

Whole School Learning Routines – Non-negotiable Teaching Expectations

There are a number of whole school routines which are expectations within every lesson. By using these across the whole school we are able to help students become disciplined as learners. The following approaches have been collated as examples of simple and effective practice. Staff should therefore make use of these strategies in the first instance to establish good habits. Students will be inducted into the same expectations during tutor time to ensure they are well prepared for the expectations in class.

Whole school Learning Routine	Effective Strategy / Best practice
Entry/Exit <i>Controlled start and finish to ensure smooth transitions</i>	<p>Teacher meets and greets at start: Ensuring students enter in silence, get out prep, planners and learning kit and embark on starter task as required.</p> <p>Formal finish and dismissal: Teacher concludes the lesson and formally dismisses class once prep is set, room tidy etc. Class given moment to say 'Thank you' to teacher before leaving.</p>
Seating Plans <i>Designed to ensure students at risk of underachieving (or losing focus) are under direct teacher control</i>	<p>Classroom layout: Departments will agree their preferred layout which ensures high engagement. In all cases students should have good sightlines with the board and teacher. Classrooms must be tidy and uncluttered and students must take responsibility for this on exit</p> <p>Progress focussed seating-plans: Teachers will arrange where students sit in order to achieve maximum engagement. Students who are underachieving or at risk of losing focus will usually be seated at the front or singly</p>
Differentiation <i>Recognising that all classes will have a range of abilities and that students may need varying degrees of support or time</i>	<p>Learning Outcomes (Gold /Silver /Bronze): All lessons have three differentiated outcomes. These may describe the different levels of achievement within the same task or three graded steps in developing/applying a skill. Outcomes will often use wording from the grade descriptors. In many lessons the Silver outcomes represents good progress and the Gold – Outstanding)</p> <p>Forks in the road: A system used across some departments is the terminology of 'a fork in the road'. Students are encouraged to review whether they are ready to move on to the next step (eg on to Silver) or go back and gain a more secure understanding of Bronze before progressing</p>
Literacy <i>Recognising that the care we take with classroom language can play a major part in supporting students to learn</i>	<p>Key words: All subjects are careful to ensure that key words are highlighted so that students are clear on definitions and usage. Students maintain their own glossary pages.</p> <p>Questioning/Teacher talk: Teachers always start from the standpoint of noticing what the students already know / don't know. Questions and explanations must be carefully and specifically pitched to develop understanding</p> <p>Oracy and Literacy: Tasks in all subject areas should be designed carefully with an awareness of and consistent approach to developing effective spoken and written English.</p> <p>Toolkits: All subjects use toolkits to support students to develop longer writing</p>
Self-review <i>Designed to improve independence. Used regularly, students become adept at noticing strengths in their own work and better at identifying areas for improvement</i>	<ol style="list-style-type: none"> i) Tick or cross in green pen and give a score of right (or wrong) answers ii) Read back over an answer (either in your head or aloud to yourself / a partner) and underline any mistakes or parts which don't make sense iii) Award a mark out of x depending on how many key points / key words are used iv) Use a highlighter every time you or your peer has used a certain feature v) Evaluate a piece of work using grade criteria. Give reasons why you think it gains a certain grade
Lesson Prep <i>Designed to ensure students are well positioned to learn well in the next lesson. Should take 15-20 mins in 7-11 and 60 mins at KS5</i>	<ol style="list-style-type: none"> i) Memorise vocabulary / spellings / key words and definitions etc. ii) Learn a method (Formulae / Definition /Grammar point) iii) Complete a set of questions testing understanding of the material iv) Complete an exam question consolidating understanding v) Read a given passage / source and summarise 5 key points vi) Prepare an argument for or against a given point <i>(for corresponding methods of checking prep – see below)</i>
Checking Lesson Prep <i>Checking mechanisms must be quick and easy and allow the teacher to notice where prep has not been completed. Best methods often use the prep as link between the last lesson and the next</i>	<ol style="list-style-type: none"> i) A brief test as starter on the board. Self-marked for accuracy; Mark out 10 in tally chart in back of book (useful in subjects where memorising information is a core discipline) ii) Quick oral quiz applying the method using mini-whiteboard iii) Answers on the board as register is taken; self or peer marked iv) Swap books and give your partner a mark and EBI based on the criteria given v) Discuss your answer with a partner and agree on a single outstanding answer to present back to the class vi) Pair up with someone with the opposite position. Agree whose point is strongest and be prepared to explain why
Use of Time <i>Designed to maintain an appropriate pace – with</i>	<ul style="list-style-type: none"> • Lesson Overview : It is often relevant to give the shape of the lesson to students : 'We are going to spend the first half of the lesson on x in order to spend the last 25 minutes writing y'

