# TEACHING AND LEARNING POLICY

Greenbank High School

Inspire Care Achieve

Policy Approved: December 2024
Policy Renewal: December 2026

Reviewed by the SLT MAT Board

"The Trustees of the Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

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# Teaching and Learning Policy

## 1. Vision

Teaching and learning is our core purpose. In line with the broader vision of Southport Learning Trust, our school vision is for all of our pupils, regardless of background and circumstance, to make outstanding progress and achieve exceptional outcomes, which will create life chances for them in the future. Through the provision of a world class education, we seek to foster curiosity and a thirst for knowledge in our pupils. As a school, we strive to provide an education that enriches our pupils' experiences of wider culture and promotes values of respect, tolerance and understanding. We want them to be resilient and to value effort. We are committed to providing expert teaching and learning to ensure that pupils leave our school equipped with the skills and attitudes, which will allow them to thrive as individuals, and make a positive contribution to society. As a staff, we consider ourselves to be a learning community as well as a teaching community and for this reason we are committed to developing a mindset amongst our staff and our learners where we all believe that we can be better.

**"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve"**

**Dylan Wiliam**

## 2. Aims of the policy

- To outline the principles which underpin teaching and learning at Greenbank High School.
- To provide a clear and transparent policy with defined roles and responsibilities for all staff.
- To outline the school's approach to Teaching and Learning CPD and the individual's entitlement to opportunities to enhance and improve their own teaching.
- To provide a clearly defined approach to the monitoring and evaluation process.
- To exemplify our expectations of the 'Expert Teaching . (**Appendix 1: Greenbank Classroom)**
- To provide supplementary documentation to support the processes outlined in this policy.

## 3. Principles

Teaching and learning at Greenbank High School is underpinned by our Teaching and Learning Framework 'The Greenbank Classroom'. (**See Appendix 1**) Teaching should be:

- **Personalised according to the needs of all pupils,** with a particular emphasis on narrowing the attainment gap for disadvantaged pupils through our **'Eight Strategies for Disadvantaged Learners', (Appendix 2)**
- **The vehicle for pupils to achieve outcomes which facilitate social mobility;**
- **Empathic, non-judgemental,** and facilitated in a supportive and inclusive environment.
- **Curriculum-centred** - our curriculum and knowledge should be at the heart of teaching and learning;
- **Carefully planned** - knowledge and content should be carefully sequenced so that it facilitates the development of pupils' deep learning of knowledge and skills. Pupils will be able to make links between learning and units of work because the lesson forms part of a consciously constructed curriculum map;
- **Activities should be time-efficient** and they should promote the retention and transfer of knowledge into the long term memory;
- **Cumulative** - as appropriate and in line with our assessment system (particularly at KS3), learning should build on learning that has come before. Pupils' assessments therefore increase in their level of challenge throughout the academic year, as their exposure to more knowledge and conceptual understanding increases;
- **Supported by robust, age-appropriate assessment,** systematically checking pupil understanding**,** evaluating pupil knowledge, identifying gaps and planning future learning based on closing those gaps including appropriate intervention;
- **Focused on stretching pupils of all ability to achieve their very best (**See **Appendix 3** – '8 Strategies for Teaching to the Top'
- **Structured** - lessons should be planned and structured with a clear sense of routine and consistency, in accordance with our 'Behaviour for Learning' policy;

- **Research-based** - using the best evidence available about effective techniques for learning, gathered from within and outside of our school experiences. We encourage staff to engage with national agencies, which promote research and development such as TES, EEF and a wide range of subject associations.
- **Collaborative** – the energy, expertise and enthusiasm of our staff is reflected in the development of pedagogical approaches, which work for **our learners in our community**.
- **Supported by bespoke CPD** to ensure that staff remain equipped with the latest knowledge, expertise and skills to offer the highest standards of delivery, which maximises pupils' learning.
- **Evaluated honestly**, with impact measured using the views of pupils, staff and data where appropriate.

## 4. Southport Learning Trust approach to Staff Well-being

As a Southport Learning Trust school, we want to ensure that leaders, teachers and support staff are only devoting time to the things that make a difference for our students. Our teachers and support staff work incredibly hard, but they need to maintain a good work-life balance to support their well-being. Please see our Trust Wellbeing Policy for further details.

## 5. Roles and Responsibilities

- **Teachers**
    - Meet all aspects of the Teachers' standards.
    - Plan and deliver lessons which take into account the needs of all pupils to ensure that they are able to make good or better progress.
    - Continually strive to improve our practice through participation in school INSET and by taking ownership of our own CPD.
    - Keep an up to date Teaching and Learning folder including:
        - Teachers' standards
        - Teaching and Learning Policy
        - All CPD documentation, including INSET materials, feedback and reflections on lesson observations.

- **Teaching Assistants**
    - Support individuals and groups of students with all aspects of their learning.
    - Provide an understanding and interpretation of class teachers' requirements to enable SEN pupils to make progress during lessons.
    - Help to plan and deliver programmes of work for individuals or groups of students which take into account the needs of the individual student(s).

- **Heads of Department/ Seconds in faculty**
    - Exemplify the very highest standards in terms of Teaching and Learning.
    - Quality assure and self-evaluate the quality of T&L for the department/Key stage for which they are responsible.

- Lead Teaching and Learning developments which are identified through the Self-evaluation process.
- Support individual teachers where appropriate.

- **Faculty Leaders**
  - Exemplify the very highest standards in terms of Teaching and Learning.
  - Quality assure and self-evaluate the quality of T&L for the faculty for which they are responsible.
  - Lead Teaching and Learning developments which are identified through the Self-evaluation process and write and implement a development plan to address the needs of the faculty.
  - Lead whole school Teaching and Learning developments through the faculty.
  - Support individual teachers where appropriate.
  - **o** Work with the Assistant Headteacher (T&L) to implement the Teaching and Learning Development Plan.

- **Members of SLT**
  - Exemplify the very highest standards in terms of Teaching and Learning.
  - Quality assure T&L across the school.
  - Lead Teaching and Learning developments which are identified through the Self-evaluation process.
  - Support individual teachers where appropriate.

- **Assistant Headteacher with responsibility for T&L**
  - Exemplifies the very highest standards in terms of Teaching and Learning.
  - Quality assures and self-evaluates T&L across the school.
  - Leads Teaching and Learning developments which are identified through the Self-evaluation process and writes and implements a development plan to address the needs of the school.
  - Ensures staff are aware of current research and national initiatives related to teaching and learning.
  - Engages staff in the provision of high quality in-house CPD
  - **o** Supports individual teachers where appropriate.

