

EMAT
EASTERN MULTI-ACADEMY TRUST

**A STRATEGIC GUIDE TO IMPROVING
OUTCOMES FOR CHILDREN**



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A STRATEGIC GUIDE TO IMPROVING OUTCOMES FOR CHILDREN





INTRODUCTION

ANCHORING OUR WORK IN THE EMAT VALUES AND QUALITY FIRST TEACHING

At Eastern Multi Academy Trust (EMAT), our vision is clear: Transforming lives, transforming communities. Our mission is to ensure all children are prepared to learn for life — equipped with the knowledge, skills, and values to achieve their potential and thrive in society.

This mission is delivered through the moral framework of the Nolan Principles of Public Life:

- ▶ Selflessness
- ▶ Integrity
- ▶ Objectivity
- ▶ Accountability
- ▶ Openness
- ▶ Honesty
- ▶ Leadership



These principles guide how we act, how we decide, and how we serve.

At the heart of our approach is Quality First Teaching (QFT). QFT ensures that excellent, evidence-informed teaching is the default entitlement for every child. It is the first and most powerful lever to raise achievement, reduce barriers, and promote equity.



The following 14 Strategic Areas provide practical, high-impact actions that academies across EMAT can deploy immediately to support in securing stronger outcomes.

Each is mapped to the Nolan Principles and aligned with the trust's commitment to excellence, consistency, and ethical leadership.



RELENTLESS TRACKING AND QUICK-WIN INTERVENTIONS

- ▶ **How:** Weekly review of attendance, assessments, and behaviour using a simple traffic-light system.
- ▶ **What:** Flag concerns early, assign actions (revision task, parental call, catch-up session).
- ▶ **Who:** Year leaders and class teachers, with SLT oversight.
- ▶ **Values link:** *Accountability, Openness.*



DEEP-DIVE DIAGNOSIS: BARRIERS FOR KEY PUPILS

- ▶ **How:** Hold short structured meetings (“child conferences”) to explore barriers.
- ▶ **What:** Identify whether the barrier is academic, attendance-related, or wellbeing. Assign a targeted action plan.
- ▶ **Who:** SENCo, pastoral staff, subject leads, family support workers.
- ▶ **Values link:** *Objectivity, Leadership.*





HIGH EXPECTATIONS AND PUPIL OWNERSHIP

- ▶ **How:** Embed routines of independent study, retrieval practice, and clear success criteria.
- ▶ **What:** Pupils keep revision logs and complete “fix-it” time after feedback.
- ▶ **Who:** Subject teachers, supported by tutors and heads of year.
- ▶ **Values link:** *Integrity, Leadership.*



SCHOOL-WIDE CONSISTENCY

- ▶ **How:** Agreed routines for entry, transitions, homework submission, and behaviour expectations.
- ▶ **What:** Use a shared staff “playbook” and monitor through learning walks.
- ▶ **Who:** All staff, enforced by senior leadership.
- ▶ **Values link:** *Leadership, Honesty.*



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PARENT ENGAGEMENT AND TRANSPARENCY

- ▶ **How:** Provide regular bite-sized updates (texts, emails, quick calls).
- ▶ **What:** Send clear, practical advice on what pupils should revise each week.
- ▶ **Who:** Class teachers, year leaders, supported by admin staff.
- ▶ **Values link:** *Openness, Accountability.*



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EXAM REHEARSAL AND PREPARATION

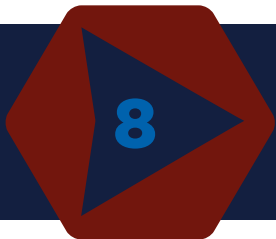
- ▶ **How:** Build exam strategies into lessons (timed retrieval, model answers).
- ▶ **What:** Provide quiet study spaces (breakfast club, after school, weekends).
- ▶ **Who:** Subject leads and year leaders coordinate, teachers deliver.
- ▶ **Values link:** *Selflessness, Leadership..*





TARGETED INTERVENTION (STAFFING-RESPONSIVE)

- ▶ **How:** Run structured small groups or 1:1 sessions with clear entry/exit criteria.
- ▶ **What:** Use teaching assistants for pre-teaching, guided practice, or structured catch-up programmes.
- ▶ **Who:** Teachers, TAs, and intervention tutors.
- ▶ **Values link:** *Objectivity, Accountability.*



