



Establishing Classroom Routines

In order for effective learning to take place, all staff must create a culture whereby routines are quickly embedded to enable children to feel safe, secure and thrive in the classroom.

Routines can be developed across different areas:

Entering and exiting the classroom

Pupils should enter the room calmly, and settle into their work quickly.

Routines for listening

Staff should gain silence quickly and deal with non-compliance effectively.

Transitioning between lessons or less structured times

Clarity of instruction and tight timings are essential when transitioning between parts of the school day.

Adult presence

Adults should consider carefully how they use their voice and where they position themselves in the classroom to manage routines effectively.

Managing Behaviour

Behaviour management is a process of supporting learners to make positive choices that are conducive to learning.

Behaviour management can be broken down into categories:

Building strong relationships

Staff should hold high expectations, acknowledge improvements, and use expression and tone of voice to build strong relationships.

Clarity of instructions

Staff should create the right environment through which clear, precise instructions can be shared, with pupils following instructions quickly after their delivery.

Building a positive culture

Staff should embed systems for recognising and celebrating effort and success. This can be achieved through positive narration, praise and clarity of language.

Addressing non-compliance

Non-compliance can be addressed through non-verbal cues, careful teacher positioning, positive resets and corrections as well as clear sanctions. The school's policy should be adhered to consistently.

Lesson Planning

Lesson planning is the teacher's description of a lesson, including the learning trajectory of what pupils are going to learn. It is prepared before the lesson begins.

A good lesson plan includes different components including subject matter, clear objectives, pedagogy and procedure, time management, and pupil practice.

Planning for error

When planning lessons, teachers should consider the possible errors and misconceptions pupils might make. They should overcome this through planning to use carefully designed exemplars for pupils to refer to.

Lesson objectives

In order to be effective, objectives should be precise, achievable, measurable & assessment informed, designed before resources are created and not vice versa, visible, introduced at the beginning of a lesson and explained simply.

Adapting planning

Teachers 'own' lesson plans, including the tasks being used, through scripting key content, knowing key learning points and planning timings carefully. Teachers should adapt plans to suit specific groups of pupils through scaffolding or questioning.

Direct Instruction

Direct instruction refers to explicit, structured, sequenced instructional approaches led by teachers, including the presentation of content to pupils during demonstration.

Direct instruction includes the explicit teaching of an objective using modelling & demonstration.

Scaffolds

Scaffolds are used to aid pupil learning as necessary. Scaffolding may include keeping new learning in view or capturing pupil contributions to support working memory. Further examples can be found within the T&L rubric.

Modelling, Explanation & Pace

Modelling includes the clear dissemination of teaching content. Strategies include 'I do, We do, You do' or worked examples – further examples can be found in the rubric. Explanations must be clear and pupil attention maintained while explanations are given. Explanations can be made memorable through stories or analogies. Pace is important – see the rubric for specific strategies.

Cognitive load

Cognitive load should be managed during modelling through current, tailored, clutter-free environments that are conducive to learning. Teacher talk should be streamlined and task design and resources must avoid overloading working memory.

Questioning and Talk

Talk and questioning underpins good teaching and learning. Teachers use strategies that enable pupils to reason, discuss and explain rather than merely respond, in order to develop higher order thinking and articulation.

Teachers ask a range of planned questions to aid learning and inform assessment. They promote strategies for talk that pupils echo in discussion.

Questioning

Pupils must be accountable during questioning: a 'no hands up' approach is a useful strategy. A culture must be created whereby pupils know their contributions are valued and they are supported to be successful at answering questions through sentence stems and oracy.

Ensuring thought & Addressing error

Thinking time must be provided once a question has been posed and teachers can ensure thought by narrating this time to improve answer quality. Clues or ques may be provided to address or minimise error during questioning and pupils should access appropriate scaffolds to frame answers, for example key words or reframing questions.

Stretch and challenge

Children should be encouraged to think hard; they may be asked if there are alternative solutions, what evidence has helped them formulate their response or may be asked supplementary questions to stretch their thinking.

Class discussions

Class discussions are an important tool for pupils to articulate their thinking and respond to others or build on their own ideas. Systems and structure should be in place to manage class discussions and ensure accountability and learning during whole-class talk.