## 6. Requirements for Planning

**For every day planning** staff should use their **teacher planner** or departmental Schemes of Learning.

Challenging learning outcomes for pupils of all ability should be made explicit

There should be **seating plans/photo plans created in Arbor in place for all classes** which should be updated at each assessment point with key data:

- Target Band / Grade
- Current Band / Grade
- Disadvantaged identification
- SEND information
- Reading Age
- Ability profile, including More Able, Gifted and Talented identification (L, M, H, MAGT)

**For planned absence** a completed cover work template should be provided. Where this is completed electronically a copy should be forwarded to Mrs Jenny Matthews at Matthews_J.st@greenbankhigh.co.uk so that it can be forwarded to the relevant cover provider.

**For lesson visits,** the observer should be provided with a **seating plan or photo plan.** Whilst there is no expectation that a paper plan will be provided, it should be clear that the learning has been planned to accommodate the needs of all learners. Staff may wish to provide a plan or copies of resources for any lesson visits.

All lessons must start with an engaging activity (register task)

## 7. Teaching Reading across the Curriculum

At Greenbank High School, we feel that reading is the most crucial literacy skill for cross-curricular success. To access a curriculum dominated by text, both in print and on screen, our learners need to be able to read effectively in order to understand, make sense of and take meaning from the wide range of texts presented to them. For a number of learners who enter secondary school with a reading age below their chronological age, the reading demands of the secondary curriculum prove extremely challenging. Pupils with a reading age lower than their chronological age have significant problems accessing the information they need in order to be successful learners. A summary of this approach can be found in **Appendix 4.** We use the Southport Learning Trust Continuum for teaching reading strategies, to develop staff expertise in the teaching of reading in their subject areas, and be more aware of the demands of disciplinary literacy. The continuum will be used for QA and development purposes.

## 8.Features of Highly Expert Teaching at Greenbank High School

Please see **our** The Greenbank Classroom toolkit for Teaching and Learning, which demonstrates how we seek to achieve expert teaching to enable all pupils to achieve excellence**. (Appendix 6)**

## 9.**Inspiration**

Our policy is inspired by the following texts and educators.

- Teach Like A Champion 2.0 by Doug Lemov
- The Secret of Literacy by David Didau
- How to Teach by Phil Beadle

- Closing the Vocabulary Gap / Closing the Reading Gap – Alex Quigley
- Lean Lesson Planning by Peps McCrea
- Making Every Lesson Count by Shaun Allison and Andy Tharby
- Visible Learning for Teachers by John Hattie
- Make It Stick by Peter C. Brown, Henry L. Roediger and Mark A. McDaniel
- Getting the Buggers to Behave by Sue Cowley
- Why Don't Students Like School by Daniel T Willingham
- When the Adults Change, Everything Changes – Paul Dix
- High Challenge, Low Threat by Mary Myatt
- Teacher Toolkit by Ross Morrison McGill
- EEF Teacher Toolkit / Summary Reports
- Why Learning Fails (and what to do about it) - Alex Quigley
- Powerful questioning: Strategies for improving learning and retention in the classroom – Michael Chiles
- Transform Teaching and Learning through Talk: The Oracy Imperative - Alice Stott and Amy Gaunt

- Over 70 of our teaching and support staff

**10. CPD**

**Our CPD model is included in Appendix 5.**

**11. Monitoring and Evaluation**

Judging the quality of Teaching and Learning is based on three main areas:

1. Examination performance
2. Quality of work and feedback
3. Lesson visits and learning walks

As part of the drive to continually improve T&L, focused Quality Improvement in the form of learning walks will take place throughout the academic year; these will be linked to individual, faculty and whole school developments. In addition, lesson visits may conducted for staff who are at pivotal stages of their career (ECTs, pre-threshold teachers) Judgements, in terms of grading, will not be given at these observations but feedback may include discussion and written evidence as to how the teaching might be improved. Teacher expertise is developed through a model of professional growth, the aim of which is to allow staff to undertake a Disciplined Enquiry to develop a key aspect of their teaching. This will be supported by all staff participating in Instructional Rounds, as an appreciative enquiry focused on a particular aspect of instructional practice.

**Links to other policies and documents**

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- More Able Gifted and Talented Policy
- Assessment Recording and Reporting Policy
- Marking and Feedback Policy
- CPD Model



A place where **respectful behaviour facilitates learning**: pupils are active participants in lessons and are keen to learn and succeed.



It has an **adapted curriculum** that facilitates an equitable learning environment, scaffolding and modelling success for all pupils



The **physical classroom** facilitates a **purposeful and focused learning environment** which contributes to pupil outcomes.



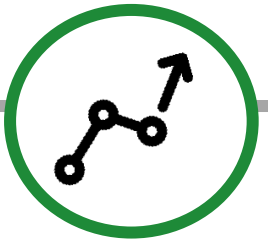
There is an informed and planned approach to **disciplinary literacy, oracy and numeracy**.



**Questioning** is used skilfully to check knowledge and extend pupils' thinking.



**Retrieval** is embedded into the curriculum in order to support memory and retention.



**Responsive Feedback** is used to celebrate success whilst also providing **specific action points** to learners.



**ICT** is used to extend, enrich, and assess skills across the curriculum.

## Appendix 1: Greenbank's Classroom Principles

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**Respectful behaviour**
Our behaviour curriculum promotes a strong climate of Clear routines are shared. Engagement and effort is rewarded.



There is a **high level of expectation for all.** Explanation id refined and purposeful so that pupils acquire powerful knowledge. Learning is modelled and carefully scaffolded



Attributes of the **Learning Environment i**dentified by Tapia-Fonlemm (2020) have been audited and addressed :
**Physical /Academic / Social / Institutional/ Wellbeing**



Nuanced features of subject-specific texts are taught. Attention is drawn to **morphology, authorship and language** Subject specific meanings and metaphorical language are explored.



**Questioning** ensures that pupils can retrieve information **and think with breadth, depth and accuracy.**



**Retrieval** is embedded in the curriculum through:

- Metacognition
- Spacing
- Formative assessment
- Desirable difficulties
- Interleaving .



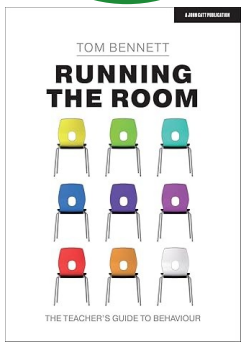
**Responsive Feedback** leads to skilfully planned tasks that confront misconceptions and encourage deep thinking. Pupils are aware of their progress and how to achieve excellence.



