



Nurturing **Ambition
Through a Living Faith**

Our school mission statement is to Nurture ambition through a living faith.

Our vision is to be an academy that delivers a purposeful curriculum through its living Christian faith. To nurture ambition in all of our learners to enable them to become positive citizens of tomorrow.

This is underpinned by our core Christian values of Hope, Courage, Love, Friendship and Perseverance.

This handbook consolidates our key training and expectations to ensure a consistent, high-impact approach to teaching and learning across all year groups, upholding our core school values of **Hope, Courage, Friendship, Love, and Perseverance**.

We recognise that our single-form entry primary school in a highly deprived area presents unique challenges, including high levels of complex SEND needs and behaviour. Our commitment, underpinned by **Love** and **Friendship**, is to ensure that 'equal' treatment is not always sufficient to give 'equitable' outcomes, and we must work tirelessly to remove barriers to learning for all students.

1. High-Impact Lesson Structure: Non-Negotiables

Our lesson structure is based on the Explicit Instruction model, designed to manage cognitive load and maximise learning retention.

Phase	Non-negotiable	Description	Rational (why)
Phase 1: Activate & Review	1. Entry Ticket (5 Minutes)	Start every lesson with a mandatory, timed retrieval task (the 'Remember It' or 'Do Now').	Retrieval Practice: Activates prior knowledge, strengthens long-term memory, and immediately diagnoses gaps.
	2. Learning Focus Shared	Explicitly share the Learning Objective (LO) and Success Criteria (SC) .	Clarity: Provides a roadmap, reduces Cognitive Load, and ensures students know <i>what</i> they are

- SC are the **roadmap** between the LO and the outcome, serving as an 'ingredient list' or steps for pupils to follow.
- Use **Open SC** for deeper learning and **Closed SC** for set procedures.

Planning to Meet All Needs

Short-term planning must show clear objectives, questions, key vocabulary, activities, **adaptations and challenges**, 'Remember it's' (retrieval), and what **LSAs will be doing** (maximising additional adult use).

- **Know your pupils:** Use data, SEND information, behaviour logs, and social/family information to know the profile of the students you teach. This is an act of **Love** and **Friendship**.
- **Adaptive Teaching** must be planned.

Maximising the Use of Learning Support Assistants (LSAs)

LSAs are a critical asset in providing the targeted support necessary to meet the high levels of SEND need in our school. The effective use of LSAs is about **maximising their impact on learning** for our most vulnerable pupils.

Area of Deployment	Core Expectation	Rationale
Guided Groups	LSAs may work with small groups, but the teacher must work directly with a small group of pupils for targeted support.	Targeted Support: The teacher, as the expert, must lead the most intensive intervention or diagnostic teaching.
Monitoring & Feedback	LSAs and the teacher must be actively monitoring the guided and independent practice phases.	In-the-Moment Adaptation: This allows support staff to spot and address minor misconceptions immediately and feed back key issues to the teacher.
Scaffolding	LSAs must be deployed to facilitate planned scaffolding strategies (e.g., re-explaining a concept or using graphic organisers) that enable pupils to successfully complete the same LO as the rest of the class.	High Expectations: Scaffolding is used to provide temporary support, not to lower expectations or assign an easier task.

3. Adaptive Teaching: High Quality Teaching and SEND

High-Quality Teaching is the **first wave of intervention** for meeting the needs of SEND students. Adaptive Teaching involves **constantly adjusting instruction** in a responsive way; it is *not* fixed differentiation that may lower expectations.

Core Expectations (Modelling - The FAME Approach)

Effective modelling is an essential part of Explicit Instruction and demonstrates our **hope** that all pupils can master the content.

Element	Strategy	Action
Fading	Gradual Removal of support	Use several models. Gradually remove scaffolds until the student can complete the task independently.
Alternation	Interleaving/Varied Practice	Alternate between ' I Do ' (teacher model) and ' We Do ' (guided practice).
Mistakes	Highlighting Errors	Highlight mistakes and common errors to develop competence, but only <i>after</i> correct models have been presented.
Explanation	Think aloud	Model the internal process —specifically explaining the ' Why ' and demonstrating how to adapt.

