# Curriculum, Teaching and Learning Handbook 2025-26

Little Lever School

be kind | work hard | take responsibility

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# Curriculum

At Little Lever School, our students receive a world class curriculum. Our curriculum is research informed and constructed by experts. It is continually reviewed, amended and improved in light of assessment information gathered in lessons so that it is responsive to the needs of all pupils. .

We are ambitious for all our students, including our disadvantaged learners and those with SEND. Knowledge is thoughtfully selected, intelligently sequenced, and carefully secured to ensure that all students can achieve things they never thought they could. Through an iterative approach to teaching, learning and assessment, students 'master' the knowledge required to be successful in further education and employment. A wide range of enrichment opportunities are also available to support students with broadening their experiences and preparing them for future success.

| Our offer at KS3: | Additional offers at KS4: |
|---|---|
| Art<br>Careers<br>Computing<br>Design Technology<br>Drama<br>Enrichment<br>English<br>French<br>Geography<br>History<br>Hospitality & Catering<br>Life Chances<br>Maths<br>Music<br>Physical Education<br>Religious Education<br>Science<br>Spanish | Business studies<br>Computer Science<br>Dance<br>Digital Information Technology<br>Fashion<br>Music Technology<br>Photography<br>Separate science<br>Sport Studies |

Curriculum intents sequence each subject's curriculum, and breakdown the component knowledge to be taught. They also map the Practise Zone tasks designed to develop students' ability to combine their knowledge and apply it fluently in complex tasks. Additionally they map key terminology, assessment opportunities and disciplinary reading opportunities. Our curriculum, habits and pillars are built on solid foundations, underpinned by the most robust educational research and practice.

You can find

- The Curriculum: Gallimaufry to coherence (Myatt)
- Curriculum – Theory, Culture and the Subject Specialisms (Ashbee)
- Symbiosis: The curriculum and the classroom (Howard & Hill)
- How Learning Happens (Kirschner, P. and Hendrik, C. 2020)
- How Teaching Happens (Kirschner, P. and Hendrik, C. 2020)
- TLAC 3.0 (Lemov, D. 2022)
- Walkthrus 1 (Sherrington, T. 2020)
- DfE Independent Review into Behaviour in Schools: Creating a Culture: How School Leaders Can Optimise Behaviour (Bennett, T. 2017)
- Principles of Instruction (Rosenshine, B. 2012)
- Why don't students like school? (Willingham, D. 2009)
- Responsive Teaching (Fletcher-Wood, H. 2022)
- EEF '5 a day'; to improve SEND outcome

There are also a range of videos and Podcasts to support teachers and pupils with the contents of this toolkit. For

example:

- Clips from the Classroom: The significance of social support in | EEF
- Videos — The Learning Scientists
- Dixons OpenSource - YouTube
- Teacher Toolkit - YouTube

## Teaching and Learning Habits

Our ambition at Little Lever School is to enable every student to 'achieve things they never thought they could'.Our students receive expert teaching every minute of every lesson of every day. Within lessons, that achievement is dependent on pupils 'learning'. There is a relentless focus on the learning of our pupils with SEND and our disadvantaged students. The knowledge they learn is world class and provides the tools to access the very best life chances.

Our ambition is to ensure that our pupils receive expert teaching every minute of every lesson of every day. Within lessons, achievement is dependent on pupils being able to learn the intended knowledge from our curriculum plans. There is a relentless focus on the learning of pupils with SEND and disadvantaged pupils, given the complex demographic of the local area. Additional consideration is given to cognitive load barriers such as reading deficits and trauma. The knowledge that pupils learn is aimed at giving them the tools to access the very best life chances either within or beyond their locality.

When pupils learn effectively, a change is made in their long-term memory. In order for learning to take place, and for it to stick, teachers will need to choose from a range of appropriate strategies from this toolkit. This toolkit is not a tick list of expectations that must be included in all lessons. Rather, it is a toolkit of research-led pedagogical strategies that we encourage our subject teachers, as experts, to select from as they deem appropriate at different points in the curriculum or in a lesson. The toolkit strategies are rooted in research, including the EEF five-a-day, so that strategies have a positive impact on all pupils, especially those with SEND.

Lessons should possess the appropriately selected features of appropriate sequencing, effective formative assessment and highly tailored teaching:

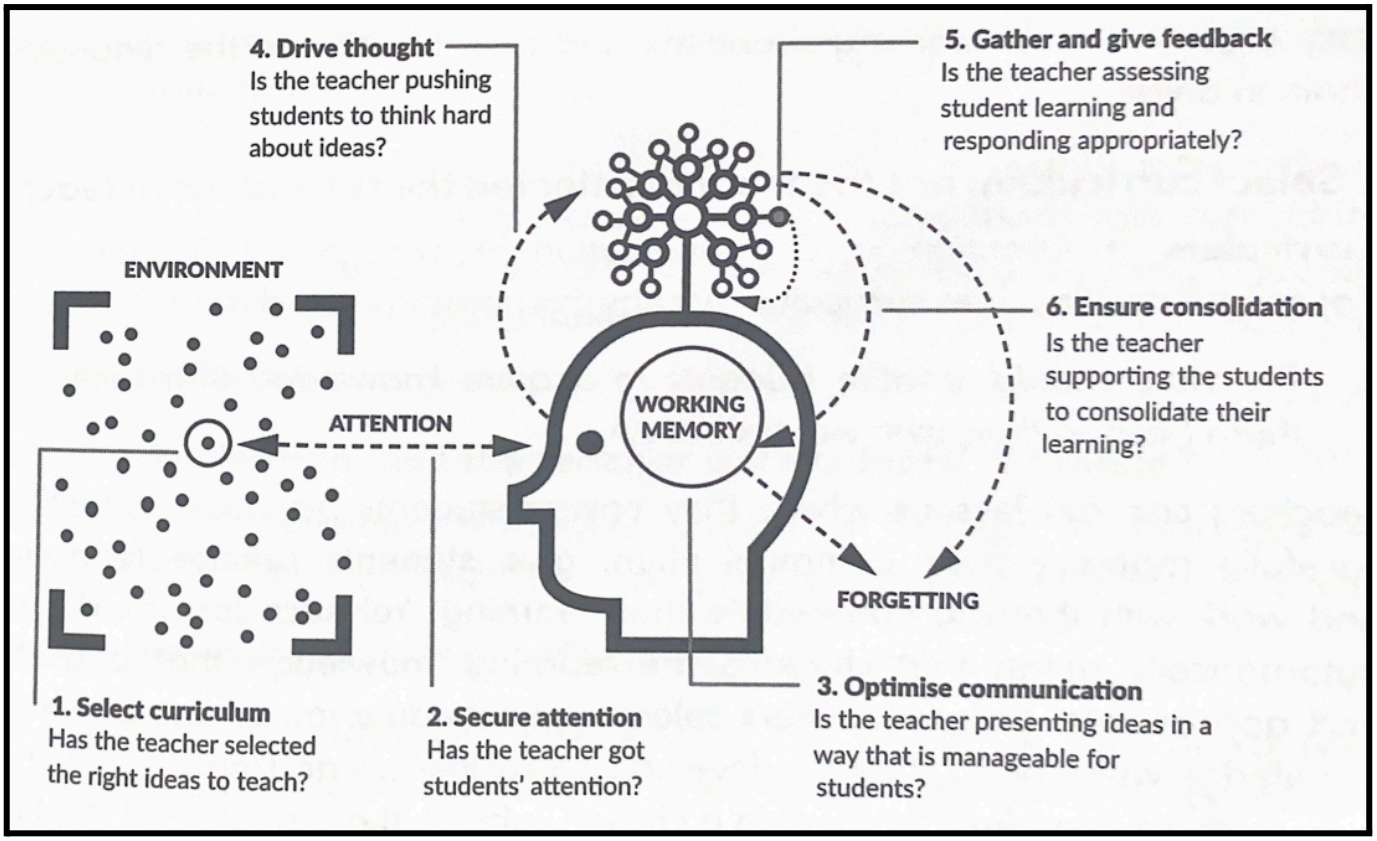
- **Appropriate sequencing** is about structuring subject curriculums and lessons in a way that helps pupils' learning to build sequentially. Subject curriculums are designed so that building blocks of skills and knowledge build sequentially so that learning progresses and pupils' knowledge becomes increasingly complex and flexible. This helps pupils to complete increasingly complex tasks and use their knowledge in different subjects. Within lessons, teachers think about the order in which learning needs to happen and ensure that pupils' learning is secure and build in opportunities for consolidation and retrieval.
- **Effective formative assessment** involves teachers making day-to-day checks within lessons to ensure that pupils understand and/or remember important knowledge. Teachers use information from these checks to adapt their lesson delivery. This adaptation may be immediate, within the lesson, or in subsequent lessons. The adaptation may be for individual pupils, a whole class or a large cohort of pupils. There are a range of research-informed formative assessment strategies in this toolkit for teachers to select from as they deem appropriate.
- **Highly tailored teaching** means using pupil information (for example, needs, reading ages, contextual information, prior attainment) and also information from day-to-day checks to inform and adjust pedagogy. This does not necessarily mean that teachers should create different resources for each pupil. Teachers may wish to use scaffolds, modelling or repeated explanations to help pupils to understand and recall content.

**Willingham's model of memory** exemplifies six barriers to effective teaching and learning. To avoid the six barriers to learning, teachers must address each challenge in a logical sequence. First, they should carefully **select the curriculum**, ensuring that only the most relevant and meaningful content is taught, avoiding cognitive overload. Next, they must **secure pupils' attention on important knowledge**. With attention in place, the teacher must **optimise communication** by explaining concepts clearly and breaking down complex ideas into manageable parts. Then, they should **drive thought** by

prompting pupils to think deeply and connect ideas. Following this, it's vital to **gather and give feedback** regularly, using assessments and observations to identify misconceptions and adjust teaching accordingly. Finally, teachers should **ensure consolidation** by providing opportunities for practice, retrieval, and reflection, helping pupils move information from working memory to long-term storage and reducing the risk of forgetting.

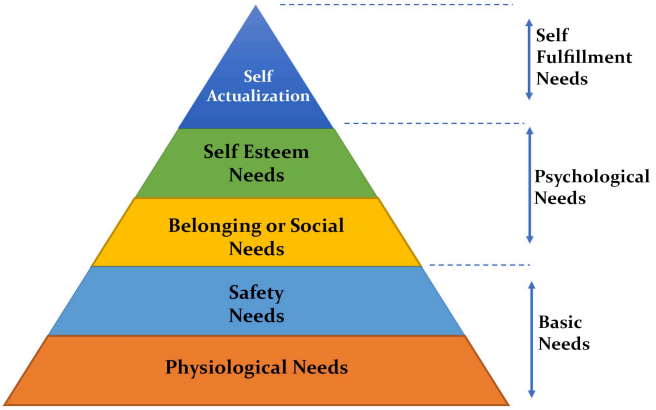
## The challenges for pupil learning

When pupils learn effectively, a change is made in their long term memory. In order for learning to take place, and for it to stick, the following challenges must be overcome in every lesson.




## Maslow's Hierarchy of Needs

When considering pupils' learning, especially that of vulnerable pupils, it is worthwhile to reflect on Maslow's hierarchy of needs. Maslow's Hierarchy of Needs is a psychological theory that outlines five stages of human needs.. For teachers, understanding this hierarchy can be incredibly valuable in creating an effective and supportive learning environment. Maslow outlined that pupils need to fulfill basic needs before moving on to more advanced ones. Until the lower-level needs are reasonably satisfied, pupils may struggle to focus on or achieve higher-level goals, including learning.




**Physiological Needs:** These are the most basic and essential for survival. **For pupils, this means:** Having enough to eat and drink, adequate sleep, warmth, and access to bathrooms. **For school staff:** A pupil who is hungry, tired, or uncomfortable will struggle to concentrate. Addressing these needs (e.g., ensuring access to meals, understanding the impact of lack of sleep) is foundational.

**Safety Needs:** Once physiological needs are met, individuals seek security and protection from harm. **For pupils, this means:** Feeling safe from physical harm, bullying, emotional abuse, and having a sense of order and predictability in their environment. **For school staff:** Creating a safe, predictable, and consistent classroom environment is crucial. This involves clear rules and routines, addressing bullying promptly, and fostering a sense of emotional security where pupils feel comfortable taking risks and making mistakes without fear of ridicule.

**Love and Belonging Needs:** After safety, humans desire connection, affection, and a sense of belonging to a group. **For pupils, this means:** Feeling accepted by their peers and teachers, having friends, feeling like they are a valued part of the classroom community, and experiencing positive relationships. **For school staff:** Foster a sense of community in the classroom through collaborative activities, positive reinforcement, and promoting positive social interactions. Encourage a supportive atmosphere where pupils feel connected and valued.

**Esteem Needs:** These needs involve feeling good about oneself, having self-respect, and gaining respect from others. **For pupils, this means:** Feeling competent, achieving success, being recognised for their efforts and accomplishments, having confidence in their abilities, and feeling respected by others. **For school staff:** Provide opportunities for success, offer constructive feedback, recognise and celebrate achievements (big and small), and help pupils to take ownership of their learning.

**Self-Actualisation Needs:** This is the highest level, representing the desire to reach one's full potential and become the best version of oneself. **For pupils, this means:** Pursuing their interests, being creative, problem-solving, engaging in deep learning, demonstrating curiosity, and striving for personal growth. **For school staff:** Once the lower needs are met, teachers can facilitate self-actualisation by providing challenging and engaging activities, encouraging deep thinking, fostering creativity, promoting critical thinking, and allowing pupils to explore their passions and talents.

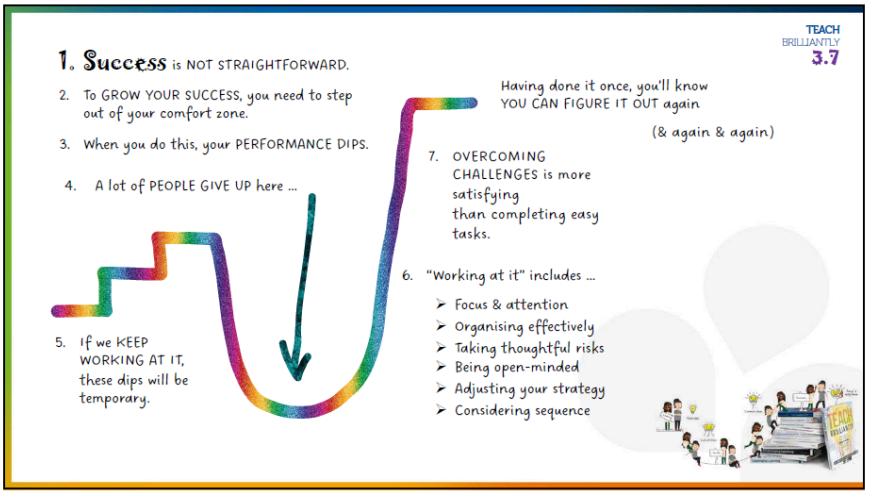
**The Learning Pit**

A further element of research that has informed this toolkit is The Learning Pit, by James Harrison. Further information is available on the website www.thelearningpit.org and in the book Teach Brilliantly, also by James Harrison.

The Learning Pit concept is a pedagogical model designed to help pupils to grapple with the unknown and overcome the fear of ignorance in the learning process. It encourages pupils to embrace challenges and struggle, rather than always finding things easy. Both children and adults can enter a learning pit. Examples are when students first arrive at university.

Here's a high-level summary:

- **The Pit as a Challenge:** When pupils encounter new, difficult material, they enter the "learning pit." This signifies a period of confusion and not immediately understanding.
- **Embracing Struggle:** The core idea is to encourage pupils to "leap into the pit" and engage with the difficulty. It's about developing resilience and problem-solving skills when faced with something they don't instantly grasp.
- **The Journey Out:** The process of learning involves navigating through the confusion in the pit. Pupils are encouraged to try different approaches, own the problem, and persist in finding solutions.
- **Developing Skills:** The Learning Pit emphasizes that true learning often occurs when pupils are challenged and have to work through difficulties. It helps them develop crucial skills like critical thinking, innovation, and perseverance, which are applicable not just in academics but in life.
- **Guidance, Not Answers:** Educators and parents are encouraged to guide learners through the pit, pointing out their progress and encouraging them to find their own solutions, rather than providing immediate answers.




**Learning Habits**

The strategies below help to create a safe learning environment for all pupils, and to maximise pupils' attention on important knowledge. Decreased distraction optimises pupils' attention and allows teachers to focus on learning. Once these routines become practiced habits, this frees up pupils' working memory to focus on learning within the classroom. This is particularly beneficial for pupils with SEND. The success criteria for many of these can be found at the back of the handbook. *A 'What to Do' for others can be found in the What To Do handbook.*

- We are quiet and sensible when we are outside our classroom (Corridor Climate)
- We are 'on time' (punctual)
- We follow Perfect Climate in our classrooms
- When an adult raises their hand and counts down 3…2…1 we are silent on 1
- We track the teacher with our eyes and listen when they speak
- We always follow a reasonable request

- We have our equipment at all times
- We wear the correct uniform in the right way

**Effective Lesson Design**

The effectiveness of teachers' lesson design directly impacts pupils' learning, especially that of disadvantaged pupils and those with SEND. Our lesson design toolkit gives teachers a range of strategies to select from when delivering their lesson. The 'I do, we do, you do' approach helps teachers to reflect on lesson scaffolding and how they will help pupils to move from learning to application. The proportion of time spent on I do, we do or you do within a lesson may vary considerably depending on where the lesson falls within a sequence, or on the learning that is taking place. For example, a lesson may devote a large amount of time to 'you do' if previous lessons have focused on 'I do and we do'.