**ICT** is used to help pupils develop autonomy over their learning. It is used to nurture creativity and enhance classroom learning. Assistive technology is used to support specific learning neds.

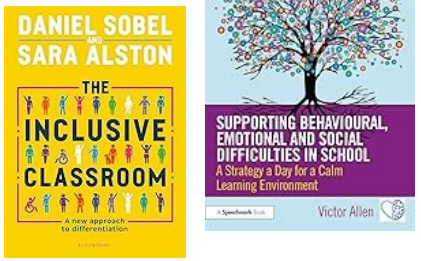
# Appendix 1: Greenbank's Classroom Principles: Expert Teaching in Action

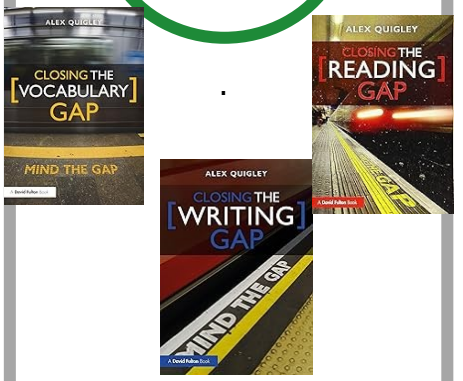
Inspire Care Achieve

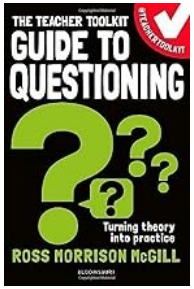


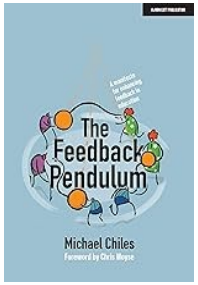


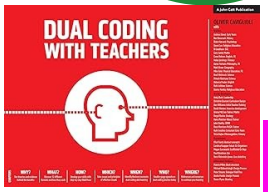


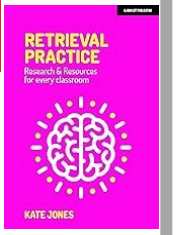


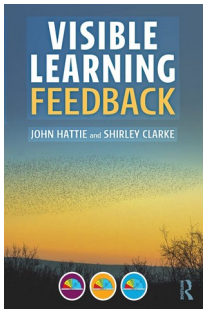



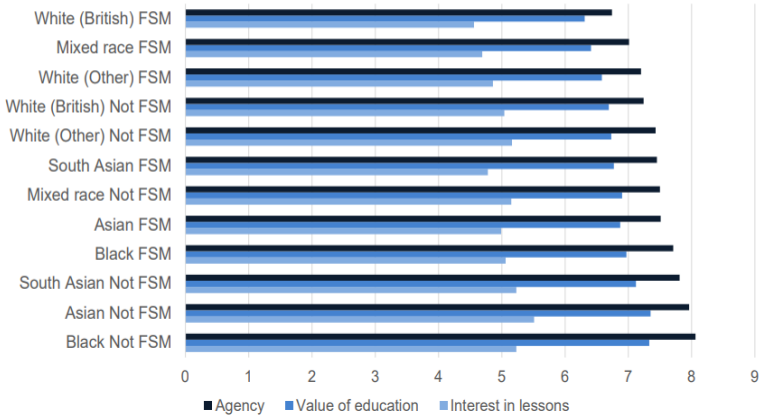


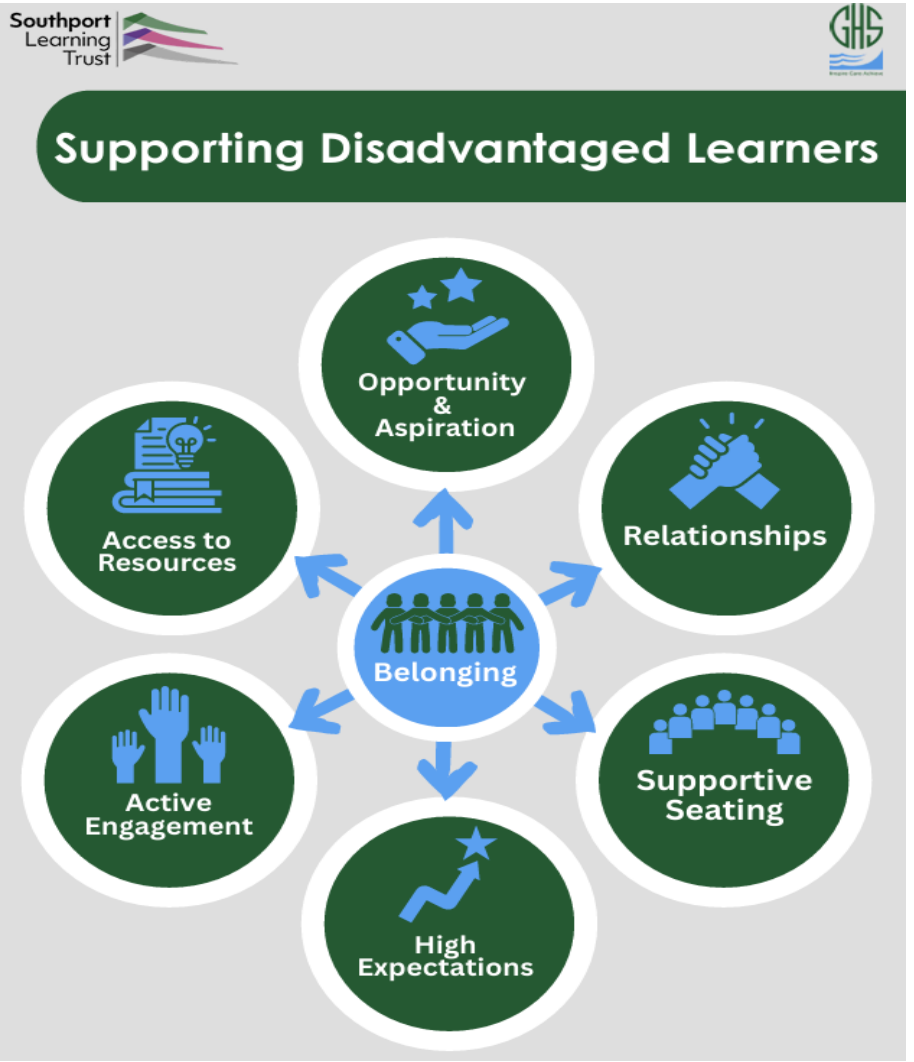

# Appendix 1: Greenbank's Classroom Principles: Core Texts

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**Recent research shows White British disadvantaged pupils are the lowest on almost every measure of engagement in secondary school**

*Different aspects of engagement in education by ethnic and socio-economic group*




# Appendix 2: Supporting Disadvantaged Learners




# Appendix 3: Supporting More Able Learners

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# Greenbank High School Reading Strategy Summary

## Identification of Cohorts

**KEY Benchmarks**
1. All pupils to be **age age-expected level for reading by the end of Year 7**
2. All pupils to have **reading age 14 by the end of year 8.**

**Y7 PUPILS-** Use of transition data and information from Y6 teachers.

Use **Transition meetings** to identify potentially weak readers who will need additional support.

