Message from Mr Bullock, Acting Deputy Headteacher

This week's bulletin is a Teaching, Learning and Assessment (TLA) Takeover, an area we are exceptionally proud of at Crispin. It reflects the significant work staff have undertaken to ensure our classrooms are calm, consistent, research-informed and focused on helping students learn deeply and securely. I hope it provides a useful insight into what high-quality learning looks like at Crispin.

This special edition has been deliberately designed to mirror one of our lessons- clear, focused and purposeful- to give you a window into what teaching and learning looks like at Crispin. Within it, we outline our core TLA approach, share key areas of development from this year, showcase examples of student work, and explain how research-informed practice underpins learning across the school.

We hope this provides a clear insight into how we are continuing to strengthen Teaching, Learning and Assessment for the benefit of every Crispin student.

Keywords: TLA, FLARE, Do Now, Hinge, Final Check

Teaching, Learning and Assessment (TLA) at Crispin

At Crispin, we believe great teaching is never accidental. Over the last few months, staff have been working together to sharpen and strengthen our approach to Teaching, Learning and Assessment so that every lesson, in every subject, supports students to learn more, remember more and achieve more.

This work is rooted in well-established and respected educational research from leading thinkers such as **Doug Lemov, Dylan Wiliam, Tom Sherrington, Craig Barton and Daisy Christodoulou**. While the research is rigorous, our aim is simple: **clear lessons, strong routines, excellent feedback and high expectations for all students**.
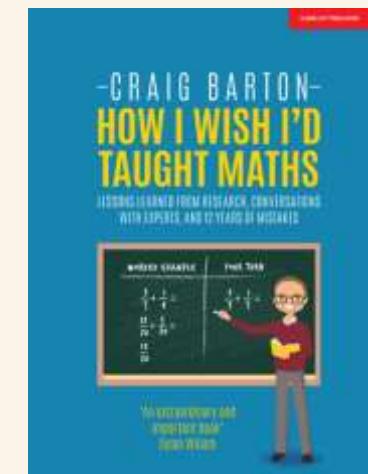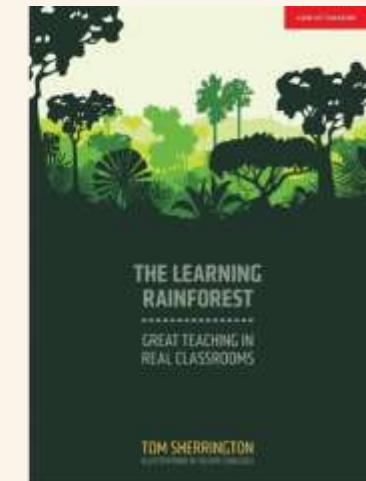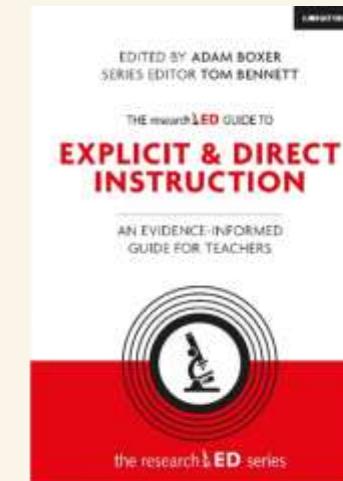
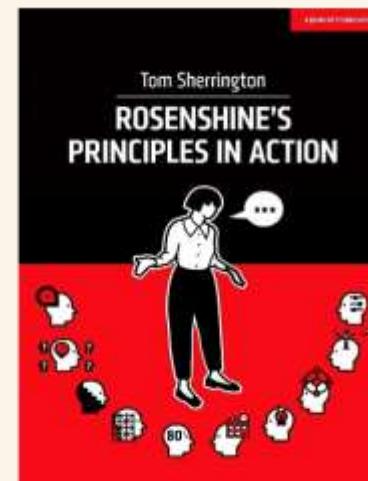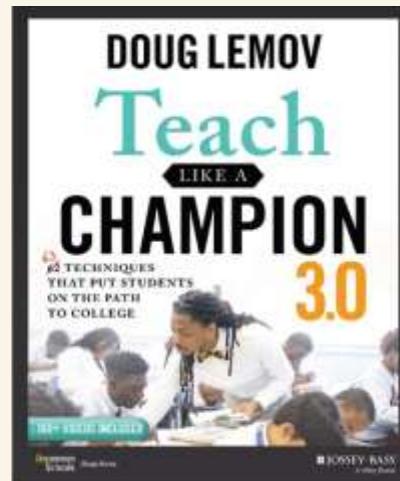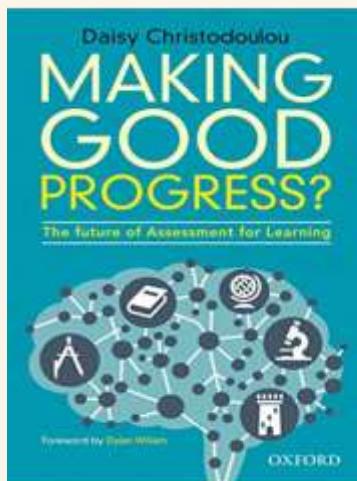Keywords: TLA, FLARE, Do Now, Hinge, Final Check