<p><i>no time wasted at transitions</i> <i>Also valuable to ensure students are confident at working under timed conditions</i></p>	<ul style="list-style-type: none"> • Whiteboard Timers: All staff should make use of whiteboard timers in order to ensure students get down to a set task briskly without wasting time. Different styles of timers can be used to increase or decrease a sense of pressure (eg larger/smaller .with/without noise) • Desk-top bells: Some teachers prefer/some classes respond well to the physicality of a push-down bell. This can be easier to control and so help with more discretionary time frames • Warning zones: Gentle nudges may help students pace themselves ‘<i>You should be half way through by now</i>’ or ‘<i>Just 5 minutes left</i>’
<p>Context and Criteria <i>Designed to improve ownership.</i> <i>Students should gain a sense of why they are doing an activity and should always understand what the teacher is looking for in a really good answer</i></p>	<p>Context : i) Link with last lesson ii) Awareness / conscious use of prior learning iii) Reference to where the lesson comes in the course overview iv) Reference to where the learning features in an exam spec</p> <p>Criteria : i) Simple success criteria /expectation: ‘<i>I would expect you to achieve at least x /10’ on this’</i> ii) Specific learning points/Individualised criteria : ‘<i>I am looking for answers which use xx’</i> iii) Use of Grade criteria : <i>To push yourself to a grade x you will need to’</i> iv) Consistent of key command words : ‘<i>This question is asking you to evaluate (or describe or summarise etc.) and so you should be looking to ...’</i> v) Reference to exam expectations: ‘<i>This is an 8 mark question and so the examiner wants...’</i> vi)Modelling: Exemplifying an answer for the class will make the expected standard clearer</p>
<p>Checking and Correcting <i>Designed to ensure full understanding.</i> <i>Neat systems are necessary to ensure all students are keeping up in class in short as well as longer tasks and that all students have a chance to absorb / understand the correct or higher quality answer</i></p>	<p>Easy methods for maintaining full engagement / checking understanding</p> <ul style="list-style-type: none"> • Whiteboards: Quick questions / Short answers can be tested on whiteboards to check understanding. • Red/Amber/Green: Pages from planners offer an alternative whole class response which demand 100% buy in (useful for agree disagree questions). • Hands Down Questioning: Whilst only targeting smaller numbers of students to answer, this method ensures all students have to be ready with an answer. May be backed up by ‘<i>who agrees?’</i> or use of R/A/G as above. • Self and Peer Review: Students checking their own or each other’s work gives a second chance to understand/‘re-understand’ what they were asked to do. • Marking: Longer pieces of work (usually assessed homeworks and quarterly assessments) will have high-quality in-depth marking giving clear guidance on areas for improvement to which students respond. • TOP Marking: Teachers should move the books of students who are underachieving against their target to the top of the pile (TOP) in order to ensure these are never neglected. • In class book-checks: Routine circulation in class will allow teachers to check student understanding / progress and also notice scores in peer marking. Teachers may use a system of initialling / stamps to show that very good or unsatisfactory work is noted. When circulating teachers are also likely to start with at-risk students. <p>Correcting : It is essential to ensure enough time is given to the <u>correct</u> or <u>high quality</u> answer</p> <ul style="list-style-type: none"> • Questioning: Student questioning can elicit the right answer (<i>NB: Attention over clarity of response eg ‘No... not quite – try again’ rather than ‘yes – good answer but let’s take another one’ if the answer is actually wrong!!</i>) • Written Re-inforcement: Put the answers on the board as well as saying them out loud. Ensure students make written corrections. • Student exemplars: Students read work aloud in pairs / group or to whole class. Listeners apply criteria and grade. • Teacher Exemplars: Teacher-created model is given to secure understanding.
<p>Assessed Homeworks <i>Consolidation of longer period of learning</i></p>	<p>Assessed Homeworks are longer assignments than lesson preps and require students to work independently on a written task using the content and practising the skills which they have learnt in class. Assessed homeworks are stepping stones towards quarterly assessments.</p>
<p>Quarterly Assessments <i>Internal Progress measure</i></p>	<p>Q1 and 3 : Smaller classroom based tests on work covered in first half Autumn and Spring terms Q2 and 4 : Formal exams at Christmas and at the end of the summer term designed to be in line with the style of external summative exams</p>
<p>Getting Positives</p>	<p>See student hand book</p>
<p>Avoiding Negs</p>	<p>See student hand book</p>

Sessions to practice these techniques are included within year 1 of the Developing teacher course.

Yr 2 and 3 of the developing teacher course, peer observation, departmental discussions and mini-masterclasses allow teachers to share ideas for further refining this practice within a specific subject context