**Whole School NGRT Reading Age Data** - identify pupils who have a Reading age chronologically behind their own.

Use **CATS data** to identify pupils with verbal weaknesses.

**Y8-11 use NGRT** to identify weak Readers . Liaise with English department regarding pupils causing concern.

English staff to monitor reading progress

## Intervention Strategies

**SEND DEPT**: Identification of SEND Readers through **NGRT standardised scores**. 1;1 Reading sessions delivered by JH,SM & MS.

- Readers with a **SS of 84 and below will receive Catch up literacy** intervention and **Lexonivik phonics**.
- Readers with a **SS score of 85-96 will be invited to Lexia Breakfast club**.
- Readers with **SS scores of 96 and above** will be supported through the whole school literacy scheme.

Primary trained teacher to deliver **phonics focused sessions for SEND readers.**

**ENGLISH DEPT: Paired Reading** for students below age expected ability.

**30 minute Lexia breakfast club for Y9-** delivered during form time three times a week. Rolled out to parents at home.
**Whole School: Dyslexia Training** delivered to staff. Whole staff implementation of Dyslexia strategies.

## Developing a love of Reading

All pupils have **dedicated reading lesson** within English curriculum

Dedicated reading time in **PDT**

**Class reader** in English (Y8)

**World Book Day** celebrated each year. **World Book Week** to extend focus on reading.

**Sefton Super Reads Challenge**

**National Teen Book Club**

**Key Stage 3 book club**

**Pupil librarians**

Access to library **before school, at lunchtimes and after school.**

**Scholastic Book Fair**

**Visiting authors**

**Staff model reading**

## Disciplinary Literacy

**Whole staff training** on Disciplinary Literacy

**Word of the Week** – focus on exam command words

Middle leader training on **how to improve disciplinary literacy** in specific subject areas.

Development **of continuum to assess the teaching of reading comprehension** skills across the curriculum.

Use of **vocab strategies** to enhance spelling / understanding of key words in subject areas.

**Research led initiative developed in English** to enhance children's ability to access more complex texts across the curriculum.

## Appendix 4: GHS Reading Strategy Summary

CPD Model 2026--27

## Strand 1: Whole School

**Trust Principles**
- Greenbank Classroom
- Principles into Practice
- Share good practice
- Supported by Values curriculum.

**Teaching and Learning Leads**
- C4U
- Literacy
- Restorative and relational practice

**Subject knowledge and pedagogy CPD**
- Directed by subject leaders
- Enhanced by Trust Curriculum Leaders / CSIs
- Shared through trust newsletter

**KSIE Statutory safeguarding training**
- Delivered by DSL
- Reinforced by Smartlog courses

## Strand 2: Internal development opportunities

**Teaching and learning leads**
To be updated in September 2026 following recruitment

**ICT Champion**
- Engaged in Trust EdTech strategy development

**Voluntary CPD**
- Teach and Toast'sessions open to and led by all staff
- Trust remote CPD sessions (Middle leaders)
- Online CPD
- Bespoke programmes (eg Ambition Institute)

## Strand 3: External development opportunities (as relevant to role)

**Chartered accreditation**
- Librarianship
- Teaching

**Professional association CPD**

**Examiner Training**

## Strand 4:Early Careers Teachers (ECTs)

**ECT Framework/ mentor training**
- Training provided by Best Practice Network

**ITT subject mentor training**
- Provided by higher education partners

**Coaching development**
- Middle leaders and mentors
- Provided within the Trust

## Strand 5: Trust School Improvement collaboration

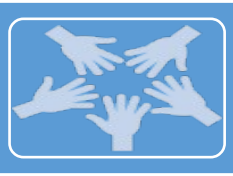
- School improvement strategy
- QA
- Behaviour reviews
- SEND Reviews

**School to school support**
- Curriculum Leads ( Maths, English, Science, MFL, Humanities, PD)

**Communities of School Improvement**
- Middle leader collaboration

Trust Matters Newsletter

# Appendix 5: Greenbank's Classroom CPD Model 2026-27



## Whole School CPD

- Checking for understanding
- Relational & restorative practice



## Middle Leader Excellence

- Department CPD time
- Curriculum development time



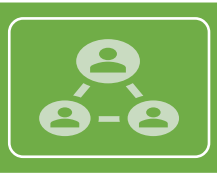
## Intelligent Accountability

- T&L showcases
- Department feedback & further development



## Disciplined Inquiry

- linked to cfu  & led by middle leaders
- expand celebration event so all can share



## Instructional Rounds

- All staff opportunity to be involved

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Southport Learning Trust

## Greenbank High School

# The Greenbank Classroom: T&L Toolkit

## Our approach to teaching at Greenbank



Greenbank High School

Inspire Care Achieve

Southport Learning Trust

# INTRODUCTION

The 'Greenbank Classroom' is about children. Every learner brings potential, curiosity, unique strengths and often, barriers to learning into our classrooms. This evidence-based toolkit supports our highly skilled Greenbank staff to harness that potential through codifying and utilising high impact teaching approaches, which, when implemented consistently, cultivate an inclusive climate that enables all children to succeed.

Our work is driven by our core values:

| | |
|---|---|
| **Thrive** | Grow and develop, be ambitious, curious, successful, happy and enjoy learning, be fulfilled and prosper |
| **Agency** | Desire to influence and take control of our own learning and personal development |
| **Belonging** | Feel safe, valued, included, have a voice and a place in an inclusive community |
| **Individuality** | Celebrate uniqueness, encourage and support aspirations, be proud. |
| **Kindness & Empathy** | Acceptance, honesty and service / contribution to our local and global communities, grace and humility |
| **Respect & Responsibility** | For ourselves, all people, our community and the environment |
| **Courage** | Be fierce, confident, determined risk takers, embrace failure building resilience and responsibility |
| **Innovation** | Think for ourselves, experiment, collaborate, be agile to change and opportunity and harness technology |

# HOW TO USE THIS TOOLKIT

This toolkit is designed to be flexible and supportive, and to enhance consistency of key strategies that are proven to have impact. It can be used in a variety of ways to suit different roles, contexts, and stages of practice.