Scaffolding and Support (Adaptations)

All children should work towards the **same learning objective**. Scaffolding is temporary support to enable pupils to successfully complete tasks they cannot yet do independently.

- **Pre-Teach:** Introduce key vocabulary or revisit core concepts with struggling pupils or those with high cognitive load *before* the main lesson.
- **Chunking:** Break the learning into smaller, more accessible chunks.
- **Visual/Concrete Support:** Provide concrete examples, visual supports, graphic organisers, or task planners.
- **Modelling:** Provide extra modelling, including **WAGOLLs** (What A Good One Looks Like).
- **Re-explain:** Re-explain the concept in a different way or take a step back to previous learning.

Extension and Challenge

Challenge should be offered to rapid graspers to demonstrate perseverance.

- **Higher Order Questioning:** Use questions that require pupils to manipulate their knowledge and form judgements.
- **New Contexts:** Add stretch by applying learning to new contexts.
- **Deepen Thinking:** Set tasks like *Find all possibilities* or *Always, Sometimes, Never True*.

4. Formative Assessment and Questioning

Formative Assessment (Checking for Understanding) is the essential link between teaching and learning, providing real-time insight to lead to adjustments. This requires **Courage** to adapt your plan in the moment.

Checking for Understanding

- **Frequency:** Check frequently if pupils are understanding new material.
- **Never Assume:** Always check for understanding and adapt your teaching.
- **All-Student Response:** Use strategies to gather evidence of learning from *all* pupils, not just a few:
 - **Mini-whiteboards**
 - **Cold Calling** (asking students without prior hands-up)
 - **True/False Cards**

Effective Questioning

- **Variety:** Use a mixture of **Lower Cognitive Questions** (for knowledge recall and checking for misconceptions) and **Higher Cognitive Questions** (designed to deepen understanding and support a reasoned response).

- **Wait/Talk Time:** Give pupils adequate time to think before asking for a response.
- **Diagnostic Formats:** Use question formats that uncover pupils' thinking and common misconceptions:
 - **Examples and Non-Examples**
 - **Odd One Out**
 - **Always, Sometimes, Never True.**

5. Retention and Retrieval Practices

Learning creates and strengthens connections in the brain; because people forget about 90% of new information within a week, we must actively counteract the Forgetting Curve.

Strategy	Description	Application
Daily Review	Regularly review previous learning at the start of the lesson (Entry Ticket).	Quiz questions, 'Remember It' tasks, or verbal review.
Spaced Practice	Revisit learning gradually, stretching the gap between reviews.	Revisit yesterday's LO, last week's, and last month's key content across lessons.
Interleaving	Directly contrast items from different categories or problem types.	Mixing up different calculation methods in a Maths lesson.
Low stakes questioning	Use quick, non-pressurised checks to help pupils recall knowledge from long-term memory.	Mini-whiteboards, quick-fire quizzes, or silent self-quizzes.

6. Active Learning: Participation and Engagement

Active learning refers to any number of activities through which students participate in the learning process instead of passively listening to or watching transmitted information. It is a vital component of fostering **Courage** and **Perseverance** in our learners.

Strategies for Active Participation

The shift from passive to active learning requires students to be constantly thinking, discussing, and applying their knowledge.

Strategy	Description/Focus	Application
Pre-During-Post Video Use	If using video clips, ensure active engagement rather than passive watching.	Activate prior learning before the clip. Pause the clip to ask for predictions . Use freeze frames to discuss what and who students can see. Play sound only first.
Whole-Class Dialogue	Ensure dialogue is structured to make thinking visible and require a response from all students.	Think, Pair, Share, Snowballing, and Envoys.
Visible Responses	Use tools to instantly gather and check thinking from the whole class.	Mini-whiteboards to list, answer questions, or respond to key words. Use of images .
Retention and Retrieval	Every retrieval practice task is an act of active learning, forcing the brain to work.	Daily Entry Tickets, Quick-fire low-stakes quizzes, and Cold Calling.