<table>
<tr><th colspan="2">Connect</th></tr>
<tr><td>Retrieval strategies are not reserved solely for the start of a lesson.<br>Toolkit strategies to select from<br>Quizzing<br>Mind maps<br>Think, pair, share<br>Mini whiteboards<br>Review or recall of key vocabulary.</td><td>So that<br>We check relevant prior learning.<br>We check gaps in prior knowledge<br>We prepare pupils for upcoming learning.</td></tr>
<tr><th colspan="2">I Do</th></tr>
<tr><td>Toolkit strategies to select from<br>Explicit instruction and modelling<br>● Overcoming abstract concepts through the use of pre-planned concrete examples.<br>● Big picture, small picture<br>● Step-by-step explanations<br>● Rehearsed explanations using story or visual aids<br>● Annotated examples<br>● Thinking out loud<br>● Examples and non-examples<br>● Providing worked examples<br>● Use of the visualiser.<br>● Demonstrations in practical subjects.<br>● Metacognitive approaches<br>● Providing and unpicking a model of success.<br><br>Use 'check for listening' questions to keep attention and participation ratio high.</td><td>So that<br><br>Pupils listen to, and understand, important content.<br><br>Pupils are exposed to metacognitive strategies.<br><br>Pupils' working memory is not overloaded.<br><br>Pupils have a clear model of success.<br><br>Teachers can identify and address misconceptions before they are embedded.<br><br>Teachers can address gaps in knowledge.</td></tr>
<tr><th colspan="2">We Do</th></tr>
<tr><td>Toolkit strategies to select from<br>● Flexible grouping<br>● Pair work<br>● Group work</td><td>So that<br>Pupils think hard about what they are learning.<br><br>Teachers can check for and address gaps in knowledge</td></tr>
</table>

| | |
|---|---|
| ● Co-constructing an answer, including under the visualiser<br>● Use of writing frames and scaffolds<br>● Verbal rehearsal of thinking aloud.<br>● Patrol and position to look for strong answers | and/or misconceptions.<br><br>Pupils feel success and practice their thinking within a safe environment. |
| **You Do** | |
| **Toolkit strategies to select from**<br>● Independent extended writing.<br>● Extended work on a practical activity such as a set piece in PE, cooking, making, creating or drawing.<br>● Solving problems independently.<br>● At GCSE or A-level, solving exam-style questions.<br>● Patrol and position to gather information about pupils' learning.<br>● Deployment of other adults to support.<br>● Homework.<br><br>'You do' may not be completely independent. There may still be some appropriate scaffolding depending on learning needs. | **So that**<br>Pupils are given the chance to think hard and embed knowledge.<br><br>Pupils are able to practice using their knowledge.<br><br>Teachers gain an accurate picture of pupil understanding and can respond effectively |
| **Review following each section and at the end of a learning cycle** | |
| **Toolkit strategies to select from**<br>● Targeted questioning<br>● Review of key answers under the visualiser<br>● Teacher review of a sample on answers<br>● Key questions on mini-whiteboards<br>● Self-assessment or peer-assessment using specific criteria.<br>● Patrol and position<br>● Live marking.<br>● Mini tests.<br>● Pupil review of answers.<br>● Flexible groupings<br>● Metacognition, such as pupils reflecting on methods, how they will use methods in the future, reflect on how they will use methods in the future. | **So that**<br><br>Tailor lesson and curriculum adaptations in accordance with pupils' success and knowledge gaps/misconceptions. |

## Subject DNA

Specifies how to structure a session or a series of sessions in your subject so students know more and remember more. This signposts teachers to a menu of the best and most impactful teaching strategies to use. A subject DNA Provides timing guidelines for teachers to avoid curriculum drift and maximises learning.

## Subject DNA for…

## Our three subject priorities …

## Our subject BAG's…

# SEND at Little Lever

Little Lever is committed to providing a fully inclusive learning environment for students with SEND - in and outside the classroom - giving every young person the opportunities to maximise their progression through a range of supportive mechanisms. Little Lever School encourages SEND students to take responsibility for their own success which is celebrated together, further promoting independence whilst providing targeted support that meets the needs of our students within the learning environment.

Our motto *'helping everyone achieve things they never thought they could'* exemplifies the ambitions we have for our school and its students. We enable our young people with SEND to engage fully in the curricular and extra-curricular activities of the school, through a blended curriculum for all. We believe that there is no limit on what can be achieved, regardless of their circumstances or background. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review. Little Lever School believes that the young person and family are at the centre of their inclusive provision and are a key part of the decision-making processes, and are involved in every step of their child's journey.

## Approach to SEND

Little Lever School ensures that all SEND students are educated by highly skilled teachers delivering high quality education. ALL our students receive their education as part of the mainstream classroom. Most of Little Lever School's interventions for SEND students are integrated into the curriculum delivery to ensure all students are included in the teaching and learning principles at Little Lever School. Some students with EHCP (E) and others at SEN Support (K) also have the support of a Teaching Assistant at some points on their timetable, who will support the teacher with the scaffolding and engagement required to meet the needs of these students. Some pupils also receive targeted interventions to support their development, and may be withdrawn from lessons on a short term basis to support a particular need. However, the progress of every pupil is the responsibility of the main class teacher, as stipulated by the SEND Code of Practice.

## Teaching and Learning for SEND students

At Little Lever School, we stretch our pupils' knowledge and skills, by providing appropriately pitched scaffolding, that is then removed over time to build independent practice. This ensures pupils with SEND and beyond are supported with a drive towards aspirational outcomes. Extensive research completed by the Education Endowment Foundation has led to the formulation of 5 core principles - The 5-a-day - that can support all pupils to succeed academically, including those with SEND. Embedding these practices into pedagogy daily is evidenced to have made significant impact on outcomes for all pupils, as if we are getting it right for pupils with SEND, we are getting it right for all.

# High quality teaching benefits pupils with SEND

## The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

### 1 Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*

### 2 Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*

### 3 Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*

### 4 Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*

### 5 Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '*Special Educational Needs in Mainstream Schools*'.

Education Endowment Foundation

## SEND Passports and Pupil Support Plans

All students on the SEND register have a passport to support teachers in their planning and delivery. The passport is produced in collaboration with the parents / carers / professionals involved, and most importantly the pupil. Information shared includes what the pupil would like you to know / what this means for them / how you can support / how they will support themselves / additional information e.g. access arrangements or external agency support.

Some pupils with more complex needs will have a Pupil Support Plan. This document will provide more detail on the needs of pupils and strategies that can be implemented to meet them. These documents will also share a pupil's EHCP outcomes and SMART targets, so that class teachers can track pupil progress towards achieving them.

# Pillars of Effective Teaching

To achieve our vision, our approach to teaching and learning is realised through our pillars of effective teaching.

We know that high quality teaching benefits our pupils with SEND and help to directly overcome the challenges of pupil learning which all learners grapple with. Page 8-22 of this handbook details some suggested strategies which may be employed within each pillar, alongside success criteria, potential pitfalls and further reading. They may be used to coach against or as a reflection tool as part of continuing professional development.

| Pillar 1: High Behavioural Expectations, inclusive practice and routines |
|---|
| Teachers demonstrate effective classroom management |
| Teachers consistently apply the behaviour policy. |
| Teachers consistently use routines and inclusive practice strategies so that fear of failure from pupils is reduced. |
| Teachers reinforce effort and provide recognition. |
| **Pillar 2: Subject Mastery** |
| Teachers demonstrate expertise in their subject curricula |
| Teachers uphold the highest standards of literacy and oracy. |
| Teachers plan for and address misconceptions. |
| **Pillar 3: Quality Instruction** |
| Teachers present new knowledge in small steps |
| Teachers give highly effective explanations |
| Teachers model excellence and how to achieve it. |
| **Pillar 4: Making it Stick** |
| Teachers make links to prior learning. |
| Teachers ensure that there is a high ratio of pupil participation. |
| Teachers give pupils opportunities to practise. |
| **Pillar 5: Adaptive Teaching** |
| Teachers have a developed understanding of planning for pupils with diverse needs. |
| Teachers adapt teaching as needs emerge. |
| **Pillar 6: Assessment and Feedback** |
| Teachers accurately gather information on the learning of all pupils. |
| Teachers give pupils high quality feedback. |
| Teachers provide pupils with opportunities to act upon feedback. |

# Pillar 1: High Behavioural Expectations and Routines

**Strategy:** Entry Routine/Meet and Greet

**Intended Impact**: First impressions matter. Not just on the first day at school, but every day. This is why it is important that staff are thoughtful and strategic about how they manage their first interaction with pupils. How you greet each pupil as they enter school, or enter your room, helps to establish expectations and sets the tone for the rest of the class. With culture, getting it right and keeping it right are much easier than fixing it once it goes wrong. Classroom culture is shaped daily. That's why staff need to meet and greet pupils in a way that conveys genuine warmth, energy, and high expectations.

A purposeful, immediate beginning builds momentum. It signals that every minute counts and helps pupils to settle quickly into focused, disciplined learning. Over time, this routine helps pupils to approach lessons with urgency and efficiency.Consistent lesson starts also helps to create a calm, predictable environment, which is particularly beneficial for pupils with SEND.

**Details:**

**Prepare the Classroom**. Ensure all resources are ready before the lesson begins. Display the 'do now' activity, title, and date on the board (or have printed copies ready). If possible, distribute resources in advance or position them for quick collection on entry. Avoid handing them out during arrival—it slows the start and divides your attention.

**Threshold**. Stand at the threshold in a V-formation, enabling you to scan both the corridor and the classroom. Greet pupils warmly by name (e.g., "Good morning, Jacob"). Use 'Be Seen Looking' strategies and narrate positives, for example, 'Jack is getting it right, thank you'. This will reinforce expectations. Narrate positive behaviour and use least invasive interventions to secure 100% compliance. Control pupils' entry, pausing when necessary, and only move to the front once the class is settled.

**Do Now.** The 'do now' should be a short, independent retrieval task (max 5 minutes), requiring no explanation. Pupils begin immediately, working silently. After checking equipment, take the register. Then, use patrol and position or Patore's perch to check engagement and completion. Take the opportunity to remind pupils that you value them (caring, warm, but also with a hint that strictness can emerge as needed), and what you expect from them with a reminder of our core values. To build rapport, use praise such as, Well done on your efforts on your low stakes quiz Jack". You won't have time to say something like this to every pupil, but you can pick a few each day, over time connecting with each pupil and reminding them all that you value them as individuals.

**Review Now.** Sample pupil responses. Focus on common misconceptions or gaps to address. Note down misconceptions that require follow-up in future lessons if it's not appropriate to address them now.

**Potential Pitfalls:** A 'do now' that is too tricky. Plan a 'do now' which gives a high enough retrieval success rate that pupils can get on independently whilst you are at the door/doing the register. Save any retrieval of vital prerequisite knowledge until you can lead this learning. Pupils try and distract the teacher into 'small talk'. Focus on learning.
If you notice that several pupils in class are not meeting expectations, you can warmly remind them of what they should be doing: "Make sure your equipment is on the desk so I know you're ready to learn'.

If a pupil arrives and gives a sarcastic or inappropriate comment, correct this and then make the pupil feel welcome. For example, if a pupil greets the teacher with "Hey what up, Miss?" she may respond with warmth, "What up is not appropriate" and directs the pupil to the back of the line. A few seconds later he greets her with a "Good morning" and without retribution she nods: "Good morning, Jack." Instead of punishing Jack's behaviour, the teacher models professionalism and civility. The teacher preserves the professional relationship with the pupil and also models this to everyone else who is watching.

**Further Reading:**

TLAC 3.0 p391
A 'Strong Start' to a lesson – a routine for setting the tone from the outset – Mr. Gordon Teaches

**Strategy:** Pupil attention

**Intended Impact**:
Signalling and counting down makes it clear to pupils that you want their attention. This helps them to shift their focus from their activity to you. Use this strategy in conjunction with Pastore's perch.

**Details:**
**Strategies include:**

- Raise your hand (also called give me 5 in some schools) and/or count down 321. Carefully time your countdown dependent on the complexity of the task pupils are on. The countdown will be longer if pupils are on a practical task than if they are on a writing task.
- Narrating the transition to the class, using song for younger year groups if appropriate.
- Keep your hand raised until all pupils are silent and tracking you before continuing with instruction, demonstration or task.
- Be seen looking through exaggerated movements. This reminds pupils of your presence.
- Wait until all pupils are compliant before you begin to continue.
- Praise pupils who are ready.
- Use least invasive interventions where needed. For example, you could use positive framing such as, ' thank you for silence, I need 4 more eyes tracking me'. You can then supplement this with a non-verbal signal such as eye contact or a nod to privately indicate whom you are expecting to fix the situation fast.

**Potential Pitfalls:**
You count down too quickly and pupils haven't had time to put their pens down etc. Time your countdown and narrate the positives so that pupils are silent and tracking you on 1. Do not move on until you have all pupils' attention. You promote what you permit. If you do not wait for all pupils to pay attention, pupils will have learnt that they do not need to listen to you and lack of attention will happen more frequently. It is also more likely now that pupils will repeat this in the next classroom making it harder for your team mates.

**Further Reading:**

Teacher Toolkit: Attention Signal (Secondary) - YouTube

Primary routines - 100% routines - YouTube

**Strategy:** Positive Relationships

**Intended Impact**: To build positive working relationships that develop high expectations whilst communicating belief in our pupils' capabilities. Positivity inspires and motivates pupils, builds their confidence and helps them to enjoy school. Helping pupils to seek success and happiness has a stronger impact than punishment and negativity. However, we still need to improve behaviour. We can do this using as much positivity as possible. Positive communication is when we give specific feedback, guidance and corrections to work in a manner that motivates and inspires pupils. Using positive framing allows you to give all kinds of feedback, as required by the situation, while keeping culture strong and pupils motivated

**Details:**

- Praise should be given in a 90:10 ratio.
- Learn pupils' names to direct praise ensures that it is personal and that praise and recognition is clearly received.
- Use Pastore's perch and/or patrol and position to scan the learning environment.
- **Live in the now**. Focus on strategies that pupils can take now in order to succeed, for example, 'Jack, please face forward', or 'eyes tracking the board'. Avoid narrating what happened in the past as pupils cannot fix this.
- **Assume the best.** Don't attribute poor choices to ill intention, e.g. 'Jack I think you have forgotten to tidy your book away' assumes the best in Jack. This makes it look like you assume that Jack will tidy his book away once you have pointed this out to him.
- **Allow for plausible anonymity** by correcting without using names where possible. For example, 'I am just waiting for two people to turn round', or, "Two of you are still writing well done, we have 100% tracking me. " When there is no good-faith effort by pupils, it may no longer be plausible to maintain anonymity, but "naming names" shouldn't be your first move. Another example, 'We are waiting for 5 people to make sure they have switched their monitors off now 3 , thank you , now one brilliant we have 100%'.
- **Challenge** pupils and use competition to get pupils to show you what they can do, such as timing how long it takes them to tidy up. For example, 'Let's see if you can do this better than last week / my last class'.
- **Narrative positive** improvements to build excitement. For example:
    - All of the first row have started this task perfectly.
    - I am waiting for three people to turn around, now only twoWell done we are all facing the front.
    - I can see Jack is ready to learn with his equipment on the desk and his great start on the do now activity
    - Jack is sat in a lovely learning posture and tracking me.
    - Thank you to everyone who has started the do now task, I can see Jack is already done and ready to learn.
- For redirections, remind the pupil that you want them to be successful and that you believe in them. Pupils are more likely to trust you more and be motivated to follow your guidance. (Doug Lemov, TLAC 3).
- **Talk expectations and aspiration**s. For example, when you are proud of pupils, state how you feel like you are working with future leaders, prime ministers or people who will change the local area for the better.
- When patrolling the lesson for assessment (see patrol and position, assessment), use examples of pupils' answers and work to further develop relationships and award due recognition.
- If a pupil is off task or requires correction, use the least invasive intervention.
- Should your positive framing strategies not work, follow your school's behaviour policy.

**Potential Pitfalls:**

You don't yet know pupils' names. Have your seating plan printed and to hand.

**Further Reading:**

Walkthrus - Positive relationships and positive framing
Teach like a Champion - Positive Framing
Teach like and Champion - least invasive intervention TLAC 3.0 p439

Positive Framing - YouTube

Using Positive Narration to Build Urgency - YouTube

Least Invasive Intervention | Teaching Unpacked with Doug Lemov - YouTube

TLAC Field Guide 2 Clip 63 - Least Invasive Intervention - YouTube

## Strategy: Patrol and Position for climate

### Intended Impact

This strategy is also referred to in pillar 6 as part of the 'patrol and position for assessment' approach.

### Details

There are a range of Teach Like a Champion elements that form part of 'patrol and position', such as radar, pastore's perch, circulating, and positive framing.

When pupils are working, we need to check that pupils are focused on their learning. To do this, we can use the following strategies:

- Set up your seating plan using pupil information.
- Stay at the front of the room initially to ensure that pupils are on task.
- Pastore's perch - the teacher stands at the corner of the room, on tiptoes if needed, and scans for pupil engagement. The least invasive intervention should be used for any pupils that are off task.
- Circulating the classroom, using close proximity/non-verbal clues/whispering to correct any concerns. Give 1:1 praise and support to pupils. Check for any misconceptions, mistakes or best practice.
- Positive praise to reinforce those pupils who are adhering to expected classroom climate.
- Hunting for errors and excellence and planning how to respond (see patrol and position for assessment).
- Make a written note of success points and misconceptions in your planner/messy markbook. (see patrol and position for assessment, and messy markbook sections).

### Potential Pitfalls

The classroom you are teaching in provides less opportunity for movement. Use Pastore's perch along with least invasive intervention in this situation. You lose focus on classroom climate when circulating: See McCurry's 3:30:30 blog post.

### Further Reading

Teach like a Champion Technique 51 Radar/Be Seen Looking

Example of patrol and position, radar, positive class management: Teach Like A Champion Strategy: Positive Framing (Allow Plausible Anonymity) with Jason Armstrong - YouTube

TLAC Field Guide 2 Clip 59 - Radar/Be Seen Looking - YouTube

Ideas in the Making–Doug McCurry's **3.30.30** Rule | Teach Like a Champion

**Strategy:** Tight transitions

**Intended Impact**:
This strategy is used to minimise the amount of lesson time that is wasted when moving from one activity to another. It can be the difference between pupils having the opportunity to apply their learning in a complex task, recapping learning, or not. Tight transitions also support a positive classroom climate.

**Details:**
Tight transitions includes pupils and resources such as books and other materials.

- Should you not have access to the classroom before pupils' arrival, or you have tight transition between lessons, distribute materials in groups, such on each table or at the end of each row. Get pupils to distribute the materials. Have a 'do now' activity available for pupils to complete.
- Develop and teach pupils the transition rules for your classroom. Such as the route from carpet to tables, the way to distribute resources, the routines for entering a practical classroom (bags away, hair up, apron on). Practice these routines.
- Build strong tidying up routines. For example, passing materials across rows or placing them neatly in the middle of their group of tables. Each classroom will have different strategies for this.
- Use non-verbal signals.
- Give pupils responsibility of being transition leaders, such as passing out sheets or collecting books.
- Insist that 100% of pupils follow the routines. Use positive framing to support.
- Focus on speed and timings. If appropriate, use an element of competition.
- Where appropriate, transitions can be used to recall facts, such as counting in primary settings, reciting quotes at key stage 4. Ensure that any songs or chants are appropriate and purposeful.

**Potential Pitfalls:**
Over time, bad habits creep in and the tightness of transitions decreases. Avoid this by keeping the above strategies at the forefront.

**Further Reading:**
Tight Transitions - Uncommon Schools - YouTube

Tight transitions - YouTube - Dixons Opensource

**Strategy:** Exit Routines

**Intended Impact**:
Supporting pupils to exit lessons calmly helps to maintain calm corridors and, in turn, support successful starts to subsequent lessons. When our lesson transitions are successful, our lessons are at their best. Having shared routines to support the successful ends to sessions will create consistency and reinforce clarity for all pupils, especially disadvantaged pupils and those with SEND.