Teachers may use the toolkit for individual reflection, using the prompts and strategies to evaluate and develop their practice through the lens of Inspire, Care, Achieve. Sections can also be applied directly to classroom practice, with strategies adapted to meet the needs of different learners and subjects.

Teams and departments can use the toolkit to support professional dialogue, shared planning, and coaching conversations, providing a common values-based framework. It may also be used as part of professional development, including staff meetings, training sessions, or INSET.

The toolkit is intended to be revisited over time. Users are encouraged to focus on small, purposeful actions that support wellbeing and sustainable improvement, embedding our core values into everyday practice.

By placing our children at the centre of everything we do, and applying what research tells us works best in teaching, we ensure every student is equipped and empowered to succeed and positively impact the world.



Greenbank High School

# Core Elements

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## Secure Attention

### Strong Start

'Strong Start' focuses on maximizing the time between when pupils enter the classroom and when the main lesson begins.

### Signal, Pause, Insist

Signal, Pause, Insist is a calm, assertive classroom management strategy used to secure attention, smooth transitions, reduce cognitive load and ensure instructions are followed promptly.

### Strong Finish

Strong Finish is the practice of ending lessons with purposeful, academic work right up to the final minute, rather than packing up early or drifting off-task.

## Teach with Clarity

### Explicit Instruction

Explicit instruction is a structured, teacher-led approach that clearly explains concepts, models steps, and provides guided practice before moving to independent learning.

### Scaffolded Learning

Scaffolded learning is a teaching approach where the teacher provides structured support (such as sentence starters, models or checklists) to help pupils access new or desirably difficult content.

### Active Observation

Active observation (also called Hunting not Fishing) is the act of strategically moving around the room as pupils are working, identifying strengths, areas of development or misconceptions in pupils' work.

## Optimise Thinking

### Thinking Hard / Ratio

Learning improves when all pupils think deeply. High Participation and Thinking Ratios mean that students, not teachers, are doing the real cognitive work.

### Cold Call

The teacher first provides thinking time - silent wait time, paired thinking, or note-making-to ensure every pupil can prepare an answer.

### Say it Again, Better

A questioning technique where the teacher asks a pupil to improve, refine, or clarify an initial response. In this inclusive version, pupils are given brief thinking time

## Secure Learning

### Show Me

Show Me is a responsive teaching technique where pupils write an answer on a mini-whiteboard and hold it up on the teacher's signal.

### Check for Understanding

Checks for Understanding are deliberate, ongoing techniques used to verify whether pupils have grasped key content before moving forward.

### Retrieval Practice

Retrieval practice is a learning strategy that boosts long-term memory by actively recalling information.

# A Strong Start

## What

**'Strong Start' focuses on maximizing the time between when pupils enter the classroom and when the main lesson begins. The goal is to ensure students are engaged in meaningful academic work right away and to build positive, productive habits. It is explored in 'Teach Like a Champion 3.0'.**

## Why

First impressions matter, not just on the first day of school, but every day, and so how class begins—and in fact how culture and expectations are communicated in the ambiguous and liminal time before class has begun—is critical in setting norms, communicating culture. A student's arrival to your lesson should result in them receiving the message that they belong; that their teacher is prepared and capable; and that as learners their time will be well spent. A strong start sets the tone for everything that comes after, an energetic start builds momentum, and it develops the academic habits students will need to succeed. Doug Lemov. Teach Like a Champion 3.0

## When

A strong start establishes positive routines at the start of every lesson at Greenbank. It creates predictability, security, and calm. It Signals that learning is the priority and helps shift from social mode to academic mode. The 'Do Now' activity / Register Task allows teachers to gauge prior knowledge and readiness for learning.

## How

### Threshold

**1.Positioning.**

- Stand at the entrance to your classroom, allowing you to clearly see 'both sides' – class and corridor
- Use 'Be Seen Looking' to monitor

**2. Set Expectations**

- Correct minor issues without fuss e.g. Uniform, behaviour and equipment
- "Earrings our please, Kate....into the correct seat please Evelyn"

**3. Instructions**

- Clear instructions using Means of Participation
- "In silence, on your own complete the Do Now quiz"

**4. Narrate the Positive**

- Build rapport, praise & reinforce norms
- "Brilliant to see you on time Courtney, keep it up" "Great to see Emma working already, brilliant"

### Do Now

1. **Activity**

- Do Now on screen or a handout
- Subject specific activity linked to lesson or prior learning e.g. retrieval
- Set a time to complete in silence.
- If needed, stop class and repeat instructions.

**2. Register**

- Teacher takes register on Arbor
- On Call alert for missing pupils

**3. Circulate**

- Circulate to use active observation, give praise, and narrative the positives to ensure students remain on task
- Use least invasive intervention

**4. Clean Finish**

- Use Signal, Pause, Insist to bring student attention to teacher
- "Year 8, pens down and eyes on me in 3, 2, 1"

### Transition

**1.Feedback**

- Review the Do Now to check whole class understanding and tackle misconceptions
- Use a range of strategies to gather responses e.g. questioning (Cold Call, No Opt Out) Show Call or hinge questions.
- Feedback as appropriate
- Continue to use praise, share excellence & use student examples – Start the lesson with success

**2. Next Steps**

- Introduce the next phase of the lesson through sharing the learning objectives of the lesson.
- Link Do Now (if possible) to new learning

## SEND Support

- Personalised greetings create a sense of belonging
- Word banks: Provide sentence starters for structured responses.
- Extra time: Allow more time to think and respond to reduce anxiety.
- Use a multi-sensory approach: engage senses such as touch and sound to support processing.

## Behaviour for Learning

- Establish predictable routines for structure and smooth transitions into learning.
- Use positive reinforcement to celebrate effort and progress, not just correct answers
- Build confidence with scaffolded questions, starting easy and increasing challenge

# Space for notes:

# Signal, Pause, Insist

## What

**Signal, Pause, Insist is a calm, assertive classroom management strategy used to secure attention and ensure instructions are followed without escalating. It relies on clarity, use of wait time, and consistency rather than repeated instructions or a raised voice.**

## Why

Many low-level behaviour issues arise when instructions are repeated too quickly, compliance is rushed, or expectations are applied inconsistently. Over time, this can lead students to believe that instructions are optional. The Signal, Pause, Insist routine addresses this by making expectations explicit, giving students time to think and comply, and reinforcing that instructions matter and will always be followed through.