The DSJ Teacher: A Summary of Practice

The expectations set out in this handbook reflect our shared commitment to high standards. Consistent application of these practices demonstrates:

- **Hope:** By using high-quality teaching, we nurture ambition and a belief that all pupils, regardless of starting point, can succeed.
- **Courage:** We have the confidence to adapt our lessons *in the moment* based on evidence from our formative assessment checks.
- **Friendship/Love:** We maintain strong, positive relationships with pupils, knowing them well (emotionally and academically), which is fundamental to removing barriers to learning.
- **Perseverance:** We apply and refine these evidence-informed strategies consistently to ensure learning is retained, fighting the Forgetting Curve with daily, weekly, and monthly review.

Appendices

<u>Key Composite</u>	<u>Key Component</u>	<u>Key Action Step</u>
Learning Environment	Cognitive load and visual clarity	De-clutter for Focus: Surfaces must be clear of "legacy" piles. If it hasn't been used in a week, it is stored or binned. High-clutter environments are proven to negatively impact students with ADHD and sensory processing needs.
		The "Wallpaper" Rule: Vocabulary displayed must be active. Introduce words during each lesson, refer to them constantly, and remove them once the lesson ends. This prevents the "visual noise" effect where children stop seeing the walls entirely.
		Purposeful displays - working walls that are up to date and can be used as a teaching aid in the lesson and for support for the children during independent tasks.
		Visual timetables should be displayed and used. Visual timetables should be large enough for all children to see using widgit.
	Subject specific working walls	These should be living documents of the current journey, not static galleries of finished work.
		English Working Wall: Should evolve from "Immersion" to "Innovation" to "Independent Application." Include shared writes, key vocab and grammar focuses specific to the genre.
		Maths Working Wall: Must include the current model/WAGOLL (What A Good One Looks Like), key manipulatives, and the specific calculation being explored.
		"Remember It" Tubs: Centrally located and clearly labeled. These contain retrieval cards or prompts from previous units to support Spaced Repetition—a key EEF recommendation for long-term memory retention.
	Accessibility and Independence	Accessible for All: Resources (dictionaries, number lines, sensory breaks) must be at eye level for children and clearly signposted with icons for EAL or SEND learners.
		Resources in the classroom should be clearly labelled - using widgit/photographs and words.
		Tidiness as a Tool: A place for everything and everything in its place. This reduces "search stress" and builds executive function skills in pupils.

	Spirituality board	The spirituality board must have the Window, mirror and door posters displayed with wording underneath. Photos of the children showing their spirituality to be added to the board as the year progresses, with post-its/thought bubbles etc to explain the photos.
	Regulation Station	A non-negotiable space designed to help pupils move from a state of high arousal (dysregulation) back to a "ready to learn" state. The Four Zones Visual: The station must display the four color-coded categories to help students identify their current emotional state: Blue Zone: Feelings of being sad, sick, tired, or bored. Green Zone: Feeling happy, calm, focused, and relaxed—the ideal state for learning. Yellow Zone: Higher energy levels where a pupil might feel frustrated, worried, silly, or excited. Red Zone: Intense emotions where a pupil may feel angry, terrified, elated, or out of control. The "Menu" of Strategies: The station must include a visual menu of evidence-based calming techniques categorized by the Zone the child is in. Tactile Tools: Provide a small, curated selection of sensory items (fidgets, weighted lap pads, or noise-canceling headphones). Time-Limited Use: To ensure the station is used for <i>regulation</i> rather than <i>avoidance</i>, include a sand timer or a visual clock. The goal is a 5-minute "reset" before reintegrating into the lesson. Empowerment, Not Punishment: It is a proactive tool that pupils are encouraged to use when they recognize their own "internal weather" changing.