**Details:**

- Give pupils the verbal instruction to pack up.
- Ask pupils to stand behind their desk and follow the required classroom climate.
- Secure pupils' attention using strategies from the 'pupil attention' strategy.
- Check pupils' uniform is correct.
- The teacher moves to the door, so they can see the classroom as well as the corridor.
- Dismiss the class line by line or table by table. Narrate to pupils that we trust them to support a positive corridor climate as they transition through the corridor to their next lesson, break or lunchtime.
- Remain at the door once the pupils leave, either to greet your next class or to support with corridor climate.

**Potential Pitfalls:**
Pupils do not immediately follow the verbal instruction to pack up. Use your positive relationships and pupil attention toolkits to help.

**Further Reading:**
Example of teacher position Exit Class Routine week 8 - YouTube

Example with positive framing Exiting the classroom: Classroom management practice - YouTube

**Strategy**: Perfect climate

## Intended Impact

It is important that teachers are able to teach, and pupils are able to learn across classrooms. A common approach to expectations for listening, thinking and speaking using a clear common language that we all understand, helps teachers to support each other with high expectations. This maximises learning time.

## Details

There are three classroom climates that are helpful in promoting learning within classrooms. Using a common language for this makes it easier for teachers to implement and for pupils to learn. If you are using a particular perfect climate, you must ensure that all pupils follow it. This ensures that all pupils, including disadvantaged pupils and those with SEND, have a clear idea of what each classroom climate looks like when they move from lesson to lesson. This also supports our colleagues, especially those less experienced colleagues as pupils have a strong sense of fairness, and inconsistency may cause behaviour issues for other members of staff.

**Perfect climate 1: Silent and Focussed**

Pupils are expected to work in silence and remain focused on their task. This allows pupils to learn without distraction, absorb content, process it and remember it. Use patrol and position or pastore's perch to reinforce the climate and offer pupils praise and encouragement.

**Perfect Climate 2: Pairs and Groups**

Pupils are expected to engage and contribute within paired and group activities. This might be through discussions, sharing ideas and asking questions. This reduces pupils' fear of failure when grappling with a tricky concept or the answer to a question is not always obvious. This can promote greater thinking and deeper participation in learning. Pupils are expected to talk only about things related to the learning that is taking place within the lesson.

Plan paired and group activities carefully. Be clear about the task, what pupils need to do and how long they have to do it. Groups should not usually exceed 4 pupils. The bigger the group the easier it is for pupils to 'hide' and not contribute. Use pupil information to strategically group pupils. There are a range of ways to do this depending upon the task (for example based on knowledge gaps, reading ages, role modelling i.e. supporting pupils who struggle with interaction with pupils who will model these skills well).
Use patrol and position or pastore's perch to offer praise and encouragement and to identify strong responses, mistakes or misconceptions.

**Perfect Climate 3: One voice, everyone listens**

Pupils sit up and track the speaker. This allows everyone to listen to the speaker without distraction, absorb content, process it and remember it. Pupils do not interrupt the speaker. Use pastore's perch to ensure expectations are followed consistently.

## Potential Pitfalls

Lack of consistent implementation. As mentioned earlier, this can lead to issues for colleagues in other classrooms.

## Further Reading

**Cognitive Load Theory (Sweller, 1988**) posits that our working memory has a limited capacity. When this capacity is overloaded, learning is hampered. A positive classroom climate helps manage and reduce different types of cognitive load.
**Clear Expectations and Routines:** A well-organised classroom with clear rules and consistent routines (Jones, 1987) creates predictability. Pupils don't have to expend mental energy trying to figure out what they're supposed to be doing, how to get resources, or what the consequences of their actions might be. This frees up working memory for academic content.

**Strategy:** Preemptive Preparation

**Intended Impact**:
Preemptive Preparation helps pupils to understand the rationale for a potential sanction prior to issuing any sanction. This strategy should include how you intend to help a pupil not to reach a sanction. This helps pupils to understand how they can resolve the situation, whilst maintaining a clear and positive interaction.

Preemptive Preparation can also be used to prepare pupils for other situations that they may find challenging or are not used to, such as an event or school trip.

**Details:**

- Use Preemptive Preparation prior to issuing a warning. This is because some pupils, especially vulnerable pupils or those with SEND, may not be able to respond appropriately to a situation where they feel threatened or humiliated. They may not be able to process so much information, and may be thinking, 'what did I do?', 'what will my mum/dad say?', 'what if I miss my after-school club'.
- Remind pupils why the school has sanctions. For example, 'in our school, we want teachers to be able to teach, and pupils to be able to learn without disruption. This is so that we can all be successful.'
- Before issuing a sanction, tell the pupil how you will help them, or why a sanction might be in their best interests. For example, 'I am here to help everyone, including you, to learn as much as possible.'
- Use positive framing to show the pupil unconditional positive regard. 'I want to support you as you are a kind person with a lot of potential for the future', or 'I have a lot of belief in you.'
- If a sanction is needed, do this in private, away from other pupils.

**Potential Pitfalls:**
Use of sanction prior to Preemptive Preparation. It is likely that pupils will not listen to further information, or may become confrontational prior to the opportunity to prevent this from happening.

**Further Reading:**
To reduce "choppy time" in lessons, use a Front Loaded Means of Participation and wait for Golden Silence - Tips for Teachers by Craig Barton

# Pillar 2: Subject Mastery

**Strategy:** Metacognition and Self-Regulated Learning

### Intended Impact:

By developing metacognitive skills, pupils learn to understand their own learning processes, identify what they know and don't know, and choose the best strategies to succeed. This leads to deeper understanding, improved problem-solving abilities, and greater resilience in the face of challenges.

### Details:

Metacognition, often described as "thinking about thinking," helps pupils to become more independent and effective learners. Ultimately, it empowers pupils to take control of their own learning.

Metacognition is a dynamic process that involves three key stages:

1. **Planning:** Before starting a task, pupils consider what the task requires, what they already know, and which strategies might be most effective.
2. **Monitoring:** As they work, pupils actively check their understanding, track their progress, and identify any difficulties. They ask themselves questions like "Am I making sense of this?" or "Is this strategy working?"
3. **Evaluating:** After completing a task, pupils reflect on their performance and the strategies they used. They consider what went well, what could be improved, and how they can apply these lessons to future tasks.

This process looks different across various subjects, adapting to the specific demands of the discipline. These should be agreed on by subject experts and taught consistently across the department.

### Potential Pitfalls:

**Superficial Engagement:** Pupils may engage with metacognitive tasks superficially without genuine reflection, often due to a lack of explicit instruction or generic strategies. To mitigate this, metacognitive skills must be explicitly taught and continuously modeled, fostering deep, subject-specific reflection over rote completion.
**Institutional & Pedagogical Barriers:** Challenges arise from teachers lacking deep understanding, time constraints, or inconsistent whole-school approaches. These pitfalls are addressed through comprehensive professional development for teachers, strategic curriculum integration, and a consistent school-wide vision that champions metacognitive development across all subjects.

### Further Reading:

Metacognition and Self-regulated Learning | EEF
Online Metacognitive Training Courses | Mr Metacognition
Modelling metacognition during | Research Schools Network

## Strategy: Identify and sequence the most important knowledge

### Intended Impact

Developing subject curriculum plans that identify the most important knowledge that pupils learn, and when, supports subject teams and individual teachers to develop lessons that deliver this knowledge in an appropriate sequence. In turn, this aids learning and the development of increasingly complex knowledge. Effective curriculum planning also helps teachers to pre-empt abstract concepts, or common misconceptions. This gives teachers time to reflect on the best approach to deliver these concepts.

### Details

- Plan for units, not lessons. Consider how you will sequence knowledge and why. How does knowledge increase in complexity within a topic, year or phase? What complex endpoints are pupils working towards?
- Specify what pupils are to learn. Reflect on important knowledge that has been taught previously and may need to be recapped to ensure security.
- Identify appropriate pedagogy to deliver key ideas. This is especially important for tricky or abstract concepts. This will especially help non-specialist teachers or early career teachers to develop their expertise in delivering such knowledge.
- Identify potential connections between ideas. This will provide pupils with a 'hook' to hang new learning on.
- Reflect on common misconceptions that have happened in previous months or years. Pre-plan explanations or pedagogical approaches that will help promote a consistently effective approach between classrooms to delivering such knowledge.
- Consider how you will break knowledge down into smaller components to help pupils who need additional help (some pupils with SEND, some low-prior-attaining pupils) to understand tricky concepts.
- Identify any complex vocabulary, including subject-specific terminology, that will need explicit teaching. Refer to the vocabulary section of this toolkit.
- Reflect on any cultural capital gaps that may occur. For example, composing a jazz music piece when a pupil does not have any prior knowledge about jazz music.
- Use department time to reflect on messy markbooks, pupils' work and common misconceptions. Use this time to discuss pedagogy and explanations. Share expertise with one another to help each other to grow and develop.

### Potential Pitfalls

Your curriculum intent is not kept up to date with changes as they arise; use research and collaborative time with your department to refine and hone as you move through the planned curriculum.

### Further Reading

Fletcher-Wood (Responsive teaching p16)
A guide to curriculum design (DFE)
https://assets.publishing.service.gov.uk/media/65fd8652f1d3a0001d32ae0d/A_Guide_To_Effective_Practice_In_Curriculum_Planning_-_March_2024.pdf
Principles of Curriculum Design Explained - Ambition Institute
There are a range of podcasts such as Education Research Reading Room on Spotify.
Subject-specific research such as:
Ofsted's subject research series Curriculum research reviews - GOV.UK
Subject-specific research such as subject associations, such as the geographical association Identifying good geography teaching - Geographical Association
What is History Teaching Now? By Alex Fairlamb and Rachel Ball
Best Evidence Science Teaching (York University) Best Evidence Science Teaching - Education, University of York
Rosenshine Masterclass II Sequencing Concepts and Modelling

## Strategy: Sequence and deliver knowledge in small steps

### Intended Impact

To build lessons that help novice learners to understand new knowledge, including complex and/or abstract concepts.

New knowledge, delivered by a subject expert, helps novice learners to build secure foundations and form a deep understanding within and between various knowledge domains. Teachers are the experts in the room, and pupils are novice learners until early key stage 5. The expert in the room (the teacher), has knowledge in long-term memory, and possesses huge reserves of knowledge and mental representations. Experts see underlying structures and are more able to transfer knowledge between domains. Novice learners have less background knowledge, rely on working memory, have not automatised procedural knowledge and are more likely to experience cognitive overload. Therefore, they require small steps and explicit instruction from the expert in the room.

### Details

- Identify and assess pre-requisite knowledge. This can be done from a range of formative and summative assessment information.
- Identify and focus on the most powerful knowledge that pupils are to learn within the lesson.
- Identify the most basic first steps
- Aim to present pupils with knowledge in small steps at the start, especially when delivering complex concepts.
- Choose activities that help to deliver this knowledge. A visualiser can be useful to model small steps via dual coding (see dual coding).
- Where available, use concrete examples when helping pupils to understand abstract concepts.
- Recap and check understanding before moving on. This is important as it helps to ensure that pupils are not building new knowledge on insecure foundations.
- Build on the first steps by breaking down concepts and skills further.
- Check understanding of each step before moving on

### Potential Pitfalls

Prerequisite knowledge is not secure. Use formative assessment strategies, such as MWBs to assess pupils. Re-teach if required.
The teacher thinks of activities before knowledge. This leads to a disjointed lesson that does not aid learning.
The teacher picks activities that are 'fun' which leads to pupils focusing on the 'fun' at the expense of the learning.

### Further Reading

Walkthrus: Sequence concepts in small steps
Moving from Novice to Expertise and Its Implications for Instruction - PMC
Novices, Experts and Everything In-between: Epistemology and Pedagogy – A Chemical Orthodoxy
Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Minimal Guidance, Kirschner, Sweller and Clark. Problem-Based, Experiential, and Inquiry-Based Teaching

**Strategy:** Rooting Abstract Concepts into Concrete Examples

## Intended Impact:

Concepts that subject experts see as straightforward can sometimes be very abstract for pupils. There are a range of strategies to help pupils to understand these abstract concepts and to help pupils to store knowledge in long-term memory.

**Details**

To ensure abstract concepts are deeply understood and retained, teachers should strategically "root" them in concrete, relatable experiences and clear delineations

- **Big Picture, Small Picture**

This strategy helps pupils to build a mental framework for new knowledge:
**Provide the Overarching Overview:** Begin by giving pupils the "big picture" of new knowledge. For example, when learning about a novel, this might involve discussing its historical period, the author's background, or major themes. Guide pupils through a high-level view of the material, offering real-life examples where possible. Tell pupils explicitly what they should achieve or understand from the learning episode.
**Delve into Specifics:** Once the big picture is established, delve into specific sections, paragraphs, sentences, or even individual words. This is where you examine literary devices (metaphor, simile, symbolism), rhetorical strategies, vocabulary, sentence structure, or specific arguments. Direct pupils to highlight or annotate key phrases, challenging vocabulary, or significant examples. Ask pupils targeted questions about the purpose of such details.
**Make Regular Connections:** Make regular references back to the broad overview or theme of a topic. This helps pupils to build connections and "hang" new knowledge onto an established framework, reinforcing understanding.

- **Examples and Non-Examples**

This strategy is crucial for clearly defining concepts and preventing misconceptions, making knowledge "stick" by showing its precise boundaries. Teaching through carefully constructed examples and non-examples is fundamental for concept formation.
**Clarify Boundaries:** By presenting both what a concept *is* (examples) and what it *is not* (non-examples), pupils gain a precise understanding of its limits and scope.
**Highlight Critical Features:** Non-examples, which ideally differ from examples by only one critical feature, force pupils to identify the essential characteristics of the concept.
**Prevent Misconceptions:** Explicitly showing what a concept is NOT directly addresses potential misunderstandings.
**Aid Generalization:** A variety of examples (and non-examples) helps pupils apply the concept correctly in diverse contexts.

**Further ideas**:

- Relate new knowledge to pupils' lived experiences. Be careful about cultural capital deficits that pupils may have.
- Use simple, relatable comparisons to common real-life things.
- Link to real-world examples that are in everyday lives or current events.
- Use visual aids such as drawings or mind maps to show pictorial examples or connections between ideas.
- Plot timelines and make links to other subjects where appropriate. Use stories or narrated events to help with this.
- Breaking complex ideas into smaller parts. Ensure the smaller parts are secure before moving on.
- Use discussion, such as Think - Pair - Share so that pupils can discuss abstract ideas in a low-stakes way (see Think - Pair - Share element).

## Potential Pitfalls:

Prerequisite knowledge of the big picture/specific element is not secure first.
Pupils have unexpected cultural capital deficits which means that they do not understand the real-life example. For example, not knowing a fairy tale, not having been to a theatre.

## Further Reading:

Use Big picture Small picture - Walkthrus
"Cognitive Load Theory in Education: Understanding cognitive load theory can help teachers design more effective "big picture" introductions that don't overwhelm pupils.
"Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners" by Ron Ritchhart, Mark Church, and Karin Morrison: This resource offers routines that can be adapted to make the "big picture" and "small picture" thinking processes explicit for pupils.
Early Years maths example video: Concrete, Pictorial, Abstract

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|---|---|---|
| Direct Instruction - Englemann | Manipulatives matter in Key Stage 3 \| Research Schools Network | The power of presenting the problem and \| Research Schools Network |

## **Strategy:** Set the Standard

### **Intended Impact**:

Teachers, as the subject experts, help pupils to understand the high expectations of work and participation. This is done through clear explanations and modelling excellence. This develops a culture of high achievement and accountability within the classroom. See also 'right is right'. Pupils are more likely to succeed with highly ambitious work when they know what the expert in the room expects.

Set the standard can also be used to give clarity about behavioural routines and expectations. This leads to a fair approach to everyone and a classroom environment where teachers can teach and pupils can learn.

### **Details:**

- Clearly define expectations for all elements of classroom participation including Think - Pair - Share, independent work.
- Give pupils clear expectations, with examples and rubrics. Actively show pupils what excellence looks like. This can be done using strategies such as use of a visualiser, concrete examples, or dual coding. Explain why the example meets expected standards. Talk through your thinking processes.
- Provide pupils with regular feedback against the given expectations. Highlight where pupils have made mistakes and give concrete examples for improvement. Provide pupils with the opportunity to improve and refine their work.
- Guide pupils to practice meeting the standards in a scaffolded environment with immediate feedback. See visualiser and dual coding sections.

### **Potential Pitfalls:**

Doubting pupils' abilities results in staff lowering levels of challenge or teaching to the lowest able in a group. Scaffolding and support are crucial to ensure that we teach to the top and don't lower expectations. Repeat expectations if needed - some pupils may have a greater forgetting curve than others.
If pupils see standards as unattainable, or if feedback is not delivered constructively, they may become demotivated.

### **Further Reading:**

Walkthrus - Set the Standards
Teach Like a Champion 3.0, Doug Lemov
"Making Good Progress? The future of accountability, assessment and feedback" by Daisy Christodoulou: Discusses how clear assessment criteria and feedback can drive pupil learning and raise standards.

## **Strategy:** Plan for Misconceptions

### **Intended Impact**:

Teachers plan for and address misconceptions. They help pupils to avoid making common misconceptions in the first place, or can help to overcome mistakes.

### **Details:**

- **Plan to Address Barriers**: Identify common errors and misconceptions, analyze their origins, and plan explicit teaching opportunities with relevant questions and resources.
- **Introduce Misconception Explicitly**: Directly present the misconception to pupils and clearly explain why it is wrong, actively unpicking faulty schemas.
- **Introduce or Re-teach the Underlying Conceptual Model**: Present or re-teach the correct model that refutes the misconception, linking it back to the errors and, if necessary, returning to fundamental basics.
- **Check for Understanding:** Use routines to ensure pupils understand both the misconception and the correct explanation, verifying they can articulate errors and corrections.
- **Practise the Correct Version:** Provide ample practice to strengthen the correct schema, repeatedly reinforcing it to make it the default understanding

### **Potential Pitfalls:**

Don't introduce misconceptions pupils don't have.
Always show the difference between right and wrong.

### **Further Reading:**

Plan for misconceptions Walkthurs or here Spotlight on Misconceptions – MACS Teaching & Learning
Anticipating Misconceptions – Understanding the Source? |
Misconception Banks - Evidence Based Education
Minimising misconceptions through the design of explanatory sequences

**Strategy:** Vocabulary Instruction

## Intended Impact

Once decoding is secure, b**uilding a rich vocabulary is fundamental for academic success and cognitive development.** Explicit vocabulary instruction, integrated within a whole-school, language-rich environment, helps pupils acquire the crucial subject-specific words needed for deep understanding and long-term retention.