Our approach is shaped by research showing that:

- Learning happens when students actively think (Wiliam, Barton)
- Clear routines reduce anxiety and cognitive overload (Sherrington)
- Practice, feedback and retrieval strengthen long-term memory (Christodoulou)
- High expectations, modelled explicitly, improve outcomes for all (Lemov)

This means lessons at Crispin are deliberately designed – not left to chance.

This page showcases just some of the educational research that our TLA approach is informed by.
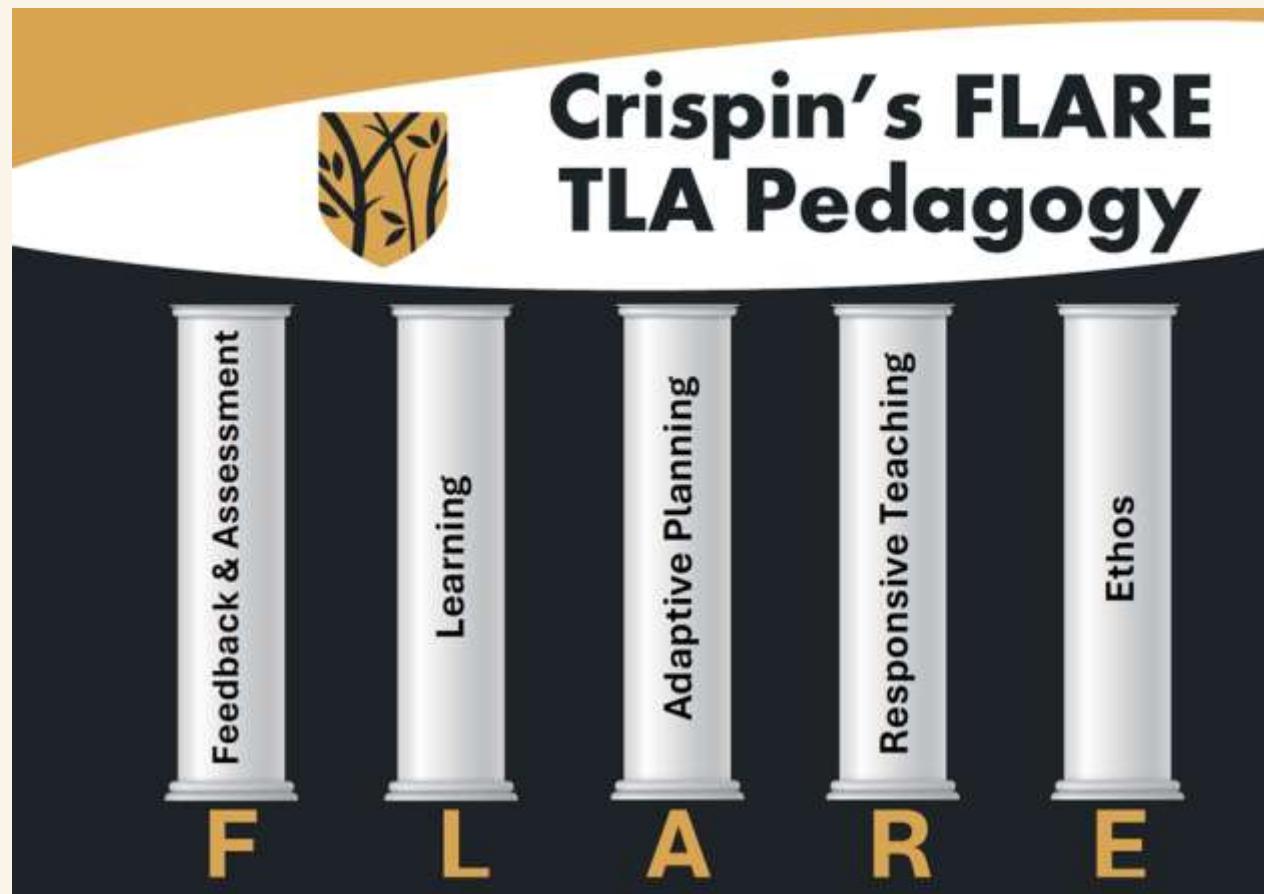
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FLARE is our over-arching TLA framework. FLARE was adapted from Wessex Learning Trust's "5 Pillars" of Teaching and Learning to fit Crispin's specific context.