<u>Key Composite</u>	<u>Key Component</u>	<u>Key Action Step</u>
Entry Routines ECF Link: Behaviour 2 Routines	Start of the day entry routines	Reception/KS1-teachers meet and greet pupils at the classroom door in a welcoming, friendly manner, with a smile KS2-teachers meet and greet pupils in the hall, on time at 8:45am, in a welcoming, friendly manner, with a smile, leading the children calmly to their cloakroom Teacher diagnoses pupils' emotions as they enter the room and responds appropriately
		Reception/KS1-Children transition through the classroom, to the cloakroom, LSA oversees cloakroom and directs children into the classroom

		KS2-teacher has one foot in, one foot out between cloakroom and classroom, directing children from cloakroom to classroom
		Teacher gives pupils clear instructions for entering the classroom with a purposeful 'do now' activity ready
		Teacher checks pupils in the classroom, and those entering, are both following instructions
		Teacher completes the register accurately
	Key Transitions	Teacher clearly communicates the transition routines including what to do and how to behave
		Teacher uses 'Team Stop' for getting all pupils' attention to signal it is time for them to transition to another task
		Teacher ensures pupils know exactly what to do and how to behave during the transition routine by modelling it to them
		Teacher ensures transition routines happen correctly and efficiently by using reminders, narrating time and shortening instructions
		Before break 10:15am-begin to tidy classroom, children visit the toilet, coats on, children line up in the classroom, teacher takes children to the yard. KS1-snack to be given outside
		After break Whistle goes on time, at 10:30am, teachers collect from the playground on time Children line up quietly, returning into school, coats away and into classroom - KS2 teacher again has one foot in, one foot out between cloakroom and classroom, directing children from cloakroom to classroom/KS1 and Rec - LSA in the corridor. Classroom is set up, books and resources out on children's tables, date and LO are displayed Children enter classroom and sit at desk, open book to correct page, children write the date and await teacher instruction (consider adaptations to meet needs of all learners) Teacher shares the LO with the children, explaining the meaning, children read and then write LO (consider adaptations to meet needs of all learners)
		Before lunch Reception/KS1-11:55am-begin to tidy classroom, children visit the toilet, coats on, children line up in the classroom and say the lunchtime prayer, reception and year 1-teacher takes children directly to the hall, year 2 KS212.10pm-begin to tidy classroom, children visit the toilet, coats on, children line up in the classroom and say the lunchtime prayer, teacher takes children to the yard and hands over to lunchtime staff.
		After lunch Whistle goes on time, at 12:45pm (reception/KS1/1pm (KS2), teachers collect from the playground on time Children line up quietly, returning into school, coats away and into classroom-teacher has one foot in, one foot out between cloakroom and classroom, directing children from cloakroom to classroom Classroom is set up, books and resources out on children's tables, date and LO are displayed Children enter classroom and sit at desk, open book to correct page, children write the date and await teacher instruction (consider adaptations to meet needs of all learners) Teacher completes the register accurately Teacher shares the LO with the children, explaining the meaning, children read and then write LO (consider adaptations to meet needs of all learners)

		Lesson transition between subjects in an afternoon Teachers have all books and resources needed for afternoon subjects, in piles, ready for the whole afternoon First learning activity resources/books are already in children's places At the end of one lesson, books and resources are collected, tables tidied, ready for next session Refer to visual timetable Short (max 5 minutes) brain break/reset activity that children engage with whilst teacher resets classroom for next session At the end of final session, books and resources are collected, tables tidied, ready for the end of the day
		End of the day Reception-3:15pm, classroom is tidy, ready for the end of the day, children collect coats etc., children sit in their allocated home time space, 3:20pm: children begins to call children's names for dismissal KS1-3:15pm, classroom is tidy, ready for the end of the day, children collect coats etc. Children sit in their desk places, 3:20pm, teacher calls children's names, children put chair up on table and leave the classroom KS2-3:15pm, children begin to tidy classroom, ready for the end of the day, children collect coats etc. Children line up in corridor, supervised by the teacher; 3:20pm, corridor doors open ready for dismissal, teacher leads class to allocated collection point
	Practicing Routines	Teacher gives instructions for routines in clear, concise steps
		Teacher ensures pupils know exactly what to do for the routine by modelling it to them
		Teacher ensures pupils practise the routines and checks pupils are doing it correctly, supporting when necessary.
		Teacher supports pupils to embed the routine over time and do it efficiently