## Details:

Vocabulary instruction goes beyond memorizing definitions; it's about acquiring a "word-hoard" through meaningful engagement with language. While most words are gained implicitly through reading, talking, and writing, explicit instruction for key academic vocabulary is vital.

To target instruction effectively, it's helpful to categorize words into tiers:

- **Tier 1 Words:** Basic, everyday words (e.g., *table, happy, walk*). Typically learned implicitly; rarely require explicit instruction.
- **Tier 2 Words:** High-frequency academic words across disciplines (e.g., *analyze, compare, evaluate*). Crucial for comprehension, often with subject-specific nuances requiring explicit teaching as procedural knowledge.
- **Tier 3 Words:** Low-frequency, domain-specific words (e.g., *photosynthesis, mitosis*). Essential for topic understanding; critical for explicit teaching and regular consolidation.

**Strategies for Tier 2 Words (for fast acquisition)**

These strategies are designed for quick, direct, and frequent exposure to high-utility academic words, building automaticity and confidence:

- **Call and Response:** Utilise "call and response" routines to drill pronunciation and build automaticity and confidence.
- **Explicit Instruction:** Go beyond dictionary definitions which are often too complex and full of other tier 2 or 3 words. Agree on clear, simple, pupil-friendly definitions as a teaching team, using accessible language
- **Regular Revisit and Retrieval:** Plan regular opportunities for spaced retrieval practice (e.g., low-stakes quizzes, 'Do Now' activities) to help encode words into long-term memory and prevent forgetting.

**Strategies for Tier 3 Words (for deep understanding)**

These strategies are for key content-specific words that require more explicit and sustained attention to ensure deep understanding and long-term retention. They should be used in addition to the strategies for tier 2 words.

- **Contextual Examples:** Provide immediate, clear examples of the word used in the context of what is being taught
- **Semantic Decision Tasks:** Engage pupils in quick tasks using **examples and non-examples** to clarify word meanings and prevent misconceptions
- **Break Down Words:** Model breaking words into syllables or identifying common root words, prefixes, and suffixes to aid pronunciation and meaning.
- **Meaningful Use:** Provide many opportunities for pupils to engage with the target vocabulary through reading, writing, and purposeful discussion in academic studies. This includes asking pupils to use the word in their own sentences or explain its meaning in context

## Potential Pitfalls:

Insufficient Practice: Not providing enough opportunities for pupils to actively use and revisit new vocabulary leads to shallow processing and poor retention. Lack of Selectivity/Prioritisation: Attempting to teach too many words explicitly. It's crucial to be selective and identify which vocabulary is essential for the current concept or sequence. Inconsistency Across Department: Not agreeing on the same definition and teaching points for key vocabulary across the department, leading to confusion at each encounter.

## Further Reading:

Why Closing the Word Gap Matters
Three Pillars of Vocabulary Teaching
https://schoolsweek.co.uk/how-to-close-the-vocabulary-gap-in-the-classroom/
Vocabulary | EEF

Focus on developing keystone vocabulary - Tips for Teachers

**Strategy:** Reading within lessons

## Intended Impact:

Teachers explicitly teach reading strategies to ensure pupils can both acquire knowledge from texts and critically engage with complex disciplinary materials, developing strong comprehension and subject-specific literacy.

## Details:

Reading in lessons goes beyond simply decoding words; it's a fundamental tool for learning and understanding across all subjects. We distinguish between two key types of reading:

**1. Reading for Knowledge**

This type of reading focuses on acquiring information, vocabulary, and general understanding from texts. It's about building "word and world knowledge". You may wish to use AI to adapt the reading age of a text so that it is accessible to all pupils.

**Strategies for Reading for Knowledge:**

**Pre-reading:** Activate prior knowledge, set purpose for reading.
**Vocabulary Development:** Pre-teach key vocabulary, use context clues, encourage glossary use. (As highlighted in the Prep Reading Programme, consistent exposure to new vocabulary is crucial for linguistic knowledge).
**Monitoring Comprehension:** Teach pupils to identify when they don't understand and provide strategies like re-reading, asking questions, or summarizing sections.
**Active Reading:** Encourage annotation, highlighting, and note-taking.
**Teacher-led Reading:** Model fluent and expressive reading

**2. Reading Within the Discipline**

Effective disciplinary reading goes beyond general comprehension; it requires explicit teaching of the specific thinking processes and analytical demands of a subject when engaging with texts in a particular field, for example scientific research papers or historical interpretations. Teachers should focus on identifying these procedures and systematically teaching them.

**Strategies for Reading for disciplinary texts:**

**Model the Process:** Teachers should explicitly demonstrate how they read a text as an expert, thinking aloud through each step. This process may need some reflection and agreement as a department to agree on a consistent procedure.
**Provide Step-by-Step Guides:** Create clear, sequential guides (like checklists or flowcharts) that break down the disciplinary reading process for pupils.
**Practice with Authentic Texts:** Provide opportunities for pupils to apply these procedures to genuine texts, not simplified versions.
**Scaffold and Support:** Initially, provide heavy scaffolding (such as the length of the text), gradually reducing support as pupils become more proficient.
**Discuss and Reflect:** Encourage pupils to discuss their reading process, identify challenges, and reflect on how their understanding deepens by using these disciplinary procedures.

## Potential Pitfalls:

Assuming pupils will implicitly pick up disciplinary reading skills without explicit teaching.
Over-reliance on "reading aloud" without also developing independent comprehension strategies.
Not providing enough time for pupils to grapple with complex texts and apply disciplinary reading procedures

## Further Reading:

Seven Strategies to Teach Students Text Comprehension | Reading Rockets
Reading comprehension strategies | E4L
What is Disciplinary Literacy and how can | Greenshaw Research School
Disciplinary literacy: 50 years of failure

# Pillar 3: Quality Instruction

Strategy: Step-by-step explanations

### Intended Impact

The teacher presents new knowledge, complex ideas, and processes in small, manageable steps. This helps pupils to easily understand new concepts, form more secure mental models (schemas), and become more fluent. This approach also helps pupils to feel successful as they master each step.

### Details

Effective explanations are crucial for helping pupils to grasp new content. They ensure that complex ideas are accessible to all learners by breaking them down and presenting them logically.

Key elements of clear explanations:

- **Identify and Assess Pre-requisite Knowledge:** Before explaining, ensure pupils have the foundational knowledge needed. Pupils' existing foundations must be secure to build new understanding effectively.
- **Rehearse Your Explanation:** Practice your explanation beforehand. Consider using a story arc, clear visual aids, props, or simple diagrams to enhance clarity and engagement.
- **Break Down and Sequence Information:** Break the concept down into succinct, logical steps. Decide the precise order in which these steps need to be presented.
- **Build Steps One at a Time and Chunk Information:** Reveal information as part of a sequence of actions, one step at a time. Chunking can be done by:
    - Revealing information slowly on a slide.
    - Drawing or writing in real-time on a visualiser (thinking of the board as paper).
- **Be Concise:** Give specific directions using as few words as possible to minimize cognitive load.
- **Avoid Split Attention:** Integrate visual aids (like images, labels, or diagrams) directly with your verbal explanation. A few words or an image paired with your verbal explanation is often more effective than separate visual and auditory information. Be deliberate in guiding pupils' attention: ensure pupils are reading, listening, tracking, and thinking hard at each moment.
- **Check for Understanding Continuously:** Use checks such as mini-whiteboards to ask process-based and factual questions. Check pupils' understanding of each step before moving on to the next.

### Potential Pitfalls

**Assumptions about Prior Knowledge:** Assuming pupils possess foundational knowledge they do not have can lead to gaps in understanding. Always identify and assess pre-requisite knowledge.
**Pupils Lose Focus:** Pupils can lose focus during extended "teacher talk." Ensure you maintain an appropriate classroom climate and prime pupils for engagement. Explicitly prime pupils for cold calling after each step to ensure they remain attentive and are actively thinking.
**Inadequate Checks for Understanding:** Moving on before pupils have truly grasped a concept or step can lead to misconceptions building up.

### Further Reading

Teach Like a Champion 3.0, Technique 21: Explain Everything (Doug Lemov)

Use explicit instruction for novice learners - Tips for Teachers

**Strategy**: Use the visualiser

## Intended Impact

This approach helps teachers to model processes, demonstrate techniques, or annotate texts in real-time, making their thinking visible and transparent to pupils. It also provides a powerful tool for showcasing excellent pupil work, highlighting common errors, and giving targeted feedback to the whole class or small groups. Visualisers are highly adaptable for use in various subjects, from analysing literary texts, demonstrating mathematical methods, or showcasing artistic techniques.

## Details

Effective visualiser use requires thoughtful planning and execution.

1. **Placement and Setup:**
   Place the visualiser in a central location where the teacher can easily access it and pupils can clearly see the projected image. Ensure good, even lighting on the item being displayed. Avoid shadows cast by your hand or poor room lighting. Master the auto-focus and manual focus functions to ensure a sharp image.
2. **Modelling and Demonstration:**
   Model each stage step-by-step, 'thinking out loud' as you explain your thought process. After each step ask a high quantity of process and factual questions to check understanding before moving on. For example:
   - Modelling correct letter formation, showing how to annotate a poem, or demonstrating problem-solving steps.
   - Modelling the thought process for drawing diagrams, maps, or charts live, allowing pupils to follow the process step-by-step. See dual coding toolkit for more information.
   - Displaying physical objects like scientific specimens, art materials, or recipes for closer inspection by all.
3. **Showcasing Pupils' Work:**
   Project examples of strong pupil work (with permission and anonymity if preferred) to highlight strengths and illustrate what excellent work looks like. Display anonymised examples of work containing common errors or misconceptions. Discuss these as a class to learn from mistakes constructively.

## Potential Pitfalls

Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard. If the visualiser is used constantly without active tasks or opportunities for pupil interaction, it can lead to passive viewing and disengagement. Blurry images, inadequate lighting, or shakiness can detract from learning.

## Further Reading

Lemov's books (*Teach Like a Champion*, *2.0*, *3.0*) emphasise techniques like "Show Call" and "Modelling," for which a visualiser is an excellent tool. Understanding these techniques will help you apply the visualiser more powerfully.

How visualisers transform your classroom

**Strategy**: Scaffolding

**Intended Impact:** Scaffolding gives temporary help to all pupils. This lets them work on harder topics, understand things better, and reach big learning goals. It doesn't make tasks easier, but instead gives support so pupils can learn to do things on their own.

**Details**

Scaffolding is a teaching method where teachers give different levels of temporary help to pupils. The main idea is to "build up" pupils with support, not to "make tasks easier" by lowering expectations. This support helps pupils to learn difficult ideas and build the skills they need to work by themselves.

Here are the main ways we use scaffolding:

- Break Down Tasks: For big or complicated jobs, break them into smaller, easier chunks. This makes the whole task feel less scary and clearer to start.
- Give Specific Help: Offer focused tools to help pupils with certain parts of a task. This can include:
    - Examples: Show how to do something step-by-step (like solving a math problem).
    - Writing Helpers: Give sentence starters or templates to help pupils to organise their thoughts and write clearly.
    - Checklists: Provide lists of things to remember or steps to follow.
    - Word Boxes: Offer important words and phrases needed for a task.
- Show How You Think (Live Modelling): Teachers show how they think about a task as they do it. They talk through their process aloud, like saying, "What should I do next? Why am I doing this?" This helps pupils to see how an expert thinks.
- Change Help as Needed (Responsive Teaching): Adjust the support right away if pupils are struggling. This might mean giving instructions again, offering more ideas to start, or going through more examples.
- Offer Different Levels of Help: Have different kinds of support ready. Pupils can choose the help they need (with guidance), while still aiming for high-quality work.
- Gradual Release (I Do, We Do, You Do): This is a key way to scaffold. First, the teacher does it ("I do"). Then, the teacher and pupils do it together ("We do"). Finally, the pupils do it on their own ("You do"). The goal is to slowly take away the help as pupils o become more confident.

**Potential Pitfalls**

Becoming a Crutch: Leaving the support in place for too long. Pupils might rely on help instead of learning to do things independently.
Making Tasks Too Easy: Lowering what's expected of pupils instead of finding ways to help them do the harder work.
Not Choosing Wisely: Giving help that isn't really needed, or trying to scaffold too many things at once. It's important to pick the most important areas to support.

**Further Reading**

EEF Five-a-day
Walkthrus - Scaffolding Scaffolding

Provide explicit scaffolds for verbal responses - Tips for Teachers

# Pillar 4: Making it Stick

**Strategy**: Retrieval, consolidation and spaced learning

## Intended Impact

This approach helps pupils to remember what they learn for much longer and understand it better. It's about truly "owning" knowledge, so they don't forget it easily and can use it well, reducing the need for teachers to go over the same things again.

## Details

**Retrieval Practice Activities:**

- **Quick Quizzes:** Start lessons with a short quiz on previous topics.
- **Flashcards:** Have pupils create and use flashcards to test themselves.
- **Brain Dump:** Ask pupils to write down everything they remember about a topic for a few minutes.
- **Mini-Whiteboards:** Pose a question and have all pupils write and show their answers at the same time.
- **"No-Look" Summaries:** After learning something new, ask pupils to explain it to a partner without looking at their notes.

**Consolidation Activities (to help memories stick):**

- **Review and Connect:** Help pupils see how new information links to what they already know.
- **Discuss and Explain:** Encourage pupils to talk about and explain concepts in their own words. This active processing helps their brains "solidify" the learning.
- **Summarise:** Have pupils write short summaries after a lesson to process and organize the information.

**Spaced Learning Activities:**

- **Starting Strong:** Begin a new lesson with a quick check on a topic from last week, then a topic from last month, and then a topic from last term.
- **Interleaving:** Mix different topics or types of problems within practice sessions, rather than focusing on just one topic for a long time.
- **Spaced Homework:** Assign homework that reviews material from earlier in the unit or even previous units.
- **Review Calendars:** Encourage pupils to plan when they will review old material, spreading it out over time.

## Potential Pitfalls

Misunderstanding the Purpose: Pupils might see quizzes only as tests for grades, not as a way to learn, and they might not get enough feedback to correct their mistakes.
Poor Implementation: If practice sessions are not spaced out well, or if pupils find it too hard to recall information after a break, the strategies may not be as effective.

## Further Reading

Interleaving — The Learning Scientists

Rosenshine Masterclass IV Daily Weekly Monthly Review

Ad 1 th green park

**Strategy**: Think - Pair - Share

## Intended Impact

Think - Pair - Share is used to facilitate pupil engagement, processing, and participation. It involves pupils briefly discussing a question or topic with a partner, often before or after a whole-class discussion. By providing pupils with an opportunity to speak about their learning, it helps them to process new knowledge. It also gives pupils a 'safety net' by helping them to formulate their thinking in a low-stakes way prior to being asked a question. Quieter pupils, who might be hesitant to speak in front of the whole class, are given a safer space to practice and share their ideas. Think - Pair - Share also encourages active participation as pupils are expected to articulate their thoughts, which solidifies understanding. Teachers can use patrol and position to listen to pupils' discussions, giving the teacher information about any mistakes or misconceptions.

## Details

- Embed Think - Pair - Share routines into the classroom. Place pupils in predetermined pairings. This can be "shoulder partners," "face partners," or simply "turn to the person next to you."
- Decide on the learning rationale for Think - Pair - Share. What do you want pupils to discuss? What thinking do you want to provoke?
- Decide on a question that is clear and thought-provoking, requiring more than a simple "yes" or "no" answer. It should align directly with the learning objective.
- Give pupils a time limit, such as 30 seconds per pupil. This keeps the Think - Pair - Share concise and focused.
- Tell pupils exactly what they need to do. For example, "Turn to your partner, discuss [question], you have [time]." Ensure that pupils know the expectations that they need to feedback their/their partner's ideas to the group. You can use a song or chant to cue Think - Pair - Share to younger pupils.
- Use patrol and position to circulate the room. Identify mistakes, misconceptions or pupils to call on for feedback.
- Use questioning, cold call, a volunteer share, or a quick mini whiteboard session to get feedback. You can also feedback your findings from patrol and position.
- After the Think - Pair - Share, cue pupils using transition strategies such as hands up for silence, counting down. Share key ideas and address misconceptions. This helps to bring learning back together within the lesson context.

## Potential Pitfalls

If the purpose or question are vague, pupils may engage in off-topic conversation or superficial discussion. Allowing Think - Pair - Share to go on too long may also lead to off-task behaviour. The follow-up discussion after Think - Pair - Share helps pupils to take the activity seriously. Pupils, especially younger ones, may need explicit modelling of what a good Think - Pair - Share looks like (e.g., actively listening, taking turns, building on ideas). Give clear expectations about taking equal turns, noise levels.

## Further Reading

Teach Like a Champion, technique 49 page 355.
Teacher Toolkit: Think - Pair - Share (Secondary) - YouTube

Teacher Toolkit: Think - Pair - Share (Pre-K) - YouTube

**Strategy**: Connect Now (Building on strong foundations)

## Intended Impact

'Connect now' activities promote a strong start to your session. Recapping learning sets the foundation for everything that comes after. Crucially, the 'Connect now' activity helps to recall component knowledge that is a prerequisite for today's learning and move this knowledge from long-term memory to the working memory. Through reviewing pupils' understanding of this knowledge, the teacher can then identify and address misconceptions before moving on.

## Details

- Have the same routine for every lesson.
- Greet pupils warmly. Narrate praise.
- Either have the 'Connect now' activity available on pupils' desks, or distribute it to them at the door. Instruct the pupils to do the activity independently and in silence. (classroom climate 1).
- If the 'Connect now' is not on a print out it must be displayed as pupils enter so that no learning time is wasted. Pupils entering your room should never ask "What am I supposed to be doing?". Pupils should be able to complete the task without any direction from you (clarity is key), without any discussion with their classmates, and in most cases, without any other materials save what you have already planned to provide.
- Upon entering the class, pupils should place their equipment on the desk, read the instructions and begin the activity.

## Steps

- The 'Connect now' should be knowledge retrieval based on the theory of interleaving (disrupting the forgetting curve) and should, where possible, be directly related to any prerequisite component knowledge which is required for today's learning. The task should take between three to five minutes to complete and should require pupils writing something down. Not only does this make it more rigorous, it enables you to better hold pupils to account for doing the task.
- Use patrol and position to gather information about mistakes or misconceptions. Pay particular attention to repeated errors. You will not have time to go through all questions from the 'Connect now'. Choose two or three questions to focus on when you review the 'Connect now'. Note these in your messy markbook, if you are using one.
- Use a timer and signal when there are a few seconds left before using 'tight transitions'. Pupils should then be directed to check and change their written work in purple pen..
- To make the most of every minute, transition from the 'do now' activity in a crisp, efficient and clear way. For example, 'We've got a lot of important content to cover today, so let's get started.'
- A variety of assessment techniques may be used at this time in order to check pupils' understanding, identity and correct misconceptions. Prime pupils that they should all be listening carefully and ready to respond as you may ask any of them to share their thinking. If appropriate, use examples of pupils' work under a visualiser. Please see pillar 6 of the handbook for more information on effective formative assessment strategies.
- Be ready to adapt the lesson based on the information garnered from your review of the 'Connect now'. Misconceptions must be addressed at the most appropriate time, whether that be now; later in the lesson; in next lesson's 'Connect now', or earlier/later in the planned curriculum.