This is a routine we use several times within every lesson at Greenbank. It supports calm, efficient transitions between lesson phases and helps prevent escalation by creating predictable and consistent classroom practices. A shared approach across the school reduces cognitive load for students, who no longer need to interpret different expectations, and is particularly beneficial for staff who see students less frequently.

## When

Signal, Pause, Insist should be used every time a teacher needs full class attention before giving instructions. The teacher gives a clear signal, pauses to allow students to respond, and insists on 100% attention before speaking. Lemov recommends using it consistently, especially before transitions, key explanations, or behaviour resets to reinforce a calm, focused classroom culture.

## How



**Signal – raised hand and 3 – 2 – 1 countdown:**

- "**Three**. Everyone in, sitting still, and eyes this way."
- "**Two**. Thank you, looking forward and listening to me."
- "**One**, (repeat instruction). Thank you….now I can explain / praise… Well done to….



**Pause.**

- Give students a short moment to adjust; it's not instantaneous. The countdown gives this time.
- Wait without speaking to allow this transition to happen naturally.
- Hold eye contact all the time.
- When ready, narrate and affirm students' positive response with a simple *"thank you"*.

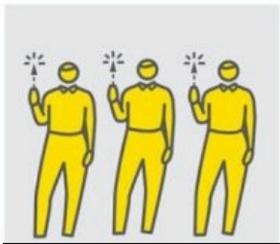


**Insist:**

- Before moving on be sure that everyone has given you the agreed response.
- If you can't get a 100% response through body language and eye contact, use low level reminders.
- You might need a more-strict response or to rehearse the signal for attention routine again.

# Signal, Pause, Insist

## SIGNAL, PAUSE, INSIST

|  |  |  |  |  |
|---|---|---|---|---|
| **Agreed GHS signal** | **Rehearse the signal** | **Give the signal** | **Pause** | **Insist** |
| At Greenbank, our signal is a raised hand and the '3-2-1' countdown.<br><br>Three. Everyone in, sitting still, and eyes this way."<br><br>"Two. Thank you, looking forward and listening to me."<br><br>"One,(repeat instruction). Thank you….now I can explain / praise… Well done to…. | Introduce the signal to each class soon after meeting them.<br><br>Practise the process of stopping and starting an activity using the signal.<br><br>Make it clear what the signal is and what you want them to do on hearing it. | When you want to move from student activity to teacher input, stop what you are doing and give the agreed signal.<br><br>Stand facing the class, scanning the room to make eye contact with everyone. | Give students a short moment to adjust; it's not instantaneous.<br><br>Wait without speaking to allow this transition to happen naturally.<br><br>Hold eye contact all the time.<br><br>When ready, affirm their positive response with a simple "thank you". | Before moving on be sure that everyone has given you the agreed response.<br><br>If you can't get a 100% response through body language and eye contact, use low level reminders.<br><br>You might need a more-strict response or to rehearse the signal for attention routine again. |

**SEND Support**

- **Allow extended pause time**
- **Use visual reminders**
- **Pre-agree signals with individual students**
- **Reduce verbal load**

**Behaviour for Learning**

- **Signal once -** use a calm tone ✘ Avoid shouting or repeating
- **Hold the pause** - shows expectation and allows self-correction ✘ Don't fill the silence
- **Insist** - Keep it neutral and private ✘ Avoid confrontation or public shaming

# Strong Finish

## What

**Strong Finish is the practice of ending lessons with purposeful, academic work right up to the final minute, rather than packing up early or drifting off-task.**

## Why

A strong finish ensures learning is deliberately consolidated, not left to chance

- The final moments of a lesson matter and should be used intentionally
- A purposeful ending helps pupils review and retain key concepts more securely
- It provides a clear opportunity to check understanding and address misconceptions before they embed
- Highlighting what has gone well reinforces success, building confidence and motivation
- A strong close helps set a positive tone for future learning
- It clarifies next steps, supporting continuity across the learning sequence
- A well-crafted finish encourages reflection on learning and learning processes
- This reflection strengthens metacognition and helps learning resonate beyond the classroom

## When

The final 5–10 minutes of every lesson, especially after new learning or before transitions (e.g. end of day, end of unit)

## How

### Transition: end main activity

**Signal, Pause, Insist**

- stand in Pastore's Perch and gain attention

**Organise Learning Space**

- use means of participation to give clear instructions. "In silence, pack away MWB and stand behind your chair'

**Students stand up**

- correct issues, frame instructions positively 'excellent front row, desks are tidy'.

### Exit Task: retain engagements

**Insist on silence**

- clear instructions and high expectations. 'In silence, eyes this way…'

**Pose Exit Task**

- Summarise and connect key learning
- Assess understanding using a brief pre-prepared exit question
- Preview next lesson to maintain coherence and anticipation
- Encourage reflection on progress towards lesson goals
- Provide succinct feedback, addressing misconceptions and informing next steps

**Succinct Feedback**

- keep the pace, act on what student response tells you; challenge and address misconceptions – note areas for next lesson. (eg in next Do Now).

### Threshold: end the lesson

**Narrate the Positive**

- build rapport, reinforce norms, issue achievement points, praise

**Staggered Departure**

- invite students to leave in pairs / rows. Front load expectations: 'in silence, front row leave your books on the pile and you can go'

**Monitor The Threshold**

- see students out of the room, narrating positives. Support presence on corridor and be seen looking.

## SEND Support

- Know your pupils who have an 'early leave' pass and ensure that their learning is consolidated.
- Establish routines which allow them to leave with drawing unwanted attention from other pupils.
- Short, structured tasks with clear success criteria
- Multiple response formats (oral, visual, written)
- Repetition and retrieval to strengthen memory and confidence

## Behaviour for Learning

- Maintains focus to the final minute, reducing low-level disruption
- Clear routines prevent end-of-lesson drift
- Calm, purposeful ending supports positive transitions

# Space for notes:

# Explicit Instruction

## What

**A structured, teacher-led approach that makes learning clear, focused, and accessible. Teaching new knowledge and skills in small, carefully sequenced steps. Uses clear explanations, modelling, guided practice, and checks for understanding. It is intentional, precise, and responsive**

## Why

Explicit instruction is effective because it reflects Rosenshine's principles: it breaks learning into clear, manageable steps, reduces cognitive load, and ensures pupils understand new material before working independently. Through modelling, guided practice, and frequent checking for understanding, teachers can prevent misconceptions and maintain high success rates. This structured, supportive approach benefits all learners, especially those who need more clarity or confidence by making learning predictable, accessible, and less overwhelming.