Key Composite	Key Component	Key Action Step
Retrieval Starter ECF Link: Instruction 4: Prior Knowledge	Checking pupils' prior Knowledge	Teacher anticipates the gaps and misconceptions pupils may have related to the prior knowledge they need for the lesson and checks carefully and specifically for these in a planned format
		Retrieval starters follow an agreed format, including last lesson, last term, prior year(s), vocabulary check
		Teacher checks all pupils' prior knowledge in the lesson, so they know the common areas where pupils will need support or consolidation.
	Activating and building upon prior knowledge	Teacher ensures pupils understand the explicit links between their relevant prior knowledge and the new material being introduced in the lesson.

Retrieval Practice ECF Link: Instruction 4: Prior Knowledge		Teacher carefully builds upon pupils' prior knowledge to ensure new knowledge, skills and concepts are secure.
	Spacing practice over time	Teacher provides opportunities for pupils to practise retrieving key component knowledge.
		Teacher gradually reduces the amount of scaffolding that pupils receive with each repeated practice, enabling pupils to apply more effort and higher think ratio.
	Addressing gaps in pupils' prior knowledge	Teacher explicitly addresses gaps in prior knowledge before introducing the new content.
		Teacher continually returns to weak prior knowledge throughout the lesson or subsequent lessons to help pupils to secure and embed it.
	Developing fluency, success and challenge	Teacher designs independent retrieval so that pupils successfully develop fluency and automaticity and builds towards mastering challenging content.
		Teacher identifies when individual pupils require extra support during the retrieval task and responds to their needs.
		Teacher normalises practising until fluent.

<u>Key Composite</u>	<u>Key Component</u>	<u>Key Action Step</u>
LO and SC	Planning	Before the lesson begins, you need to distinguish between the task and the learning. Focus on the skill or knowledge, not the activity. ● Avoid: "To build a volcano." ● Aim for: "To understand the chemical reaction between acids and bases."
		Draft the Success Criteria (SC). These are the "checkpoints" to mastery. Use "I can..." statements.
		Include a mix of process (steps to follow) and quality (what a good one looks like).
		Consider "All, Most, Some" or "Must, Should, Could" frameworks to ensure the SC provides a ceiling-free challenge for high-fliers while supporting those who need it.
	In Action	Share the LO at the start, unless you want to have the children discover that at another planned part of the lesson.
		The SC could be discovered with the students by looking at a "WAGOLL" (What A Good One Looks Like), or co constructed with them.
		Pause the lesson halfway through. Have students tick off which SC they have evidenced so far. This could also be planned into your hinge question.
	Sharing	Keep the LO and SC displayed throughout the lesson (on the board or on printed "desk mats").
		Use the SC as a literal checklist for marking. Students can verbally check off/identify where they met a specific criterion in their work. This should be done in an appropriate way to suit the lesson and learners.
		If using a VLE (like Google Classroom or Canva), post the SC as a rubric so students can see exactly how they are being evaluated as they type.

<u>Key Composite</u>	<u>Key Component</u>	<u>Key Action Step</u>
I do, we do, you do	I do	The teacher must introduce new content by specifically linking it to what pupils already know.
		Modeling should start with concrete examples and only move to abstract ones once the initial understanding is sound.
		A crucial step is "modeling aloud," where the teacher narrates their internal thought process so pupils understand <i>how</i> to think, not just what to do.
		Staff to ensure the model/process is "captured" (e.g., on a whiteboard or handout) so pupils can refer back to it later
	We do	Instead of modeling the whole task at once, the teacher models in stages, allowing pupils to try each stage themselves immediately after it is shown.
		Teacher checks for the understanding of the whole class at key points in the lesson.
		The teacher needs to "efficiently adapt" their teaching in real-time based on the gaps they identify during these checks.
	Modelling	Teacher models processes in manageable steps based on pupils' prior knowledge.
		Teacher explains concepts by breaking them down and building from pupils' prior knowledge.
		Teacher starts their modelling from pupils' current point of understanding building from their prior knowledge.
		Teacher ensures pupils know the key features to look for when they are modelling and emphasises these as they model.
		Teacher models the process in manageable, sequential, specific steps.
		Teacher models aloud and narrates their thought process so pupils understand how to think in order to achieve the process.
		Teacher ensures the model and process are captured for pupils to make reference to later in the lesson
	You do	Independent tasks should be specifically designed to allow pupils to apply the exact skills taught while ensuring they are both stretched and supported.
		Teacher designs independent practice so that pupils successfully develop fluency and build towards mastering challenging content.
		Teacher normalises practising until fluent and demonstrates to pupils when they can gauge that they are ready for the more challenging task.
		While the class works independently, the teacher's role is to identify and respond to specific pupils who require extra support.