In primary or early years settings, if there pupils are staying in class for two consecutive sessions, staff should ensure that each lesson has a strong start.
Give pupils a brain/wiggle break between sessions.
Get class monitors to give resources out.

## Potential Pitfalls

The 'Connect now' activity is too complex or unclear. This leads to disruption. Use simple recall tasks, such as a low-stakes quiz.
Simply reading answers to pupils in the review is not good enough and can miss opportunities to identify and address misconceptions. It doesn't give you sufficient information about pupils' understanding before moving on.
You only assess what 1 or 2 pupils can retrieve by using hands up; ensure you use strategies such as use of mini whiteboards or cold calling to assess the whole class' understanding.

## Further Reading

Do Now Starter Activity

https://www.youtube.com/watch?feature=shared&v=F8SRYK7RDro - Dixon's Opensource Secondary Example

https://youtu.be/iOUJrZs41FA?feature=share - Dixon's Opensource Primary Example

Regular review - Walkthrus

## Strategy: Dual Coding

### Intended Impact

Dual coding enhances pupils' learning by presenting knowledge both visually and verbally. IThis strategy includes purposefully linking meaningful visuals to verbal or written information. By presenting information in two formats (visual and verbal), pupils have multiple pathways to understand concepts, making abstract or complex ideas more concrete. Well-designed dual-coded materials can simplify complex information, making it less overwhelming for pupils to process. Pupils are more likely to store information presented using dual coding in their long-term memory.

Dual coding can be especially helpful for pupils with SEND, or those for whom English is an additional language, as the visual can provide immediate context.

### Details

Dual coding can be used to break down complex ideas, present vocabulary with a concrete image, show steps in a process using diagrams. Pupils can also use this for revision through the use of diagrams, mind maps to reinforce their learning.

Images or diagrams should directly relate to the verbal information and add meaning, not just aesthetic appeal. Avoid irrelevant clip art. Choose images that are clear, uncluttered, and easy to interpret. Overly complex visuals can increase cognitive load. Whenever possible, use concrete images to represent abstract concepts (e.g., a red traffic light for "stop").

- Communicate that you are going to talk through an example, diagram. State that the example or diagram you are about to build/show represents a whole model of understanding.
- Preferably using a visualiser, explain the meaning of each part of the model, one step at a time. (see visualiser element).
- Place images close to the related text. Avoid having an image on one side of the slide and its explanation on the other. Present the image and text simultaneously, allowing pupils to process both together. Label diagrams clearly and concisely, explaining your thought process whilst you are labelling.
- Use formative assessment techniques after each stage to check pupils' understanding and to ensure that they are thinking hard.
- If appropriate, at each stage, pause and allow pupils time to copy or trace the same part and explain it to their partner.
- Finish by asking the pupils to redraw and recount the whole diagram from memory.

Examples of the type of visuals:

- Diagrams, such as flow charts for processes. Venn diagrams for comparisons. Tree diagrams for hierarchies.
- Graphs and charts to represent numerical data visually.
- Sketches and drawing to illustrate techniques and their impact.
- Maps and timelines.

### Potential Pitfalls

Irrelevant or Decorative Images. Adding images that don't directly support the text is a common pitfall. This doesn't aid understanding and can increase cognitive load by distracting pupils.
Overly Complex or Cluttered Visuals. Images that are too busy, contain too much detail, or are poorly drawn can overwhelm pupils and make information harder to process.
Presenting the same information verbally in both text on a slide and through teacher narration simultaneously can be detrimental (Redundancy Principle). It's often better to have the image on the screen, with the text spoken by the teacher, or vice versa, rather than reading text verbatim from a slide.

### Further Reading

Dual Coding for Recount and Recall - Walkthrus
**Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.**
**Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.** (A comprehensive overview of his principles, including dual coding).

**The Learning Scientists:** Their website and blog (www.learningscientists.org) are excellent, accessible resources that often discuss dual coding as one of their six strategies for effective learning. They have a YouTube channel with a range of resources The Learning Scientists - YouTube including a pupil-friendly guide to dual coding Dual Coding: A Video For Students - YouTube

**Oliver Caviglioli:** A former headteacher and current education designer, he is a prominent advocate for dual coding and provides practical examples of how to design dual-coded resources. Search for his blog and books (e.g., Dual Coding for Teachers).

researchEDHome 2020 Adam Boxer: Dual Coding for Teachers Who Can't Draw: Teacher's Explanations

**Strategy**: Practice Zone

**Intended Impact**

The practice zone should be the part of the lesson where pupils need to think the hardest. It should be pre-planned as part of your curriculum and should take place every lesson.

**Details**

- For the first 5 minutes give pupils space to practise independently.
- The teacher may use patrol and position to gather information on any misconceptions or knowledge gaps. You may record these in a messy markbook.
- After 5 minutes the teacher may begin to provide prompts to develop pupils' work.

For complex tasks:

- Only begin the practice zone once component knowledge is secure.
- Only begin the practice zone complex task once pupils know what success looks like.
    - guide practice through co-construction alongside pupils using the visualiser to model learning in 'real time'
    - Use lots of cold call questions to check for understanding.
    - Now is the time to correct errors, develop pupils' thinking or provide further explanations.
    - See 'guided practice' for more on this
- When pupils undertake the practice zone complex task, the task should be tweaked from the guided practice task to avoid copying.
- Appropriate scaffolds may be provided for some pupils prior to starting the practice zone task.

**Potential Pitfalls**

Pupils will not be able to succeed in independent practice of a complex task until component knowledge is secure, and an opportunity for guided practice has taken place.

**Further Reading**

Walkthrus: Guided Practice

Rosenshine Masterclass V Stages of Practice and Conclusion

To make sure your students are ready to practise, use mini-whiteboards - Tips for Teachers

# Pillar 5: Adaptive teaching

**Strategy**: Pupil information

**Intended Impact**
To support all pupils, especially vulnerable pupils and those with SEND, to access quality-first teaching within the classroom.

**Details**

- Read pupil passports and key strategies in classcharts..
- Ensure seating plans are strategic, including how you will use any other adults in the room. Pupils who are PP, have SEND or who have low reading ages should be placed where the teacher can access them and their work most easily (at the front/ on the end of rows) unless there is a fully justifiable reason. This will help pupils who need most support as the teacher will be able to target these pupils more in lessons and they will be able to make greater progress.
- Use messy markbooks/marksheets and record gaps in knowledge and misconceptions
- Be aware of access arrangements and plan opportunities to ensure these are put in place.
- Attend any SEND briefings to ensure you are fully briefed on the SEND pupils

**Potential Pitfalls**
Be careful if checking a seating plan during a lesson. Do not breach GDPR by accidentally showing pupil information on a screen.

Further Reading
Special Educational Needs in Mainstream Schools | EEF
NASEN Teacher Handbook

**Strategy**: Break it Down

**Intended Impact**
Break it down is a responsive process used to respond when a pupil makes an error or has a misconception. The teacher will carefully revisit information step by step that helps the pupil to think as much as possible.

**Details**

- Use strategies such as questioning and patrol and position to check pupils' understanding.
- The most impactful strategy for groups of pupils is to go through knowledge again. When a teacher identifies a mistake or misconception, they may wish to go back over the initial teaching. This could include definitions, explanations with examples or non-examples, models, step-by-step checklists or processes.
- Another strategy is rollback. Rather than repeating your question or giving pupils a hint (which risks the teacher doing most of the cognitive work), simply repeat the pupil's answer back to him or her. This allows the pupil to hear it and correct it or hear it and continue it.
- Other strategies to use are going through a concrete example, a definition, a rule, a first step, a missing step to help pupils to move towards a correct answer. If all of these options fail, give pupils a range of choices and get pupils to eliminate wrong ones. This will help pupils to think through false choices and to see the correct choice through the process.
- Where appropriate, praise pupils for 'accidentally making a mistake' and allowing the class an opportunity to go through things again.
- Other strategies that will help are cold calling and Think - Pair - Share.
- Teachers can recheck knowledge using questioning and/or mini whiteboards.

**Potential Pitfalls**
Spending too much time recapping at the expense of going through lesson content. To overcome this, a teacher may wish to revisit content with a specific group of pupils whilst other pupils continue to work.

**Further Reading**
TLAC Break it down
How to Break It Down: A Bit of Sage Advice from Juliana Worrell | Teach Like a Champion
How the "Rollback" Can Help You Break It Down in Those Tricky Moments | Teach Like a Champion

**Strategy**: I Say, You Say

### Intended Impact
This is a strategy where the teacher says a word or sentence, and pupils repeat it. This can either be done individually or as a class. You can use this when learning a new piece of vocabulary, explaining a piece of knowledge or exploring a writing technique in a story.

### Details
- Model the routine so that every time you want a repeated response, pupils follow what you have said. Point to you for 'I say', and point your arms to the class for 'you say'.
- Practice the routine so it becomes a habit.
- Mix choral and individual responses
- Use spontaneously as new knowledge emerges

### Examples
Explaining
- Plants make food by the process of photosynthesis.
- I say photosynthesis; you say photosynthesis.

Reading a story
- The dark forest was mysterious and magical.
- My turn: mysterious and magical. Your turn: mysterious and magical.

Vocabulary
- For harder words and phrases, repeat two or three times.
- I say extraneous, you say extraneous.
- My turn: the material was porous. Your turn: the material was porous.

### Potential Pitfalls
Some pupils opt out. Use 'no opt out' to ensure that all pupils engage in the activity.

### Further Reading
Walkthrus - I say, you say

**Strategy**: Say it again better

### Intended Impact
This strategy helps pupils to give better answers. With quick feedback, pupils learn to speak more clearly and accurately, showing they can give excellent responses. This builds their confidence and helps them get it right the first time.

### Details

The five key steps are:

1. **Ask a Pupil a Question:** Ask a pupil a clear question. Use techniques like cold calling or 'think-pair-share' to encourage all pupils to think. More challenging questions benefit most from this.
2. **Acknowledge the First Response:** Briefly and positively acknowledge the first answer. This shows you value their effort and encourages them to try again.
3. **Give Supportive Formative Feedback:** Give quick, clear feedback. Help the pupil to improve their answer without just telling them the right one. Point out what was good and what needs to be better.
4. **Invite pupil to "Say it Again Better":** After feedback, ask the pupil to "Say it again better." This gives them a chance to use what they just learned.
5. **Respond to the Improved Response:** Check the improved answer. If it's good, praise it. If it still needs work, give more help. The goal is to show pupils they can give great answers.

### Potential Pitfalls
Deterring Participation: Encourage all pupils to share their first ideas. Acknowledge their initial attempt before giving feedback.
Losing Pace and Climate: You might lose the class's attention or pace. To fix this, quickly share positive comments, get other pupils involved, and then return to the first pupil. Use cold calling to keep everyone engaged.

### Further Reading
EEF Five-a-day
Walkthrus - Say it Again

**Strategy**: No opt out

### Intended Impact
No opt out ensures that a situation where a pupil will not, or cannot, answer a question ends with giving a correct answer. This is done in a positive academic way, which makes pupils feel supported.

### Details
- There are four ways to achieve 'no opt out'. These are:
- You give the answer and the pupil repeats it.
- When a pupil cannot or refuses to answer, ask another pupil to answer the question. The original pupil then repeats the answer.
- You provide the pupil with a cue that the pupil can use to get the correct answer.
- You get another pupil to provide a cue. You then ask the original pupil for the correct answer.
- Provide many opportunities to recap any important knowledge throughout a lesson or a sequence of lessons.

### Potential Pitfalls
Does the pupil not know the answer or were they not listening to the question? Try following up by asking 'what was the question I asked you?'. This information will help you respond appropriately; do they need to focus on attention or do they genuinely have a gap in their knowledge?

### Further Reading
Teach Like a Champion page 139
TLAC Field Guide Clip #9 No Opt Out Ms Catlett - pupil repetition.

Teach Like a Champion Technique 1 - No Opt Out - cue and repetition.

No Opt Out - Primary example of pupil repetition and cue (Dixons Opensource)

**Strategy**: Flexible Grouping

### Intended Impact
The primary goal of flexible grouping is to maximise pupils' learning by tailoring instruction more closely to their current needs. Teachers should do so with a secure understanding of who needs what and when. This helps the teacher to target support to address pupils' mistakes and misconceptions.

### Details
Flexible grouping allows the teacher to regroup a class according to assessment information. Groupings are temporary and dynamic, formed for a particular activity. Examples are:
- Grouping pupils who need to work on a specific piece of knowledge together, such as a grammar point in English (e.g., apostrophes), a method in mathematics or skill development in resistant materials (e.g. sanding).
- Grouping pupils according to their current understanding or readiness for a new concept, using assessments or informal checks.
- Creating random groups to expose pupils to diverse thinking, and ensure everyone has opportunities to work with different classmates.
- A group with a common mistake or misconception. The expert in the room can target feedback and additional instruction to this group whilst others in the class can continue to apply their learning.
- During activities where flexible groupings are in place**,** teachers (or other adults in the room if the teacher is targeting support), continuously monitor pupil progress and check for understanding. The teacher may actively move between groups, providing targeted instruction, asking probing questions, and offering individual feedback. Sometimes, the teacher might work intensively with one specific group while others work more independently.

### Potential Pitfalls
Teaching/re-teaching to small groups can lead to difficulties in the rest of the class working independently. The teacher should position themself and the small group strategically so they can continue to scan the room and support the classroom climate. If another adult is present, deploy them to support the classroom climate too.

If pupils haven't been explicitly taught how to work effectively in groups (e.g., active listening, constructive feedback, equitable participation), the benefits of collaboration may not be realised.

### Further Reading
EEF blog: Flexible grouping: what is it and why use it? | EEF

# Pillar 6: Assessment and Feedback

Strategy: Mini whiteboards

**Intended Impact**

To accurately gather valuable information on learning of all pupils. To overcome the misconception that if knowledge has been taught, it has been learned. To ensure that, in every classroom, all pupils are thinking hard and participating in their work. To provide pupils opportunities to show their understanding, practice answers to a question or a method of working out, and benefit from teacher support when there are any mistakes or misconceptions. This is because teachers can identify gaps in pupil learning and know which topics to re-teach that were not grasped the first time.

**Details**

- Tell pupils that they will be using their whiteboards. Be clear that pupils should not start using whiteboards before they should.
- Set the question which can be answered succinctly. Be clear about how long pupils have and how much you want them to write.
- Building in thinking time
- Pupils to a) fill their board b) 'write close to chest'.
- Ask pupils to hover their boards before the end of the time. Thank any pupils who are already hovering their boards.
- Use a 3, 2, 1 countdown to get pupils to show their boards. Ask pupils to keep their whiteboards in the air whilst you scan their answers.
- Respond**.** If you identify a mistake or misconception, it is crucial to address this. You might reshape an explanation, model an answer or group a small number of pupils whilst others continue with their learning.

**Potential Pitfalls**

Pupils are allowed to see answers on others' boards; ensure boards are face down before everyone shows on 1. Questions require answers which are too lengthy; plan questions which are wordy and allow answers which are succinct.

Further Reading:

Mini whiteboards

Check for Understanding

Effective formative assessment: mini whiteboard routine (Dixons Opensource - YouTube)

Mini-whiteboards: go deep on the routine - Tips for Teachers

## Strategy: Cold Call

### Intended Impact

Cold Call allows teachers to check specific pupils' understanding effectively and systematically. Cold Call allows the teacher to target specific pupils, therefore ensuring an accurate picture of understanding whilst other pupils remain 'on the hook' for their thinking (since questions are targeted randomly). This helps achieve a higher level of participation in classrooms.

### Details

- For cold call to be most effective, it is best to prepare questions in advance. Cold call questions can progress from simple to demanding. This helps pupils to feel success and also feel the pride of answering trickier questions.
- Prime the class for cold call
- Ask the class the question.
- Develop 'think hard' questions. Pre-plan questions to ensure they cannot be answered with a yes/no.
- Scaffold questions. Start with simple questions and progress to more difficult ones. This engages pupils, creates a sense of success by emphasising what they already know.
- Pose the question and narrate your intention to wait whilst all pupils think hard as you will be cold calling.
- Giving sufficient thinking time. Use verbal prompts as they are thinking such as 'I can see we are thinking hard about this answer', ' This question is tricky, so think hard'. Stop talking at this point!
- Select someone to respond. Use the sequence question, pause, name. This ensures that every pupil remains 'on the hook', is thinking, and is prepared to give an answer. Every pupil will have thought about an answer in the pause between the question and the name selection.
- Invite responses, don't reveal answers straight away.
- When a pupil answers, avoid giving affirmation or correction immediately; bounce the answer around the room to allow the pupils to develop or correct.
- Explore and respond to the answers before revealing the correct answer.

### Potential Pitfalls

Pre-plan target groups so that disadvantaged pupils, those with SEND, and quieter pupils aren't avoided. Avoid giving hints- you are checking for understanding. If they need the hint, they don't understand!
Don't forget what your initial question was as you bounce around the room! Write it down so that you (and the pupils) remain disciplined to answer what was asked.

### Further Reading

Reading: Cold calling,

Teach Like a Champion Technique 33 p276 - wait time
Teach Like a Champion Technique 32 p275 - think hard questioning

Video: What is Cold-Calling? | with Doug Lemov

Video: Teach Like a Champion - Cold Call

Rosenshine Masterclass III Questioning

Kitchen Pedagogy: Cold Call Variations

## Strategy: Patrol and Position for Assessment

### Intended Impact

This approach is very similar to that of patrol and position.
It is imperative that we plan to check what pupils know and are able to do. When pupils are working, we should be circulating the classroom, hunting for errors and excellence and planning how to respond. Patrol and position for assessment allows a teacher to use close proximity to review pupils' work, ascertain any good practice, mistakes or misconceptions. It also shows pupils that we are checking their learning. This helps a teacher to adapt the lesson to share positives and/or address misconceptions, thus further promoting learning. This approach can also be used as a subtle non-verbal clue that we are checking their engagement. It strengthens the incentive for learning.