PROTECTED PUPIL PREMIUM TIME (“PP CORRIDOR”)

- ▶ **How:** Designate safe, supervised study spaces for Pupil Premium students.
- ▶ **What:** Schedule structured retrieval practice, coursework catch-up, or guided revision.
- ▶ **Who:** Senior leader for PP, mentors, and study supervisors.
- ▶ **Values link:** *Selflessness, Integrity.*



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SEND PARALLEL PROGRAMMES

- **How:** Provide separate time for functional skill development (literacy, numeracy, organisation).
- **What:** Use explicit instruction, overlearning, and scaffolded practice.
- **Who:** SENCo, specialist teachers, and LSAs.
- **Values link:** *Selflessness, Leadership.*



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LIVE FEEDBACK AND IMMEDIATE ACTION

- **How:** Teachers circulate in lessons, giving instant prompts and reteach moments.
- **What:** Provide “fix-it time” and follow-up questioning to secure progress.
- **Who:** All teaching staff, reinforced through department CPD.
- **Values link:** *Integrity, Accountability.*



PEER MODERATION OF STANDARDS

- ▶ **How:** Subject teams meet fortnightly to review samples against rubrics.
- ▶ **What:** Share best practice, spot misconceptions, and align marking.
- ▶ **Who:** Subject leads, teachers, and middle leaders.
- ▶ **Values link:** *Honesty, Objectivity.*



PUPIL VOICE IN CONTINUOUS IMPROVEMENT

- ▶ **How:** Regular short surveys and student forums about learning and revision.
- ▶ **What:** Ask what strategies help them remember and revise effectively.
- ▶ **Who:** Year leaders, student councils, SLT link.
- ▶ **Values link:** *Openness, Integrity.*



ENGAGING HARD-TO-REACH FAMILIES

- ▶ **How:** Assign each family a named adult and maintain weekly two-way contact.
- ▶ **What:** Deliver micro-workshops (15 mins) showing parents how to support study.
- ▶ **Who:** Family support workers, pastoral staff, tutors.
- ▶ **Values link:** *Leadership, Selflessness.*



STAFF DEVELOPMENT AND PROFESSIONAL LEARNING

- ▶ **How:** Ongoing CPD on evidence-based strategies (modelling, scaffolding, retrieval, feedback).
- ▶ **What:** Build professional communities where teachers moderate and share approaches.
- ▶ **Who:** Senior leaders, subject leads, external trainers.
- ▶ **Values link:** *Leadership, Honesty.*



STRATEGY-TO-VALUES MAPPING TABLE

STRATEGIC AREA	NOLAN PRINCIPLES
1 Relentless Tracking and Quick-Win Interventions	<i>Accountability, Openness</i>
2 Deep-Dive Diagnosis: Barriers for Key Pupils	<i>Objectivity, Leadership</i>
3 High Expectations and Pupil Ownership	<i>Integrity, Leadership</i>
4 School-Wide Consistency	<i>Leadership, Honesty</i>
5 Parent Engagement and Transparency	<i>Openness, Accountability</i>
6 Exam Rehearsal and Preparation	<i>Selflessness, Leadership</i>
7 Targeted Intervention (Staffing-Responsive)	<i>Objectivity, Accountability</i>
8 Protected Pupil Premium Time (“PP Corridor”)	<i>Selflessness, Integrity</i>
9 SEND Parallel Programmes	<i>Selflessness, Leadership</i>
10 Live Feedback and Immediate Action	<i>Integrity, Accountability</i>
11 Peer Moderation of Standards	<i>Honesty, Objectivity</i>
12 Pupil Voice in Continuous Improvement	<i>Openness, Integrity</i>
13 Engaging Hard-to-Reach Families	<i>Leadership, Selflessness</i>
14 Staff Development and Professional Learning	<i>Leadership, Honesty</i>

POST-RESULTS REFLECTION: BUILDING A CYCLE OF IMPROVEMENT

After every results window, run a **SWOT analysis** by subject and pupil group. Identify what to keep, tweak, and drop. Feed findings into the next cycle of planning, ensuring improvement is embedded as a culture, not a reaction.



CONCLUSION

These strategies are practical, evidence-informed, and aligned with EMAT’s **Vision, Mission, and Values**. By embedding them consistently, every academy can ensure that **Quality First Teaching** is at the heart of practice — transforming lives, strengthening communities, and upholding the trust’s moral and ethical commitments.



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