwavering. However, expectations must be:

- High but individualised.
- Challenging but achievable.
- Aspirational but developmentally aligned.

Success may look different for each learner. It may be:

- A communication attempt.
- A period of regulated engagement.
- A social interaction.
- Completion of a scaffolded task.
- A reduction in dysregulation.

All of these represent meaningful progress.

These frameworks ensure the LCT Learning Framework remains ambitious yet fully Adaptive for pupils aged 2–19 in our specialist school and Key Stage 4 PRU. By embedding flexible pedagogical approaches, emotionally-informed practice, communication accessibility, and sensory-aware teaching, we uphold our commitment to enabling every learner—regardless of need—to thrive, progress and experience success.

# LCT Learning Framework Overview

Energetic

Engaging

Passionate

Motivational

Relational

Creative

## Excellent Entry

- Stand on the threshold & be ready to meet students with enthusiasm.
- Ensure all uniform is corrected before entering the classroom.
- Provide students will clear directions about what to do and frontload expectations.

## REMEMBER

- **Start with a 5-question activity** that focuses on past knowledge.
- **If required, add 2 additional questions** that checks prior knowledge for the current learning episode.



## LEARN

- **Lesson objectives and success criteria must be displayed** on the Power-Point slides or whiteboard.
- **Use a captivating introduction that hooks** students' attention and piques their curiosity.
- **Use direct instruction** to present information in a clear and concise manner.



## PRACTISE

- **Provide guided practice activities** that helps students to reinforce their understanding of key concepts and procedures.
- Provide support and scaffolding.
- **Provide independant practice opportunitites** for students to develop fluency.



## REVIEW

- **Use a concise summary that recaps the key points**, reinforcing learning and ensuring students have a clear understanding of the main ideas linked to LO and success criteria.



## Excellent Exit

- Frontload expectations for packing away and getting ready for exiting.
- Show appreciation to students through praise and rewards.
- Check or set homework.
- Look over and ensure uniform is correct.
- Jackets are not to be put on in the lesson (unless it is the final period of the day).
- Dismiss students in an orderly manner.



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For more information please visit [lct.education](https://lct.education)