### Details

- Set up your seating plan using pupil information
- Be intentional about what knowledge you are looking for. Anticipate the misconceptions and/or gaps you are expecting to see.
- Stay at the front of the room initially to ensure that pupils are on task. Use strategies such as Pastore's Perch to scan the room.
- Circulate the room during independent work. Look at the work of a sample of different pupils.
- Give 1:1 feedback to pupils: praise and support
- Make a written note of success points and misconceptions in your planner/messy markbook..
- Respond to assessment information seen. If you identify a misconception which is consistently repeated by different pupils and indicates that they have not understood, you may choose to re-teach to address the misconception. If you identify a minor misconception from a few pupils, you may return to it next lesson in your do now activity. If you identify a great example of work, you may choose to use it for 'show call' to unpick what was successful about it

### Potential Pitfalls

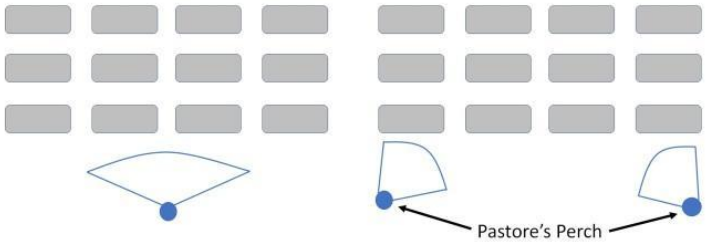
The classroom you are teaching in provides less opportunity for movement so you may need to ask pupils to bring their work to you. You lose focus on classroom climate when circulating: See McCurry's 3:30:30 blog post.

### Further Reading

Lemov Active Observation' p92 TLAC 3
Ideas in the Making–Doug McCurry's **3.30.30** Rule | Teach Like a Champion
https://inthenameofrigour.wordpress.com/2020/03/06/how-can-we-improve-teacher-radar/

Ms. Pacheco's Kindergarten and the Importance of "Tracking, Not Watching" | Teach Like a Champion

### Pastore's Perch:



**Strategy:** Right is Right

## Intended Impact

This focuses on setting and maintaining high academic expectations by ensuring that only accurate, complete answers are accepted from pupils. This builds accuracy and rigour in the classroom. It avoids imprecision or lowering expectations.

## Details

- Hold Out for 'all the way' right. Don't accept a partially correct answer or a near miss. Push pupils to give the complete, correct response. This helps reinforce clarity and precision in thinking. Don't confuse effort with mastery.
- Avoid 'rounding up' where a teacher takes a partially correct answer and turns it into a great one. Instead, ask questions so that the pupil continues to do all of the thinking. This is more likely to help them to understand what right looks like.
- Ensure that the pupil answers the specific question you posed. Even if they give a correct fact, if it doesn't directly address the question, redirect them.
- Right answer, right time. Sometimes a pupil gives a correct answer that belongs to a different part of the lesson. Acknowledge it, but guide them back to the current focus.
  Use technical vocabulary. Expect pupils to use precise academic language. For example, encourage them to say "multiply" instead of "times."
  Stretch it. After getting the correct answer, deepen pupils' understanding by asking follow-up questions like "How do you know?" or "Can you explain why that works?"
- For younger pills, low-prior-attaining pupils, EAL pupils or pupils with SEND, use recasting as a form of explicit modelling. This is where a teacher takes a pupil's partially correct answer and rewords it into an accurate, full sentence. For example, an answer that is muddled, unstructured and needs to be improved and may not be able to provide an 'all the way' right answer. Recast the answer so that the pupils understand and can genuinely experience success.

## Potential Pitfalls

Losing progression through learning, or losing climate in your room whilst you dig deep. To overcome this, keep pupils focussed by narrating the positive and bouncing ideas/answers around the room before returning to the original pupil for a correct answer.

## Further Reading

Use Right is Right (TLAC 3.0 p153)

01 Pastore, Right Is Right - YouTube - Uncommon Schools example of precision.

**Strategy**: Messy Marking

Intended Impact

Written marking uses a large amount of teacher workload. However, the EEF (2016) outlined that the impact of written marking, including acknowledgement marking, on pupils' learning is low. Messy marking is there a teacher provides in-the-moment and frequent feedback that pupils act upon.

**Details**

- Before a lesson, ensure that your classroom seating plan has information about pupils' needs and gaps. Within the lesson, use patrol and position to make notes on what pupils are doing well, and any mistakes and misconceptions that they are making. Use this information to consider immediately how best to support pupils. This may be reshaping the learning, reshaping elements of the next lesson, or reshaping the curriculum.
- In tandem with in-class messy marking, the teaching will need to sample pupils' work to check for common mistakes and misconceptions. This information can be used to either close knowledge gaps or push learning forward. Always ask yourself, 'how do I use this information to move learning forward?'

Useful tactics to share strengths or address misconceptions are:

- Use of a visualiser (either to explain why a piece of work is strong, or to model how to address a mistake).
- Using model examples to rewrite a piece of work.
- Getting pupils to correct responses.

**Potential Pitfalls**

Losing progression through learning for any pupils whose learning is secure. It is best to consider strategies to maintain progression for these pupils.

**Further Reading**

Messy Marking - introduction - YouTube an example from Dixon's Open Source

## Strategy: Whole class feedback that moves learning forward

### Intended Impact

When teachers give pupils high-quality feedback, pupils are then more likely to learn from their mistakes. This, in turn, is more likely to move knowledge into pupils' long-term memory. Feedback is not just about marking work; it's a range of strategies that are high impact and low on workload. Regardless of the method, feedback should be precise, useful and delivered supportively. This helps pupils to develop confidence and a growth mindset.

### Details

- Formative feedback is crucial in moving learning forward.
- There are a range of methods to review pupils' work. See sections on mini whiteboards, cold-calling and patrol and position.
- Feedback can be done by various means. This can include verbal feedback, whole-class reteaching and modelling, small group reteaching and modelling, peer feedback and self-assessment. With peer- and self-assessment, ensure that pupils are given careful guidance as to how to ensure that this is meaningful.
- Give feedback in a timely manner, when the learning is fresh in pupils' minds. Delayed feedback is less powerful than feedback that is 'in the moment'.
- Ensure that feedback is specific about learning. Suggest concrete next steps. For example, instead of writing 'include more persuasive writing', give clear examples of ways in which pupils can write persuasively.
- Avoid vague comments like 'needs more detail'. This is because pupils may not know how to do so.
- Avoid overloading pupils with too much feedback at once. This makes next steps more manageable, and also looks after pupils' feeling of success.
- Feedback should ideally be an ongoing dialogue. Provide opportunities for pupils to ask questions, discuss the feedback, and apply it through redrafting or follow-up tasks. This might involve dedicated "feedback lessons" or time for pupils to respond in their books.
- Note any common strengths or misconceptions, such as in a messy markbook. Use these notes to inform subsequent lesson design, curriculum development or meetings with parents. You might also use these notes for staff training, such as the teaching of a tricky, abstract concept.

### Potential Pitfalls

Spending too long giving 'written feedback'; instead, gather the broad misconceptions learning points and spend the time addressing these instead.
As mentioned, generic comments offer no clear path for improvement.
Too much feedback or sole focus on errors. Bombarding pupils with a long list of errors or corrections can be demotivating and lead to them losing confidence.
Too much focus on grades can diminish focus on right feedback.  A grade tells a pupil where they are, feedback explains the "how."

### Further Reading

EEF Five-a-day
Walkthrus - Give feedback that moves forward
Walkthrus - Give whole-class feedback

## Strategy: Low-stakes quizzing and multiple choice hinge questions

**Intended Impact**: These strategies are powerful because they quickly reveal whether pupils understand the material, helping you decide if you need to explain more or move on. This information then guides your teaching decisions, allowing you to re-teach, try a different approach, or progress to the next topic. Ultimately, these methods keep pupils actively engaged in the lesson by prompting them to think critically about what they're learning.

### Details:

**Quizzes:** These are short sets of questions (2-5 usually) given at key points in a lesson.

- **How to Use:**
  - **Quick Check-in:** After explaining a new idea, give a quick quiz to see who understands.
  - **Review:** Use a quiz to recap what was learned in the previous lesson.
  - **Entry/Exit Tickets:** Give a quiz at the start to see prior knowledge, or at the end to check what they learned.
- **Examples:** Multiple choice, true/false, fill-in-the-blank, or short answer questions.

**Hinge Questions:** These are single, carefully chosen questions that all pupils answer at the same time. The question acts as a "hinge" because your next teaching step depends on how pupils answer.

- **How to Use:**
  - **One Key Idea:** Focus on one crucial concept from the lesson.
  - **Quick Answer:** Pupils should be able to answer in seconds (e.g., show A, B, C, or D on whiteboards, or raise hands for agreement/disagreement).
  - **Action-Oriented:** Your follow-up depends directly on the answers. If most get it wrong, re-teach. If most get it right, move on.
- **Examples:** "Which of these is an example of?", "True or False: photosynthesis only happens in sunlight?", or multiple-choice questions where common mistakes are distractors.

**Potential Pitfalls:**
Too Long: If quizzes or hinge questions take too much time, they disrupt the flow of the lesson. Keep them brief!
Not Actionable: If you check understanding but don't adjust your teaching based on the results, it's a wasted effort.
Unclear Questions: Make sure your questions are clear and only have one correct answer.
Overuse: Don't quiz constantly. Use them strategically when you really need to gauge understanding of a key point.

### Further Reading:

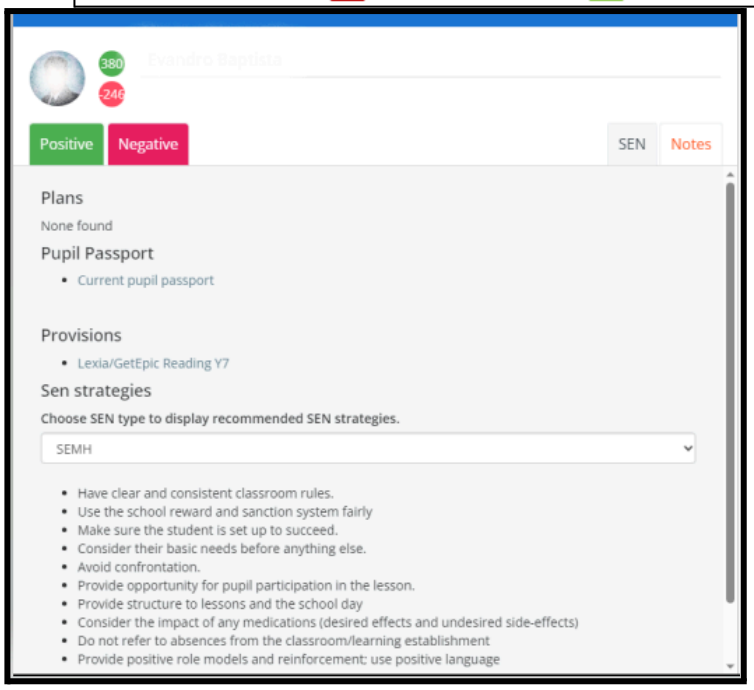
Walkthrus - Quizzing and Multiple choice hinge questions
Teach like a Champion - Control the Tell

# Ready, Set, Go: Getting classroom ready

Before students enter your classroom…

**Ready…**

- Use Class Charts to **establish your seating plan**. Pupils will be seated strategically in every classroom. Pupils who are PP, have SEND or who have low reading ages/progress scores should be placed where the teacher can access them and their work most easily (at the front/ on the end of rows) unless there is a fully justifiable reason. This will help pupils who need most support as the teacher will be able to target these pupils more in lessons and they will be able to make greater progress. If work is being left for a cover lesson the most recent seating plan must be electronically up to date as part of the cover work.
- Use Class Charts to **review data carefully, including SEN passports, medical and support plans**. This ensures you have looked at the individual needs of all the students in your class, and have planned a session and prepared resources so no one is held back and no-one is left behind.



**Set…**

- Set out your high expectations by ensuring the **classroom is tidy and presentable** for both your students, yourself and for other teachers who may be teaching in this room today. Ensure the desk is clear and teaching equipment, blue and yellow cards are to hand. If displays are tatty, fix them. Ensure all attention is on learning and no time is wasted looking for things.
- Where you have access to the classroom before pupils' arrival, ensure **exercise books** and resources are placed on the desks with the **CONNECT NOW** displayed and ready so that every minute of learning time is maximised. Should you not have access to the classroom before the pupils' arrival ensure exercise books are in the room ready to be distributed at an appropriate point.
- As pupils enter the classroom in Perfect Climate 1 (see Perfect Climate What to Do) ensure all pupils put their **full equipment on the desk** before commencing immediately with their CONNECT NOW.

**Go…!**

- You can now take the **register** and continue with the lesson.

# Continual Professional Development

***"Every teacher needs to improve, not because they are not good enough, but because they can be even better" (Dylan Wiliam)***

Our ambition is for all teachers to be world class. World class teachers need the very best professional development. At Little Lever School, we invest in a professional development curriculum that equips our teachers with the highest quality tools to support our students achieve things they never thought they could. Our CPD curriculum ensures that all staff develop together in our pursuit of excellence, whilst also supporting each individual on their own path in their pursuit to be the very best. All new staff will also benefit from an orientation day and personalised induction programme tailored to their role.

**Our CPD Curriculum**

<table>
<tr><th></th><th>Whole School</th><th>Department</th><th colspan="2">Individuals</th><th>Further PD</th></tr>
<tr><td>Input:</td><td>Research & QA Informed Input and Deliberate practice</td><td>Collaborative time</td><td>ITT and ECT:</td><td>Teachers: Instructional Coaching</td><td rowspan="3">Elective CPD offers in HT5, open to all staff, on:<br><br>SEND, Inclusion, Safeguarding, Pastoral leadership, Enhanced Safeguarding, Subject Leadership, School Leadership , Instructional Coaching, ITT mentoring, Careers and PD, School to school support<br><br>This will run as a 1hr session.</td></tr>
<tr><td>Content</td><td>Common pedagogical approaches and strategies linked to our 6 pillars.</td><td>Subject specific CPD. Sharing best practice, practising exposition and modelling</td><td>Work with Teach First and your mentor to develop into expert teachers alongside the Early Careers Framework and evidencing it on the relevant platform (Brightspace/Steplab)</td><td>Work with an instructional coach on a 1:1 basis to identify, practise and embed clear action steps to improve practice.</td></tr>
<tr><td>Check Point:</td><td>Walkabout and 'gather' information used to design, review and inform next steps.</td><td>Walkabout, Book Looks, Pupil Voice, Subject reviews used to design, review and inform next steps.</td><td>Termly observations, Progress reviews and yearly assessment points.</td><td>Drop ins used to agree, and inform action steps for development.</td></tr>
<tr><td>Plus:</td><td>• Expert speakers<br>• Sharing best practice</td><td>• Subject knowledge enhancement<br>• Exam marking<br>• Subject specific courses<br>• Membership of professional associations and bodies.</td><td>• Primary placement<br>• Second School Placement<br>• 6th form/college placement</td><td colspan="2">• Subject reviews<br>• NPQs<br>• SLE training and accreditation<br>• TA Accreditation<br>• Job shadowing<br>• Open book looks</td></tr>
</table>

# Impact Review Framework

Quality of Education (QE) is monitored through a model that focuses on timely, regular conversations about learning and has a clear focus on growth and development of staff. Our model for CPD is designed to respond to information which arises through Quality Assurance processes, and we invest time and resources into helping all staff achieve things they never thought they could.

Quality Assurance of QE at Little Lever School consists of:

- Walkabout
- Book Looks and Student Voice
- Track and Plan and associated actions
- Curriculum Reviews

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'**Walkabout**' consists of senior leaders circulating the school's corridors at all times throughout the school day. '**Walkabout**' also takes place during Subject Line Management, with both the senior leader (subject line manager) and subject leader. The purpose of 'Walkabout' is to provide timely support to colleagues, celebrate great practice whilst building upon mental models of pedagogy, and informing further training. Walkabouts have a clear focus on pedagogy, classroom climate and school culture. Praise is provided to colleagues using a feedback postcard, which is framed so as to build on colleagues' existing mental models of cognitive science and learning. The walkabout tracker should be updated daily to avoid duplication of work and allow the identification whole school CPD needs. '

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**Book Looks** give a picture of the overarching quality of education across a subject, key stage, year group or groups of pupils. Conversations will be centred about extent in which:

- the work that pupils do over time reflects the intended curriculum
- pupils know more and can do more
- knowledge and skills pupils are well sequenced and have developed incrementally

Book looks take place during Subject Line Management, with both the senior leader (subject line manager) and subject leader. Throughout the year a range of books will also be surveyed alongside pupil voice with students by the DLT. The aim is to review the ongoing development of curriculum intent and implementation across the school. Subject leaders, or a representative from departments, are invited to join the process and reflections and actions will also be shared with line managers. Over the year the focus will vary between PP, SEND, HA, LA and MA pupils.

When reviewing the work in books, the following areas should form the discussion around intent and implementation.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2 | Evidence of **building depth/ fluency/ complexity over time** in line with **curriculum intent** | Evidence of new learning which **makes connections** with **revisited prior knowledge** | Evidence of **clear teacher instruction, scaffold and strategies to aid memory** | Evidence of **regular low stakes quizzing** which shows **recall** and **identifies misconceptions** | Evidence of **improvements following feedback/ reteaching** of misconceptions (verbal or written) | Pupils' work demonstrates understanding of **subject-specific concepts** and **terminology** | Evidence of **proof reading** to improve literacy | Where **summative assessment** is used, the **school's feedback philosophy** is used to **help pupils embed knowledge and use it** | **Overall Climate**: What does the work say about the overarching quality of education across a subject, key stage, year group or groups |

**Pupil voice** also has a vital role to play in working with professionals to improve the quality of their learning experiences and environment. The data we collect from Pupil Voice activities is fundamental in shaping the school's priorities and development planning at a departmental and whole school level.

When talking to students about their learning, the following questions may be used or will be adapted as appropriate:

- What is good about lessons in this subject?
- How does your teacher help you know and remember more?
- Do you do retrieval practice in this subject? How does this link to your lessons?
- How does your teacher help you if you find something difficult or get it wrong?

---

**Track and Plan meetings** provide the opportunity to highlight and share where pupils are knowing and remembering more. It also offers the opportunity to pinpoint misconceptions in learning across classes and cohorts, and collaboratively address these though:

- giving departments time to reflect on lessons which have been taught, identifying misconceptions and adapting sequencing and delivery of lessons as a result.
- supporting planning and delivery of future lessons in ensuring that all teachers play a role in identifying the essential knowledge students need to know and remember.
- Providing quality subject-specific CPD by developing expertise in subject knowledge, planning, sharing good practice and enabling all members of the team to develop an understanding of the rationale behind planning decisions.

In preparation for the session, class teachers will bring their messy marksheets to the meeting, alongside a stratified sample of exercise books. Subject leaders will also have the data headlines from the most reason standard assessment. Each Track and Plan Session will lead to specific actions (such as 'plan a connect now', 'tweak the curriculum intent', 'plan a resource which chunks this idea') which will be assigned to teachers alongside reasonable deadlines.