<u>Key Composite</u>	<u>Key Component</u>	<u>Key Action Step</u>
Hinge Questions	Planning	Before the lesson the hinge point must be identified and planned - what is the critical learning that needs to be checked before moving on.
		Teachers must plan the question and what a high-quality answer looks like before asking the question.
		Design distractors (wrong answers) that reflect common student errors to diagnose <i>why</i> they might be struggling.

	Checking for understanding	The question should be asked of the whole class simultaneously to ensure no student is left behind.
		Use mini-whiteboards or finger-voting so you can see every student's answer at once.
		Teacher asks questions that cause pupils to elaborate upon their answers in order to check their answers stem from a secure understanding of the underlying concept.
		Teacher asks the most important questions to the whole class so that they can check all pupils' understanding.
	Adapting teaching	The data you gather from a Hinge Question must result in an immediate action. E.g. - 80-100% correct, the lesson can continue/stretch, 50-80% correct might result in small group intervention from the teacher whilst the others continue, less than 50% correct needs the lesson to stop and reteach.
	Proportional feedback	Teachers avoid over-explaining to students who already "get it".
		Teachers provide feedback that is proportional to the gap. If only three students are struggling, intervene with that small group rather than stopping the whole class.
		Teachers use the information gathered to scaffold only where necessary.

Examples of Hinge Questions -

Example A (Science): "Which of these is a chemical change?"

- A) Ice melting
- B) Salt dissolving in water
- C) A candle burning (Correct)
- D) Breaking a glass

Teacher Action: If students pick A or B, the teacher identifies they are confusing state changes/solutions with chemical reactions.

Example B (English): "Which sentence uses an adverb of manner correctly?"

- A) He arrived yesterday.
- B) He ran quickly. (Correct)
- C) He sat over there.

Teacher Action: If students pick A, the teacher knows they understand adverbs but cannot distinguish between *time* and *manner*.

<u>Key Composite</u>	<u>Key Component</u>	<u>Key Action Step</u>
Exit tickets	Planning	Before the lesson the exit assessment must be identified and planned- what is the learning objective and has it been achieved.
		The ticket must explicitly test whether the specific learning objective for that session has been achieved.
		The teacher needs to define exactly what "success" looks like on the ticket so you can sort them rapidly after class

	Assessing to uncover gaps, errors and misconceptions	Teacher uses Exit Tickets to uncover gaps in knowledge, errors and misconceptions related to the lesson content and where they stem from.
		Teacher uses Exit Tickets to get feedback from many or all pupils and uncover how widespread gaps in knowledge, errors and misconceptions are.
		Teacher uses the information for inform planning for the next lesson.
	Spacing practice over time	Teacher provides opportunities for pupils to practise retrieving key component knowledge.
		Teacher gradually reduces the amount of scaffolding that pupils receive with each repeated practice, enabling pupils to apply more effort and higher think ratio.
		By reducing support, you enable pupils to apply more effort and a higher "think ratio" to their final task.

Example of an Exit ticket -

The "3-2-1" Exit Ticket

- Time: Last 5 minutes of the lesson.
- Task:
 - 3 Key facts learned today.
 - 2 Examples of the concept in action.
 - 1 Question they still have.