FLARE ensures teachers:

- Check understanding frequently, not just at the end

- Maintain a consistent lesson flow and structure

- Adapt lessons based on what students *actually* know

- Maintain a calm, focused and respectful learning environment

Our mantra is that "great teaching shows FLARE, which sparks great learning"

Crispin's FLARE TLA Pedagogy

Feedback & Assessment — Learning — Adaptive Planning — Responsive Teaching — Ethos

F L A R E

Keywords: TLA, FLARE, Do Now, Hinge, Final Check

Feedback and Assessment-

Assessment is used purposefully to check understanding, diagnose gaps, and provide timely feedback that students act upon to improve.

Learning-

Every lesson builds learning through retrieval, modelling, practice, and reflection, ensuring knowledge is learned and applied.

Adaptive Planning-

Lessons are deliberately planned to meet the needs of all learners, anticipating misconceptions, using support effectively, and sequencing learning for long-term progress.

Responsive Teaching-

Teachers adapt in the moment, using questioning, scaffolding, metacognition, and clear explanations to ensure all students succeed.

Ethos-

High expectations of behaviour, routines, and respect create a culture where effort, kindness, and pride in learning flourish.

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Crispin Bulletin
TLA Takeover

Big Question: How do we ensure every Crispin lesson leads to deep learning, strong outcomes and confident learners?

Friday, 23 January 2026

Research shows that predictable lesson structures free up students' thinking for learning (Sherrington).

These six elements ensure:

- Strong starts
- Regular retrieval of prior learning
- Checks for understanding before misconceptions become embedded
- Calm, purposeful endings

Our TLA Basics outline what students can expect in every lesson, they help inform staff planning and ensure learning is at the centre of every lesson.

Crispin's TLA Basics

EVERY LESSON, WITHOUT EXCEPTION

MEET & GREET (1)
- At the door, by the bell
- Uniform checked
- Calm, purposeful entry
- Seating plan in place and upheld

DO NOW (2)
- Retrieval-based task
- Last no more than 10 minutes
- Register completed

HINGE POINT (3)
- Informs teacher next steps (re-address learning or independent practice?)
- Utilises and address common misconceptions

FINAL CHECK (4)
- Plenary task to check understanding of main lesson objective(s)
- Students leave knowing if they have achieved objectives

END & SEND (5)
- Uniform checked
- Room clean and tidy
- Students released once silent, sensibly in intervals

ETHOS (6)
- Disruption to learning is not tolerated
- Remind, Change, Exit (not first or last 10 minutes)- 1 student at a time

F L A R E

Great teaching shows FLARE, which sparks great learning

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The Great Crispin Book Look

The **Great Crispin Book Look** is a regular, whole-school event where:

- Every subject takes part
- Every student's book is reviewed
- Students peer-assess presentation standards as **Green, Amber or Red** against a specific check-list
- **Green** books earn 10 house points

This reinforces an important message:

- **Exercise books are learning tools and revision resources, not just folders of work.**

  High-quality presentation supports learning by:
- Making revision clearer and more effective
- Encouraging pride and ownership
- Raising expectations consistently across subjects (Lemov)

Book Look Criteria

Does your peer's book have the following (throughout the book):

- ☐ **Title and date-** underlined with single line using a ruler
- ☐ **Do Now Task; Worked Example; Independent Practice etc.-** clearly labelled
- ☐ **Worked examples-** outlined with a box using a ruler and a different colour pen (highlighter ideal)
- ☐ **Purple Pen-** used for self-assessment and improvement
- ☐ **Worksheets-** stuck in neatly, not hanging out of book
- ☐ **Mistakes-** crossed through using a single line
- ☐ **No doodling/graffiti** of any kind