Subject leaders are able to log any subject specific CPD which takes place as part of this process, as well as request for external CPD should the need arise.

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Each subject will take part in a **Curriculum Review** once per year. This will be formed of an initial discussion with the subject leader and line manager, focusing on curriculum intent and implementation. This will help to highlight strengths with regard to curriculum design; delivering the curriculum; reviewing training completed or new training needed; any development areas you may have.

The review will also consist of

- Lesson visits, alongside subject leaders, that will focus on curriculum implementation (students' work will be looked at in the lesson)
- A discussion with pupils about their learning. They can bring their books with them as prompts.
- A summary discussion based on the findings so we can look at what is well embedded and any next steps you may have.

No extra paperwork or preparation is required. A summary of notes from the review will be made available and will inform development plans and where subjects may support other teams.

# Teacher Journal

**Start of year reflections**

What are my pedagogical development areas?

What will I focus on this year to develop my classroom practice and pedagogy?

What steps will I take towards developing these areas?
*Consider observations, reading, research, training activities, school visits.*

What will success look like at the end of the academic year?

**Term 1**

What have I done so far this year to develop my classroom practice and pedagogy?

What impact has there been on my classroom practice?

What have I learned that has improved my practice and I will continue to focus on within the current academic year?

**Term 2**

What have I done so far this year to develop my classroom practice and pedagogy?

What impact has there been on my classroom practice?

What have I learned that has improved my practice and I will continue to focus on within the current academic year?

**Term 3**

What have I done so far this year to develop my classroom practice and pedagogy?

What impact has there been on my classroom practice?

What have I learned that has improved my practice and I will continue to focus on within the current academic year?

# CPD Notes

| CPD Session - Whole school/Dept/Individual | Date |
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| Reflections/Notes | |
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| Key takeaways | |
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| Next steps | |
| | |
| Further research/Follow up resources | |
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## *Wallets for CPD notes*

# Peer Observation

| | | | |
|---|---|---|---|
| Teacher | | Class and date | |
| | | | |
| Teacher's selected focus for lesson visit | | Lesson topic and learning intention | |
| Element: | Notes | | |
| 1. High behaviour expectations | | | |
| 2. Subject mastery | | | |
| 3. Explicit instruction | | | |
| 4. Making it stick | | | |
| 5. Adaptive teaching | | | |
| 6. Assessment and feedback | | | |

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## *Wallet for Walkabout cards*

# Assessment and Feedback Philosophy

Assessment, in all forms, must give the ability to gather information about gaps in pupil knowledge so that this can be addressed through a range of feedback techniques and cumulative fluency can be built. However, to have impact, we need to give the right feedback, to the right student(s), at the right time. We will always concentrate on low capacity / high impact strategies i.e. marking a set of books for 3 hours where students all have the same misconceptions could be replaced with an effective CFU activity in the lesson and simply re-teaching the lesson again to address the common misconception.

**Key Principles of effective <u>assessment:</u>**

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| **Types of assessment**<br><br>**Formative Assessment (assessment FOR learning):** identifies what students do and don't know and informs teaching. Will also aid recall and strengthen memory.<br><br>**Summative Assessment (assessment OF learning):** to measure whether pupils know and remember more in the long term, whether pupils can apply knowledge to complex tasks. | **The curriculum is the 'progression model'**<br><br>The curriculum is what all students need to learn and assessment should tell you what has/has not been learned.<br><br>No abstract 'competencies' or AOs. | **The final accomplishment may look very different to the means of its nature"**<br><br>Meaningful assessment isolates components.<br><br>Complex tasks do not make clear the missing components of learning and should only be attempted when component knowledge is secure. | **Formative assessment is king!**<br><br>The primary purpose of assessment is to inform teaching.<br><br>It should take place regularly throughout every lesson. |
| | **Assessment looks very different in different subjects**<br><br>The nature of knowledge in each subject determines how it is assessed formatively and summatively. | **Learning is an alteration in long-term memory.**<br><br>Nothing has been truly learned until it has transferred to the long term memory.<br><br>Ebbinghaus' forgetting curve: recall strengthens memory. | **Reporting is subservient to assessment.**<br><br>whole school data collection is primarily a function of reporting and must not distort good assessment practice. |

**Key Principles of effective <u>feedback</u>**

1. Feedback is timely: Gaps in learning are identified and closed in a timeframe which allows for the rapid addressing of misconceptions, so they do not become embedded. Teachers may also wish to consider the power of forgetting and the benefits of spaced practice.
2. Feedback is appropriate: Teachers should consider the best format for delivering feedback. Should it be instant? Verbal? Written? Individual? Whole class? Think about the format of the feedback that is likely to have the highest impact for that individual or class and its place in the sequence, part of the lesson and activity type.
3. Feedback is personalised: Feedback should meet the needs of the individual in a way that allows them to improve.
4. Feedback is granular and specific: Feedback should consider the highest leverage action a student can take to improve themselves. It should be constructed in a way that allows for:
    a. The student to action it independently and immediately
    b. Cognitive load to be optimised by giving the student one small action at a time rather than multiple.
5. Feedback improves the learner, not the work: Feedback should enable the learner to apply it to multiple scenarios, rather than one specific piece of work. Remember, they are unlikely to be asked to answer the same exam question/ solve that exact problem ever again.

**How do we assess and give feedback at Little Lever School?**

Our curriculum intent should also minimise the need for feedback in the first place by ensuring all teachers deliver clear instruction, provide clear models and scaffolds, and teach misconceptions which have been identified in advance of teaching.

**Formative Assessment**
Used 'in the moment' to check pupil knowledge and understanding. Methods will vary according to the circumstances of the lesson. A range of CFU techniques are available via Little Lever Teacher Toolkit and may include: Q&A with mini-whiteboards, a variety of questioning techniques including Cold Call, low stakes quizzes, patrol & position. There is no expectation that data is 'collected' off the back of this type of assessment; however you should may note down misconceptions if they can't be addressed there and then.

Feedback based on formative assessment:
A range of strategies may be used to give feedback on misconceptions including (but not limited to):
- instant verbal feedback (individual or small group)
- Use of the visualiser to model or explain again to the whole class
- Re-teach the content again immediately - consider how changing pedagogy may support this.
- Address misconception(s) by providing knowledge organisers that will be re-tested.
- Peer teaching
- Interleave the misconceptions in future sequenced topics

**Standard Assessments**
Used to check that pupils know and remember component knowledge and can use this knowledge with elasticity when attempting a complex task. Subject leaders will design two summative standard assessments which reflect their curriculum intent. These will be sat at fixed points in the year, as detailed on the school calendar. We recognise that the form the assessed piece takes, and the method of feedback, will vary between subjects. This may also vary in practical subjects if a GCSE group is working towards completion of an externally assessed piece in lesson time.Subject leaders may also wish to schedule their own additional summative assessment points in addition to the standard assessments.

The following areas must be considered when assessing summatively:

| | Written Subjects | Practical Subjects |
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| Planning | ● Departments use the curriculum map to determine the most important knowledge pupils should have by this step assessment. This will include knowledge from this topic but also some knowledge from prior topics where it may act as a building block.<br>● The assessment is planned so that it includes a LSQ to assess medium and long term retention of knowledge, and complex tasks such as extended writing or a practical task which gives pupils the opportunity to apply their knowledge with a degree of elasticity.<br>● Departments write a mark scheme and determine the success criteria for the complex task against which students will be given feedback. Part of this success criteria will include secure component knowledge. | |
| Implementing | ● Departments will decide the extent to which pupils will prepare for the assessment in class or at home. Time will be allocated in prep time to 'prepare' for standard assessments so materials should be made available.<br>● Where preparation, scaffolds or prompts are provided for complex tasks they should be consistent across classes and allow all pupils a chance to achieve success, with a clear plan to remove the scaffolds over the key stage. This must be decided with the principle in mind that we are testing what pupils know and remember in the long term.<br>● SEND pupils may require their own scaffolds or repetition of important knowledge as appropriate.<br>● Whilst students are completing the assessment the teacher should circulate to gather assessment information against the | ● Departments will decide the extent to which pupils will prepare for the assessment in class or at home. Time will be allocated in prep time to 'prepare' for standard assessments so materials should be made available.<br>● Where preparation, scaffolds or prompts are provided for complex tasks they should be consistent across classes and allow all pupils a chance to achieve success, with a clear plan to remove the scaffolds over the key stage. This must be decided with the principle in mind that we are testing what pupils know and remember in the long term.<br>● SEND pupils may require their own scaffolds or repetition of important knowledge as appropriate.<br>● Whilst students are completing the assessment the teacher should circulate to gather assessment information against the agreed success criteria and any other |

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| | agreed success criteria and any other common misconceptions which need to be addressed. They should refrain from giving help and prompts at this point.<br>● Students may be given the opportunity, after the assessment is marked to make corrections in purple pen. | common misconceptions which need to be addressed.<br>● In practical subjects, teachers may provide verbal feedback on the knowledge needed to refine or improve practical elements 'in the moment'. They should also make a note of this in their messy marksheet*.<br>● Students may be given the opportunity, after the assessment is marked to make corrections in purple pen. |
| Assessing | ● The teacher marks student work and makes a list of common errors and misconceptions in their messy marksheet*. This is brought to CT, alongside common misconceptions from the LSQ, and used to reshape and sequence the curriculum going forward.<br>● Each pupil will receive feedback which highlights successes against the pre-agreed success criteria, and feedback/development tasks focused on a misconception or gap in substantive or procedural knowledge. | ● The teacher marks student work and makes a list of common errors and misconceptions in their messy marksheet*. This is brought to CT, alongside common misconceptions from the LSQ, and used to reshape and sequence the curriculum going forward. |
| Feedback | ● Teacher re-teaches any relevant missing knowledge based on the SA or LSQ.<br>● Teacher re-established success criteria and shares model answers from class/ celebrates success.<br>● Students complete/act on their feedback activities independently. All work during this lesson should be in purple pen. | ● Teacher re-teaches any relevant missing knowledge based on the SA or LSQ.<br>● Teacher re-established success criteria and shares model answers from class/ celebrates success.<br>● Students complete/act on their feedback activities independently. This may be during the assessment lesson itself where pupils may receive specific guidance on how to improve a piece of practical work. |

**Expectations of assessment and feedback:**
**-**Every student has a right to feedback to help them identify mistakes and to help them to improve.
-There should be regular evidence in students' work of them addressing mistakes and misconceptions
- There should be regular evidence in written work of proofreading literacy errors and corrections being made.
-There is no expectation that books are 'marked' using tick and flick.

# Prepare- Assess-Respond and Standard Assessments

## P-A-R

It is vital that students, teachers, parents/carers, and leaders at all levels have a deep understanding of the **essential knowledge** which students learn throughout their 5 years with us, and how well they can recall and **combine this knowledge in complex tasks**. It is also important that any misconceptions and gaps in knowledge are clearly and quickly identified. Assessment plays a huge part in identifying where essential knowledge is not yet secure which, in turn, can be used **proactively** to inform what goes on in lessons, day-in day-out, so no student gets left behind.

The school calendar maps out **two data entry points each academic year for every year group in school.**

**'Prepare'** time is calendared in the lead up to each assessment window. The duration of the 'prepare' window will vary; KS3 approx 3 weeks, Year 10 and Year 11 approx 4 weeks. During curriculum time, lessons will follow the curriculum intent, with a focus on metacognition. Outside of curriculum time, 'prepare' time will include-

- Assembly launch, flashcards and revision planners to be distributed.
- Comms with parents, TV screens, social media.
- Push on Nightclub and library with rewards.
- Revision materials set on classcharts (Need to Know pages, online materials, Seneca, Carousel, Sparx).
- Prep times allocated to revision during the window.

The **'Assessment'** window for the assessment will immediately follow the 'prepare' window and for each standard assessment, is calendared across 2 weeks. Pupils will sit their Standard Assessment within normal curriculum time at an appropriate time over the Assessment period, as directed by the subject leader. Subjects on a carousel or that have one lesson per fortnight might complete only one Standard Assessment across the year, but data will be required for both data drops. At least one core assessment in each assessment period will be sat in exam conditions in the conference room. Please see page 36 for guidance about what feedback should look like.

Following the close of a two week assessment window, the two week **'respond'** window will then open. For classroom teachers the window will consist of-

- Data input deadline-
    - KS3 and Year 10 SA1 - Standard Assessment % and work hard scores (non core only).
    - KS4 (Yr10 SA2 and Yr11 SA1 & SA2)- Exam grade and Predicted grade.
- Collaborative meeting- Track and Plan Focus

Reports will then be issued to parents/carers. Track and plan line management meetings to follow, along with EMS 'Keep up not Catch up' intervention programme.

## Guidance on creating the assessment

Assessments should be structured to assess:

- Substantive knowledge and retention over time.
- Complex Task(s) (weighted more heavily).

Mark schemes should be written so that teachers can identify knowledge gaps and misconceptions.

**For example-**

**Y7 SA 1:**

20% of the marks based on long term retention of **component** knowledge.

80% of the marks based on **complex** tasks, broken down by

60% Source Analysis

20% Chronology

**Y7 SA 2:**

20% of the marks based on long term retention of **component** knowledge.

80% of the marks based on **complex** tasks, broken down by

40% Source Analysis

20% Chronology

20% Evaluation

| | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|
| SA 1 | **100%** retrieval of key concepts covered since the start of Year 7. (Short term retrieval) | **66%** Year 7 Long term retrieval | **40%** Year 7 Long term retrieval | **20%** Component pre-requisite Long term retrieval from KS3 |
| | | **33%** Year 8 Short term retrieval | **40%** Year 8 Long term retrieval | **80%** Complex tasks based upon Short term retrieval |
| | | | **20%** Year 9 Short term retrieval | |
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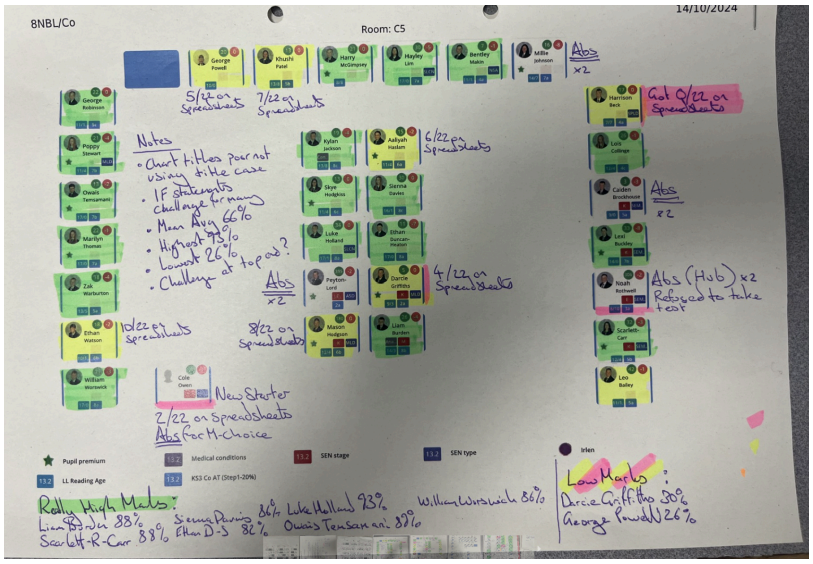
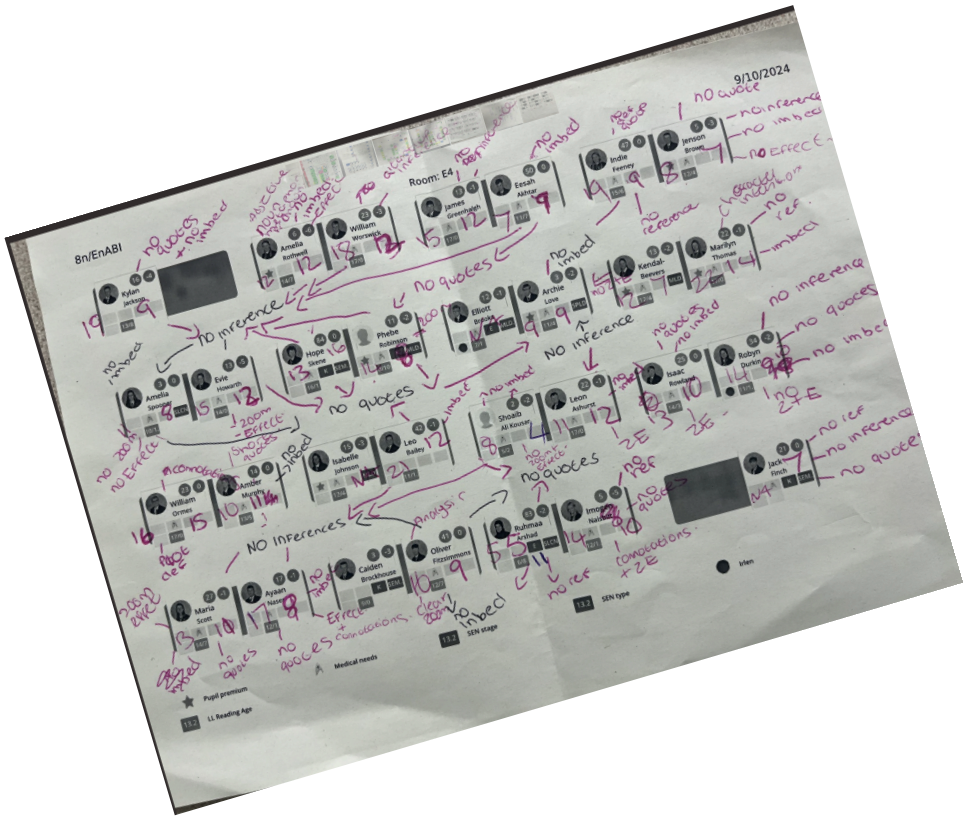
| SA 2 | **50%** Year 7 Long term retrieval | **50%** Year 7 Long term retrieval | **32%** Year 7 Long term retrieval | |
| | **50%** Year 7 Short term retrieval | **25%** Year 8 Long term retrieval | **32%** Year 8 Long term retrieval | |
| | | **25%** Year 8 Short term retrieval | **16%** Year 9 Long term retrieval | |
| | | | **16%** Year 9 Short term retrieval | |

# *Messy Marksheets

These are essential tool for all teachers in noting down knowledge gaps and misconceptions from standard assessments (on a one-page messy marksheet). Subject Leaders may decide on the exact format of them, but they should reflect the essential knowledge identified in the curriculum intent. They may include notes on

- Missing component knowledge
- Absent students
- Misconceptions
- Areas to re-teach, explore further
- Notes on possible lesson adaptations for the whole department



Class : Teacher : Year :