Independent Practice

During independent practice, the teacher encourages pupils to apply skills previously demonstrated in teaching.

Gradual release

Pupils are ready for independent practice following a period of gradual release where scaffolds are removed as pupils become more familiar with content. Teachers must use assessment to decide which pupils are ready for independent practice and which need further guided practice.

Small steps

Ensure pupils remain focused during independent tasks by setting small achievable targets for them to meet.

Time

Practice time should be purposefully planned with many opportunities for children to apply knowledge independently. Sometimes, practice time can be beneficial in silence.

Checking understanding

Teachers should circulate effectively to gather data on how children are performing during independent practice. Having the answers or worked examples during circulation will make circulation effective.

Circulating and Feedback

Circulation is the act of moving strategically around the room to provide developmental feedback and to maximise engagement and achievement.

Tracking & responding to error

Preparation is key when tracking: having pre-prepared answers, specific questions or annotated exemplars will support the quality of feedback the teacher can provide. Using a class list or markbook to record notes to inform intervention or adaptations.

Effective circulation

Seating plans should allow the teacher to circulate the room efficiently and should support instruction. Teachers should aim to circulate from an early point in the lesson – teaching can still happen from different points in the room. Pupils should know that they may be cold-called during circulation to ensure engagement.

Feedback

Feedback during circulation can be 1:1, small group or whole class. Feedback should include live marking, stretch, addressing misconceptions (knowledge or error) or providing hints. Feedback should be actionable, pacy, include only direct, essential language to deliver the message and focus on one step at a time.

Responding to Error

Responding to error is an integral part of moving learning on. No pupil should leave the classroom with an unaddressed misconception.

Planning for error

Lesson planning should include potential misconceptions, mistakes or problems that pupils may encounter. Having pre-scripted answers or exemplars during teaching will support addressing misconceptions when they arise.

Responding to error

Pupil responses should be gathered throughout a session through ongoing AfL. Teachers should then use their judgement about when best to reteach misconceptions at an appropriate time. Pupils should be encouraged to think hard about potential errors and have them used as a teaching point to address misconceptions before they could be made. When responding to errors pupils have made, teachers should return children to their learning to correct their mistakes; they should consider using different language to explain the learning in a different way for the pupils and they should ensure adequate time is provided to correct mistakes.

Retrieval Practice

Retrieval practice is a proven strategy in which previously taught information is recalled to enhance and embed learning.

Optimising memory

Before starting something new, pupils should revisit prior learning to reactivate relevant knowledge. Lessons should link and material from previous lessons should form the basis of the beginning of the next session. Curriculum design and sequencing should map concepts and explicit knowledge out clearly in order to decide upon the important knowledge that must be revisited, how often and in what form.

Retrieval practice strategies

Knowledge retrieval practice strategies should be varied and balanced: the use of mnemonics, quizzes, dual coding, knowledge organisers, do nows and multiple choice questioning are all strategies that can be used successfully as tools for pupils to recall knowledge. The aim is to assess what all pupils know; retrieval practice should last between 5-8 minutes and answers should be explicitly shared following recall.

Live Critique

Live critiquing is an approach that encourages pupils to reflect on their own learning by drawing comparisons with the work of their peers. A positive culture for open critique must be instilled for this approach to be effective.

Analysing pupils' work

In order for all pupils to benefit, analysis of pupil work must be targeted, not random, to ensure the work being discussed can provide teaching points appropriate for the audience in order for them to contribute and adapt their own work accordingly. Teachers must be clear about what they expect children to improve on and how they will model this using examples of well-chosen work. Visualisers are an essential tool in enabling live critique.

Exploring error

Work selected to share should be read by the teacher first. Pupils should be scaffolded to be accountable during analysis through the use of structured talk, note-making and an expectation on children to justify feedback and choices. Opportunity should be provided for pupils to compare two pieces of work in order to articulate their thinking through use of example and comparison.

Redrafting and improving

During live critique, pupils should be supported to record their ideas to use during independent editing; this may be, for example, on the board, on post-it notes or on the work itself. Pupils should be expected to act on feedback; this can only be done through a culture that motivates pupils and enables them to see the benefits of this process.