- Strong evidence base for improving attainment, particularly for disadvantaged pupils
- Reduces cognitive load, helping pupils focus on what matters most
- Prevents misconceptions from forming or becoming embedded
- Builds confidence, success, and independence over time
- Supports consistency and equity across classrooms

## When

- When introducing new content: explicit explanation & modelling make unfamiliar material accessible
- When teaching complex or multi-step concepts: small, sequenced steps reduce cognitive load
- When pupils have gaps in prior knowledge: guided instruction rebuilds foundations before independence
- When developing fluency: modelling and guided practice secure correct methods
- When misconceptions are likely – frequent checks for understanding allow early intervention
- When pupils need additional support: structured, predictable instruction supports working memory, language needs, and confidence

## How



**Clarify the learning goal**

- State exactly what pupils will learn and why it matters
- Share success criteria in pupil-friendly language



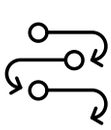
**Activate prior knowledge**

- Briefly review prerequisite knowledge or skills
- Address gaps before introducing new material



**Explain new content clearly**

- Use concise, unambiguous language
- Avoid unnecessary detail or cognitive overload
- Highlight the critical features pupils must notice



**Model step by step**

- Think aloud to make expert thinking visible
- Demonstrate both worked examples and non-examples
- Model one step at a time, checking understanding between steps

# Explicit Instruction

## How

**Teach in small, sequenced chunks**

- Break complex tasks into manageable components
- Ensure mastery of each step before moving on

**Check for understanding frequently**

- Use cold call, mini whiteboards, verbal responses, exit questions
- Target a wide range of pupils, not just volunteers
- Adapt instruction immediately based on responses

**Guide practice**

- Practise together before independent work
- Scaffold responses (sentence stems, prompts, worked examples)
- Gradually remove support as confidence increases

**Provide immediate, actionable feedback**

- Correct errors quickly and precisely
- Address misconceptions explicitly and publicly where helpful
- Reinforce correct methods and language

**Move to independent practice**

- Only once pupils are secure
- Tasks closely aligned to what was modelled
- Monitor closely and intervene early

**Revisit and review**

- Build in spaced practice and retrieval
- Use feedback and exit tasks to inform future teaching

## SEND Support

- Allow extended pause time
- Use visual reminders
- Pre-agree signals with individual students
- Reduce verbal load

## Behaviour for Learning

- Reduces repeated instructions
- Builds routines and predictability
- Encourages self-regulation
- Minimises power struggles
- Maximises learning time

# Scaffold Learning

## What

**Scaffolded learning is a teaching approach where the teacher provides structured support (such as sentence starters, models or checklists) to help pupils access new or difficult content, then gradually removes that support as pupils become confident and able to work independently.**

## Why

Scaffolded learning is used because it helps pupils tackle new or challenging content with the right level of support. By breaking learning into manageable steps and guiding pupils through each stage, it reduces cognitive load, prevents misconceptions, and builds confidence. As support is gradually removed, pupils develop independence and secure long-term understanding.

## When

**When introducing new content:** Explicit explanation and modelling help pupils understand material they have never encountered before.

**When teaching difficult or multi-step concepts:** Breaking tasks into small steps reduces cognitive load and supports accuracy.

**When pupils have gaps in prior knowledge:** Clear, guided teaching helps rebuild foundations before independent work.

**When practising fluency:** Modelling and guided practice ensure pupils are using correct methods before moving on.

**When misconceptions are likely:** Frequent checking for understanding allows teachers to intervene early.

**When learners need additional support:** Pupils with working-memory challenges, language or SEND often benefit from structured, explicit guidance to reduce cognitive load and ensure access to the learning.

## How



- **Modelling ('I do')**The teacher demonstrates a process step-by-step (such as solving a maths equation or analysing a paragraph) while thinking aloud. Pupils watch the expert model before trying it themselves.



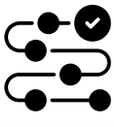
- **Guided practice ('We do')** Teacher and pupils complete an example together. The teacher prompts, questions, and supports pupils as they begin to practise the skill, gradually increasing pupil responsibility.



- **Worked examples:** Pupils are given a completed example that shows high-quality thinking or structure. They study it before attempting a similar task. This reduces cognitive load and builds confidence.



- **Partially completed tasks:** Pupils are given a task with some elements already in place—such as sentence starters, diagrams with missing labels, or partially solved problems—and finish the remaining steps.



- **Graphic organisers:** Tools such as timelines, Venn diagrams, structured writing frames, or flow charts help pupils organise information and focus on key concepts.

# Scaffold Learning

## How

| What can it look like in practice? | | For example: | |
|---|---|---|---|
| **Visual** | *Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.* | • A task planner<br>• A list of the steps a pupil needs to take<br>• Model examples of work<br>• Images that support vocabulary learning |  |
| **Verbal** | *Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.* | • "Let's look at this together..."<br>• "What have you done before, that will help you with this task?"<br>• "Don't forget, your work needs to include..." |  |
| **Written** | *A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.* | • A word bank<br>• A writing frame<br>• Sentence starters |  |

**Scaffolding and Working Memory:**

1. **Reducing memory demands** -and thus reducing the number of things learners have to think about at the same time

2. **Anticipating memory demands** - by having a curriculum that is sequenced to reinforce, connect, prepare and deepen

3. **Support memory demands** - by scaffolding that 'holds' some of the memory demands for the learner, allowing them to think with the same content as everybody else.

4. S**trengthen memory-** through a robust culture of retrieval so knowledge is remembered long term and by ensuring learners know enough to access lessons – which may involve interventions if fundamental building blocks of learning are not in place

## SEND Support

- **Visual supports:** Use images, diagrams, or symbols to aid recall and reduce overload.
- **Simplify language:** Give clear, concise instructions and break down questions.
- **Word banks**: Provide sentence starters for structured responses.
- **Extra time**: Allow more time to think and respond to reduce anxiety.

## Behaviour for Learning

- Clear expectations: Students know what to do
- Step-by-step guidance: Prevents confusion and frustration
- Consistent routines: Creates structure and predictability
- Active engagement: Keeps students focused and on-task
- Immediate feedback: Corrects mistakes quickly
- Confidence through success: Reduces anxiety and builds motivation

# Active Observation

## What

**Active observation (also called Hunting not Fishing) is the act of moving around the room as pupils are working, looking for what you should see in pupils' work. In your planning of the lesson, you will have decided what success in the task should look like and anticipated any mistakes that might occur. More than circulating, you are actively observing pupils' work and intervening as appropriate.**

## Why

**Active Observation** is used because it allows teachers to gather real-time evidence of pupil learning by deliberately watching, circulating, and checking work closely. This helps identify misconceptions early, provide timely support, and ensure pupils remain focused and accountable. By being visibly attentive, teachers can adjust instruction immediately and maintain high expectations for every learner.