# KS3 SA 1 Messy Marksheet

Number of Pupils : Number of SEND Pupils : Number of D Pupils :

| Pillar 1: High Behavioural Expectations and Routines | |
|---|---|
| Meet & Greet | Perfect Climate |
| Patrol & Position (climate) | Door & Dismiss |
| **Pillar 2: Subject Mastery** | |
| Sequencing | Plan for misconceptions |
| Vocabulary Instruction | Reading within lessons |
| **Pillar 3: Quality Instruction** | |
| Chunking | Step-by-step explanations |
| Use the visualiser | Scaffolding (I do, we do, you do) |
| **Pillar 4: Making it Stick** | |
| Dual coding | Practice Zone |
| Think Pair Share | Connect Now |
| **Pillar 5: Adaptive Teaching** | |
| Pupil information (class charts) | I say you say/ Say it again better |
| No opt out | Flexible Groupings |
| **Pillar 6: Assessment and Feedback** | |
| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
| Patrol and Position (assessment) | Cold calling |

| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
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| Green | | | |
| Amber | | | |
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| **Progress** | **Number of Pupils** | **Number of D Pupils** | **Number of SEND Pupils** |
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| **Successes – Topics/Questions where pupils are remembering more** | **How was this achieved?** |
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| **Identified Misconceptions – Topics/Questions requiring further input** | **How will this be addressed?** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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Class : Teacher : Year : **Year 11 SA 1 Messy Marksheet**

Number of Pupils : Number of SEND Pupils : Number of D Pupils :

| Pillar 1: High Behavioural Expectations and Routines | |
|---|---|
| Meet & Greet | Perfect Climate |
| Patrol & Position (climate) | Door & Dismiss |
| **Pillar 2: Subject Mastery** | |
| Sequencing | Plan for misconceptions |
| Vocabulary Instruction | Reading within lessons |
| **Pillar 3: Quality Instruction** | |
| Chunking | Step-by-step explanations |
| Use the visualiser | Scaffolding (I do, we do, you do) |
| **Pillar 4: Making it Stick** | |
| Dual coding | Practice Zone |
| Think Pair Share | Connect Now |
| **Pillar 5: Adaptive Teaching** | |
| Pupil information (class charts) | I say you say/ Say it again better |
| No opt out | Flexible Groupings |
| **Pillar 6: Assessment and Feedback** | |
| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
| Patrol and Position (assessment) | Cold calling |

| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
|---|---|---|---|
| 7+ | | | |
| 5+ | | | |
| 4+ | | | |
| 3+ | | | |
| 1+ | | | |

| Successes – Topics/Questions where pupils are remembering more | How was this achieved? |
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| **Identified Misconceptions – Topics/Questions requiring further input** | **How will this be addressed?** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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Class : Teacher : Year : **Year 11 SA 1 Messy Marksheet**

Number of Pupils : Number of SEND Pupils : Number of D Pupils :

| Pillar 1: High Behavioural Expectations and Routines | |
|---|---|
| Meet & Greet | Perfect Climate |
| Patrol & Position (climate) | Door & Dismiss |
| **Pillar 2: Subject Mastery** | |
| Sequencing | Plan for misconceptions |
| Vocabulary Instruction | Reading within lessons |
| **Pillar 3: Quality Instruction** | |
| Chunking | Step-by-step explanations |
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| Dual coding | Practice Zone |
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| **Pillar 5: Adaptive Teaching** | |
| Pupil information (class charts) | I say you say/ Say it again better |
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| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
|---|---|---|---|
| 7+ | | | |
| 5+ | | | |
| 4+ | | | |
| 3+ | | | |
| 1+ | | | |

| Successes – Topics/Questions where pupils are remembering more | How was this achieved? |
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| **Identified Misconceptions – Topics/Questions requiring further input** | **How will this be addressed?** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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Class : Teacher : Year :

# KS3 SA 2 Messy Marksheet

Number of Pupils : Number of SEND Pupils : Number of D Pupils :

| Pillar 1: High Behavioural Expectations and Routines | |
|---|---|
| Meet & Greet | Perfect Climate |
| Patrol & Position (climate) | Door & Dismiss |
| **Pillar 2: Subject Mastery** | |
| Sequencing | Plan for misconceptions |
| Vocabulary Instruction | Reading within lessons |
| **Pillar 3: Quality Instruction** | |
| Chunking | Step-by-step explanations |
| Use the visualiser | Scaffolding (I do, we do, you do) |
| **Pillar 4: Making it Stick** | |
| Dual coding | Practice Zone |
| Think Pair Share | Connect Now |
| **Pillar 5: Adaptive Teaching** | |
| Pupil information (class charts) | I say you say/ Say it again better |
| No opt out | Flexible Groupings |
| **Pillar 6: Assessment and Feedback** | |
| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
| Patrol and Position (assessment) | Cold calling |

| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
|---|---|---|---|
| Green | | | |
| Amber | | | |
| Red | | | |
| **Progress** | **Number of Pupils** | **Number of D Pupils** | **Number of SEND Pupils** |
| Gold | | | |
| Silver | | | |
| Bronze | | | |

| Successes – Topics/Questions where pupils are remembering more | How was this achieved? |
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| **Identified Misconceptions from SA1 that were tested in SA2 – Topics/Questions requiring further input** | **How were these answered?** |
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| **Identified Misconceptions from SA2** | **How will this be addressed?** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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Class : Teacher : Year :

# KS3 SA 2 Messy Marksheet

Number of Pupils : Number of SEND Pupils : Number of D Pupils :

| Pillar 1: High Behavioural Expectations and Routines | |
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| Meet & Greet | Perfect Climate |
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| **Pillar 2: Subject Mastery** | |
| Sequencing | Plan for misconceptions |
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| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
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| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
|---|---|---|---|
| Green | | | |
| Amber | | | |
| Red | | | |
| **Progress** | **Number of Pupils** | **Number of D Pupils** | **Number of SEND Pupils** |
| Gold | | | |
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| Successes – Topics/Questions where pupils are remembering more | How was this achieved? |
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| **Identified Misconceptions from SA2** | **How will this be addressed?** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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Class : Teacher : Year :

# KS3 SA 2 Messy Marksheet

Number of Pupils : Number of SEND Pupils : Number of D Pupils :

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| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
| Patrol and Position (assessment) | Cold calling |

| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
|---|---|---|---|
| Green | | | |
| Amber | | | |
| Red | | | |
| **Progress** | **Number of Pupils** | **Number of D Pupils** | **Number of SEND Pupils** |
| Gold | | | |
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| Successes – Topics/Questions where pupils are remembering more | How was this achieved? |
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| Key individuals (Include SEND/DP status) | Action Plan |
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Class : Teacher : Year :

# KS3 SA 2 Messy Marksheet

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| **Progress** | **Number of Pupils** | **Number of D Pupils** | **Number of SEND Pupils** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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Class : Teacher : Year :

# KS3 SA 2 Messy Marksheet

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| Key individuals (Include SEND/DP status) | Action Plan |
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# KS3 SA 2 Messy Marksheet

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| **Identified Misconceptions from SA2** | **How will this be addressed?** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
| | |

**Class :** **Teacher :** **Year :** **Year 10 SA2/ Year 11 SA 2 Messy Marksheet**

**Number of Pupils :** **Number of SEND Pupils :** **Number of D Pupils :**

| Pillar 1: High Behavioural Expectations and Routines | |
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| Attainment | Number of Pupils | Number of D Pupils | Number of SEND Pupils |
|---|---|---|---|
| 7+ | | | |
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| ***Identified Misconceptions from SA2*** | ***How will this be addressed?*** |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
| | |

**Class :** **Teacher :** **Year :** **Year 10 SA2/ Year 11 SA 2 Messy Marksheet**

**Number of Pupils :** **Number of SEND Pupils :** **Number of D Pupils :**

| Pillar 1: High Behavioural Expectations and Routines | |
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**Class :** **Teacher :** **Year :** **Year 10 SA2/ Year 11 SA 2 Messy Marksheet**

**Number of Pupils :** **Number of SEND Pupils :** **Number of D Pupils :**

| Pillar 1: High Behavioural Expectations and Routines | |
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| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
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| 7+ | | | |
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| **Key individuals (Include SEND/DP status)** | **Action Plan** |
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**Class :** **Teacher :** **Year :** **Year 10 SA2/ Year 11 SA 2 Messy Marksheet**

**Number of Pupils :** **Number of SEND Pupils :** **Number of D Pupils :**

| Pillar 1: High Behavioural Expectations and Routines | |
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| ***Identified Misconceptions from SA2*** | ***How will this be addressed?*** |
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| | |
| **Key individuals (Include SEND/DP status)** | **Action Plan** |
| | |

## *Wallets for SP Messy Marksheets*

# Data collection guidance

The school calendar maps out **two data entry points each academic year for every year group in school.** These data entry points generate an academic report which is published twice per year to parents and carers.

**Key Stage 3 and year 10 SA1.**

Teachers of students in key stage 3 (Years 7, 8 and 9 and the start of year 10) will base their reports on Standard Assessments. Marksheets on SIMS will open at the start of the assessment window, and close at the end of the first week following the completion of the assessment window.

Teachers **will generally submit a % mark** which will be converted into an **Attainment Score** for you. This reflects how much each student knows and remembers. Below is what each score represents:

Green = Based on what has been taught so far this student knows and remembers the majority of the content which has been taught and can combine this knowledge in complex tasks to a good standard. Whilst there may be a few gaps in their knowledge, if they continue to know and remember at this rate they are likely to achieve a grade 5 or above at GCSE.

Amber = Based on what has been taught so far this student knows and remembers a lot of the content which has been taught and can combine this knowledge in complex tasks. Whilst there may be some gaps in their knowledge, if they continue to know and remember at this rate they are likely to achieve above a grade 4 or above at GCSE.

Red = Based on what has been taught so far this student knows and remembers some of the content which has been taught and attempts to combine this knowledge in complex tasks. However there are a significant number of gaps in their knowledge. If these knowledge gaps are not addressed it is likely that they will achieve below a grade 4 at GCSE.

Grey/X= This pupil has not sat their standard assessment. It is not possible to determine a % and therefore no attainment score can be calculated. **Please input an X in the % column for these pupils.**

We will then calculate a **Relative Progress Score** which reflects how much each student knows and remembers, compared to other students with a similar starting point. These will be calculated for you. Below is what each score represents:

Gold: Based on what has been taught so far this student knows and remembers more than other students with a similar starting point.

Silver: Based on what has been taught so far this student knows and remembers around the same as other students with a similar starting point.

Bronze: Based on what has been taught so far this student knows and remembers less than other students with a similar starting point.

Grey/X= This pupil has not sat their standard assessment. It is not possible to determine a relative progress score.

Teachers of students in key stage 3 also submit a **Work Hard Score** between 1 and 4. Core subjects will do this every two weeks, and the score will then be averaged and automatically inputted at both their data entry points. Only non-core

teachers will need to enter a work hard score alongside their Attainment Score and Relative Progress Score at the two data entry points..

Below is what each Work Hard score represents:

- 1 = We couldn't ask any more of this student. They consistently work hard and are self-motivated to achieve.
- 2 = This student follows expectations consistently and makes a positive effort.
- 3 = There is cause for concern about how hard this student is working.
- 4 = There is a serious cause for concern about how hard this student is working.
- X = This student has not attended sufficient lessons in this subject to make a judgement on how hard they are working.

**Key Stage 4**

Teachers of students in key stage 4 will submit **Predicted Grade 9-U** (or vocational grade equivalent in KS4) for students at Year 10 Standard Assessment 2, and for both Standard Assessments in year 11**.**

The prediction grade is a prediction of what the teacher believes the student can achieve at the end of Year 11, even if that student is in Year 10 at the time. This will be difficult at the start of year 10, which is why for year 10 SA1 we will use the KS3 data system (see above).

Marksheets on SIMS will open at the start of the assessment window, and close at the end of the first week following the completion of the assessment window.

Where students are absent for a Standard Assessment, and cannot complete the Standard Assessment due to extenuating circumstances, a predicted grade must still be entered based on a range of other assessment information. Subject leaders should be made aware of who these pupils are.

All teachers of students in key stage 4 also submit a **Work Hard Score** between 1 and 4 every fortnight. This score will be averaged and automatically inputted at both their data entry points.

Below is what each Work Hard score represents:

- 1 = We couldn't ask any more of this student. They consistently work hard and are self-motivated to achieve.
- 2 = This student follows expectations consistently and makes a positive effort.
- 3 = There is cause for concern about how hard this student is working.
- 4 = There is a serious cause for concern about how hard this student is working.
- X = This student has not attended sufficient lessons in this subject to make a judgement on how hard they are working.

# Track and Plan Meetings

Collaborative Track and Plan is central to ensuring that we are having an impact in our classrooms through consistently high quality delivery of our planned curriculum. The sessions are scheduled within directed time on the school calendar and give departments time to:

- Reflect on the data produced by Standard Assessments, alongside the assessment information in our messy markbooks.
- Share ownership of this assessment information and take collective action as a team.
- Discuss lessons which have been taught, identify misconceptions and adapt sequencing and delivery of lessons as a result.
- Support the planning and delivery of future lessons.
- Provide opportunities for quality subject-specific CPD by developing expertise in subject knowledge, planning, and sharing good practice.
- Enabling all members of the team to develop an understanding of the rationale behind planning decisions.

The 'track and plan' sheet will become a crucial tool within Track and Plan sessions and Line Management sessions. It has been designed to be used as a one stop shop and will replace the year 11 'intervention planner' and the Collaborative Planning Actions sheet. It will continue to grow and be updated throughout the year. With each new Standard Assessment you will just need to add to the document, ensuring you copy over previous priority areas for that year group into column one.

**Preparation**

- Support teachers in adding crucial assessment information to their messy marksheets as they assess the standard assessment. Moderate as appropriate.
- Give notice to teachers a week in advance of the meeting
- Ask teachers to bring messy marksheets, a stratified sample of exercise books and seating plan with SEND/PP/reading age data.
- From the data dashboard provided by the data manager, select 2-3 headline measures of success to share, and 2-3 areas of the impact data which you will work on improving. Have this ready in the 'information' column on the Track and Plan sheet. See the data collection guidance for more details on this.

**Focus area of the meeting itself**

1. **Information: Summarise the impact data from this standard assessment (5 minutes).** What does the Standard Assessment Assessment data say about whether students know more and remember more, and can apply it in complex tasks? Which are the groups who knew and remembered more? Where are the gaps? How did individual classes do in relative progress measures?
2. **Issues: Gathered from each individual teacher.** What are the common misconceptions and knowledge gaps across each individual class? Which students struggled and are they PP/SEND/low reading ages? What formative assessment information can they add from their messy marksheets and reflections from the lessons? Be prepared to ask follow up questions here. Bullet point key issues which need addressing in this column.
3. **Actions and Intervention: Agree and set actions as a team.** What needs to be put in place to address each issue? What will the highest leverage action be? Who will be responsible for this? Possible actions may relate to (but aren't limited to): Subject knowledge or pedagogical CPD; changes to curriculum design- sequencing, component knowledge refocus; implementation of the 6 pillars; Practice zone; strategies to overcome barriers to reading or numeracy, strategic staffing, AE/boost, behaviour management CPD, other).
   Be clear on who will be responsible for doing what, and when the deadline will be. Play to the strength of your team when allocating actions and consider teaming people up where there may be benefits of doing so. How will you assure any changes to curriculum or resourcing?
4. **Impact: How and when will you monitor the impact of these strategies?** Periodically update this as impact data becomes available.

# Prep Reading

- Before the session begins, the prep PPT will be displayed and books will be on desks.
- A member of staff reads the designated book to a form group.
- Where possible, staff will patrol and position when reading to monitor engagement.
- If a staff member arrives, they will take over reading seamlessly.
- The free member of staff circulates to support pupils.

**What do I do when we've nearly finished the book?**

E-mail shr@little-lever.bolton.sch.uk to request a new set of books. Include: prep group, room number, and book completed. Place all books in the box neatly with the staff copy at the top.

# Cold Call

- Prime the class for Cold Call.
- **Ask the class the question.**
- Give thinking time.
- **Select someone to respond.**
- Invite responses, don't reveal answers straight away.
- **Explore and respond to the responses before revealing the correct answer.**

## Practice Zone

- Minimum of 5 minutes.
- Independent work, in Perfect Climate 1 and not ask for help.
- Be challenging, to help build resilience.
- Circulate the room checking progress and inform next steps in lesson.

Little Lever School

be kind | work hard | take responsibility

# Classroom Learning Habits

| | |
|---|---|
| **Pillar 1: High Behavioural Expectations and Routines** | |
| Meet & Greet | Perfect Climate |
| Patrol & Position (climate) | Door & Dismiss |
| **Pillar 2: Subject Mastery** | |
| Sequencing | Plan for misconceptions |
| Vocabulary Instruction | Reading within lessons |
| **Pillar 3: Quality Instruction** | |
| Chunking | Step-by-step explanations |
| Use the visualiser | Scaffolding (I do, we do, you do) |
| **Pillar 4: Making it Stick** | |
| Dual coding | Practice Zone |
| Think Pair Share | Connect Now |
| **Pillar 5: Adaptive Teaching** | |
| Pupil information (class charts) | I say you say/ Say it again better |
| No opt out | Flexible Groupings |
| **Pillar 6: Assessment and Feedback** | |
| Mini Whiteboard | Low stakes quizzing and multiple choice questions |
| Patrol and Position (assessment) | Cold calling |

# Meet & Greet

- Stand at door (45°): eyes on corridor & classroom.
- Greet EVERY student positively.
- Fix uniform before crossing threshold.
- Narrate expectations:

"Enter in PC1, Equipment/packs on desks," "Connect Now on the board.".

# Perfect Climate

- **Stand facing the class, scan the room, eye contact with everyone.**
- "Tracking me"
- **Narrate expectations: Announce working climate, Give time expectations, Check pupil understanding.**
- Teacher patrol and position during tasks for data gathering.

# Patrol & Position

- Set up your seating plan.
- Be intentional about what knowledge you are looking for.
- Circulate the room during independent work.
- Give 1:1 feedback to pupils: praise and support.
- Make a written note of success points and misconceptions in Markbook.
- Respond to assessment data.

# Positive Framing

- We live in the now.
- We assume the best.
- We allow plausible anonymity.
- We narrate the positive.
- We provide challenge.
- We talk expectations and aspiration.

- Establish expectations (verbal and non-verbal).
- Set the question with a goal and timeframe.
- Build in think time in PC1.
- 'Go' in PC2.
- Patrol and Position.
- 'Student Attention' back to PC3.
- Use cold call to sample responses.

# Mini whiteboards

- Set the question which can be answered succinctly.
- Build in thinking time.
- Pupils to a) fill their board b) 'write on chest' and c) 'hover when ready'.
- Signal: "3,2,1". Pupils show boards on '1'.
- Sample student responses and reshape learning.