All of the above achieved? Green sheet
4 or more of the above achieved? Yellow/Amber sheet
3 or fewer of the above achieved? Red (Pink) sheet

Write on the appropriate coloured piece of paper:

Peer-assessed by:_____
Date: _____

The Great Crispin Book Look
Peer-assessed by: Mr Bullock
Date: 10/11/2025

The Great Crispin Book Look
Peer-assessed by: Mr Bullock
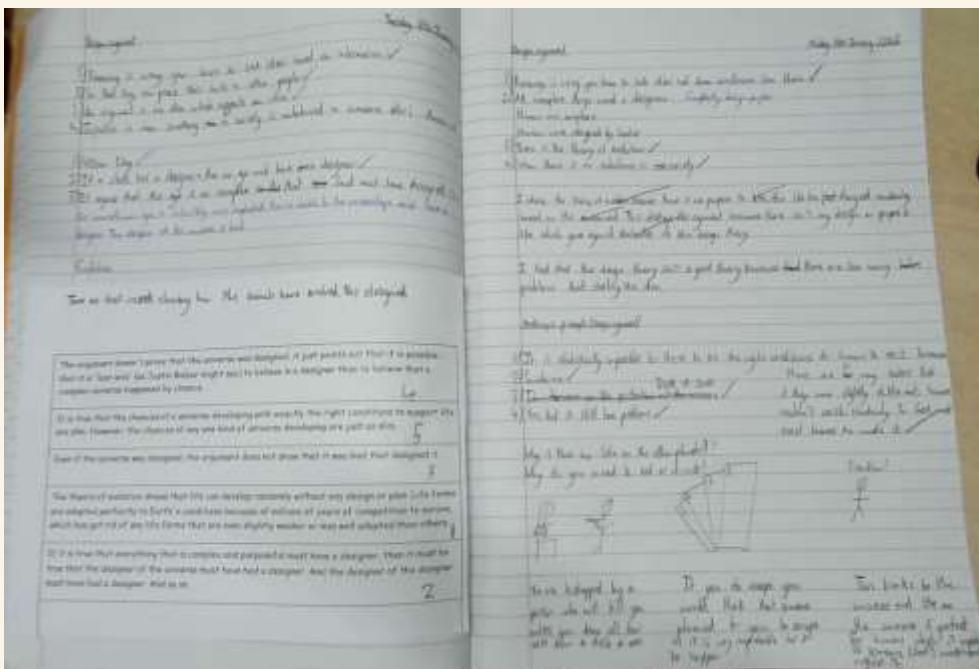Date: 10/11/2025

Stick your paper in your book!

Crispin School

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Whole Class Feedback and DIRT

Rather than marking everything in isolation, Crispin uses **Whole Class Feedback**, which:

- Identifies common misconceptions

- Celebrates whole-class strengths (WWWs)

- Highlights areas to improve (EBIs)

- Rcognises individual students who deserve praise

- Sets a clear improvement task for all

Curriculums have been developed to explicitly include DIRT time (Dedicated Improvement and Reflection Time), ensuring students act on feedback.

Research tells us feedback only works when students **use it** (Wiliam, Christodoulou) – DIRT makes this happen.

Whole Class Feedback — Date: January 2026

Trigonometry (Pythagoras and SOHCAHTOA)

Shout Outs!
Ruby
James
Ellie
Finley

Common misconceptions/errors
Writing out the trigonometric ratios in the correct order- remember. SOHCAHTOA tells you the order.

Knowing when to use Pythagoras and when to use SOHCAHTOA- if there is an angle involved it's SOHCAHTOA, if not it's Pythagoras.

Remember- angles in similar shapes are the same. No matter how big or small the shape becomes.

What Went Well:
- Use of Pythagoras' Theorem to find the length of a hypotenuse and other side
- Use of SOHCAHTOA to find missing length (when x is on top of the fraction)
- Use of SOHCAHTOA to find missing angle

Even Better If:
- Using SOHCAHTOA and/or Pythagoras in a problem-solving question (questions 5 and 6)

DIRT Task:
This triangle and square have the same perimeter.
Show that the square has an area 50% greater than the triangle.
[5 marks]
6 cm, 10 cm
Not drawn accurately

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Probing Questions

At Crispin, staff are developing questioning techniques that go beyond:
"What's the answer?"

Instead, teachers might ask:
"Yes, but why?"
"How do you know?"
"Can you convince me?"
"What would happen if...?"

This approach, championed by Doug Lemov and Dylan Wiliam, helps teachers check for
real understanding, not just confident performance – ensuring students truly grasp concepts before moving on.

Checking for understanding rather than performance ensures that information is truly 'learned'- committed to long term memory and able to be recalled when it is required.
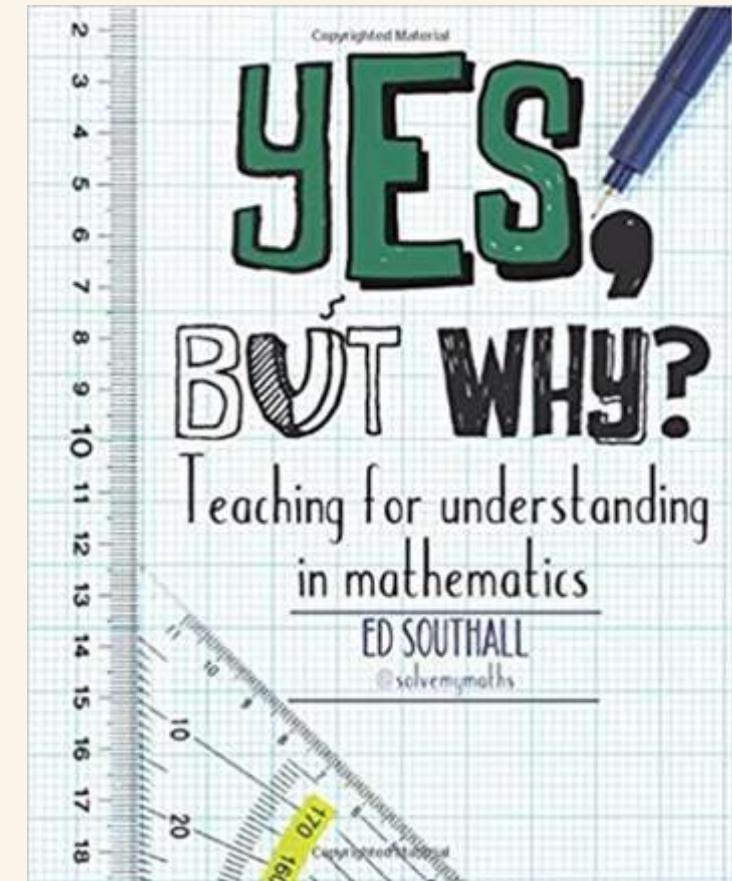
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Crispin's TLA Learning Flow

Do Now Task

Every lesson at Crispin begins with a Do Now. This is a short, focused task that asks students to recall key knowledge from previous learning.

By starting lessons this way, students strengthen their memory, build confidence and are immediately thinking about the subject.

Research shows that regularly revisiting prior learning helps knowledge move from long-term memory into active use, making new learning easier and more secure.

Hinge Question

A Hinge Question is a carefully chosen question used during the lesson to check whether students have understood a key idea before moving on.

These questions are often multiple choice, with incorrect answers designed to reflect common misconceptions.

This allows teachers to quickly spot misunderstandings and address them straight away, ensuring students are secure in their learning before beginning independent work.

Final Check

The Final Check is a short plenary task at the end of the lesson that assesses students' understanding of the key learning.

It ensures students leave the lesson knowing how well they have achieved the learning outcome, helping them identify what they are confident with and what may need further practice.

This also informs teachers' next steps, ensuring future lessons build securely on what students know and can do. .

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TLA at Crispin - Looking Ahead

Everything shared in this TLA Takeover reflects our commitment to ensuring that every lesson at Crispin is purposeful, consistent and focused on learning that lasts. Through clear routines, high expectations, effective feedback and research-informed teaching, we are creating classrooms where students feel confident, challenged and supported to succeed.

I am clear that this work is ongoing. Teaching, Learning and Assessment at Crispin is not a finished product, but a continually refined approach shaped by evidence, reflection and the needs of our students. We are proud of the progress made so far and excited about the impact this will continue to have on students' learning, outcomes and future opportunities.

Thank you, as always, for your continued support as we work together to help every student achieve their very best.

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