## When

**Active Observation** should be used whenever pupils are practising new or challenging learning. It allows teachers to check understanding, spot errors early, and keep pupils focused and accountable throughout the lesson.

## How

- **Decide**: know in advance what you are looking for – incorrect answers, misconceptions, use of technique or key subject vocabulary
- **Route**: be strategic in your route – gather a good sample and consider students who are vulnerable. What are the strongest struggling with?
- **Lap** purposefully around the classroom while pupils work, scanning their books, screens, or thinking.
- **Pause** to look closely at individual work, checking for accuracy, misconceptions, and quality.
- **Make notes**: the cognitive load on teachers is huge, use seating plans / clipboard / MWB to support as you circulate. Who needs support? Who has good answers? What common misconceptions and errors are there?
- **Ask brief, targeted questions** to probe understanding, and give quick corrective feedback when needed. Be strategic in whole-class response / feedback correction. Use of the visualiser here helps demonstrate / model / correct and deliver whole class feedback
- **Stay attentive, circulate strategically** (not predictably), and use what you see to decide who needs support, who needs challenge, and whether the whole class needs further instruction.

| FEEDBACK OPTION 1 | FEEDBACK OPTION 2 | FEEDBACK OPTION 3 |
|---|---|---|
| Teacher tracks progress of and gives immediate feed back to individual students. | Teacher makes observations but gives feedback to the class at the end of the task, using responsive teaching. | Teacher makes observations using a whole class feedback template and plans feedback for a later lesson. |

## SEND Support

- Helps to spot individual needs and strengths in real time
- Identify barriers to learning (e.g., sensory, emotional, communication difficulties)
- Adapt teaching and environment based on what actually works
- Interpret behaviour as communication, not misbehaviour
- Build stronger relationships by noticing subtle cues

## Behaviour for Learning

- Identifying triggers early. Teachers can spot what leads to anxiety, frustration, disengagement, or escalation, allowing them to intervene before behaviour becomes a problem
- Noticing what improves engagement. Observation shows which activities, instructions, seating arrangements, or routines help a learner stay focused and motivated
- Understanding behaviour as communication. Instead of seeing behaviour as 'challenging,' staff can identify the message behind it (e.g., confusion, sensory overload, need for connection).

# Space for notes:

Inspire Care Achieve

# Ratio and Thinking Hard

## What

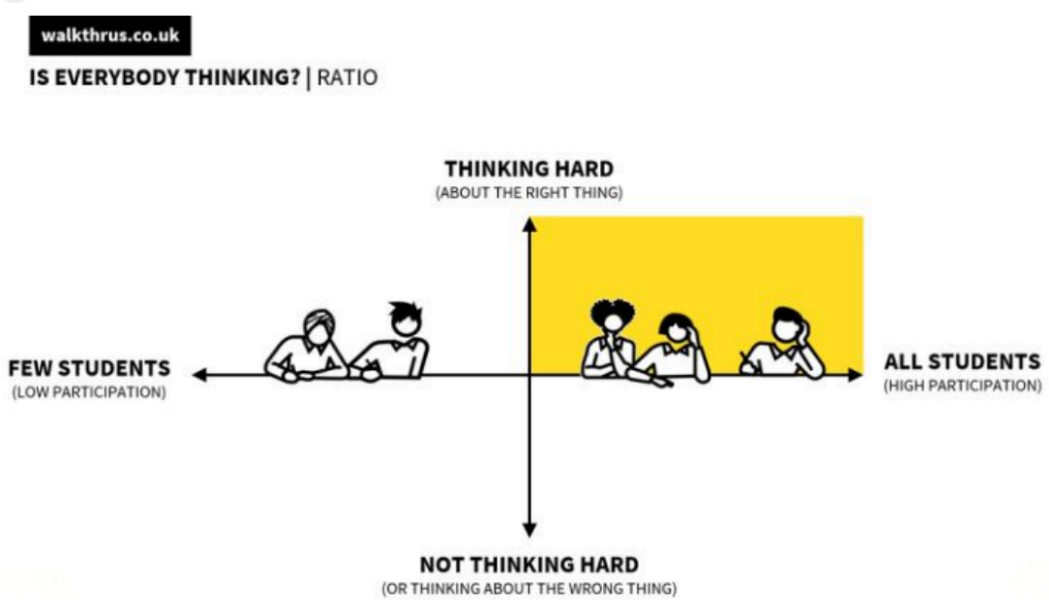
**This refers to how many pupils are thinking and how hard they are thinking during a lesson. Participation Ratio measures how many pupils are cognitively engaged, while Thinking Ratio measures the depth of that thinking. Together, they indicate whether pupils - not the teacher - are doing the meaningful mental work required for learning. A classroom can only achieve Thinking Hard if the Ratio is high.**

## Why

Ratio and thinking hard matter because pupils only learn when they actively process and think deeply about content. Learning happens in the struggle - not in passive listening. Classrooms with high participation and thinking ratios shift the cognitive effort from the teacher to the pupils, promoting deeper learning and greater long-term retention. High Ratio practices also ensure fairness, build confidence across the class, and prevent passive behaviours by involving every pupil.

## When

Ratio and thinking hard should inform every phase of a lesson. During retrieval, modelling, guided practice, independent work, and consolidation, teachers should ask: Who is doing the thinking right now? Is it enough pupils, and is it challenging enough? Effective lessons progressively increase the amount and depth of pupil thinking as they move from teacher-led to independent tasks.




## How

**Everybody Writes Then Debate:** Combine written reasoning with structured debate to push pupils to articulate, defend, and refine their ideas.

**Structured Questioning (probe, stretch, sequence):** Use follow up questions such as Why, How do you know, What's the evidence to deepen analysis and extend thinking.

**Goal Free Problems:** Present open prompts like "What can you figure out?" to encourage exploration, creative reasoning, and independent problem solving.

**Retrieval With a Twist:** Add challenge to retrieval by requiring explanations, comparisons, transformations, or justifications instead of simple recall.

# Ratio and Thinking Hard

## How



**Multiple Methods or Multiple Explanations:** Ask pupils to solve a problem in different ways or explain an idea from multiple angles to strengthen understanding.



**Ranking or Categorising Tasks:** Require pupils to group, sort, or rank concepts, which forces decision making and exposes structure.



**Deliberate Practice:** Use varied, increasingly complex examples designed to deepen understanding rather than repetitive busywork.



**Silent Sustained Thinking:** Create conditions for uninterrupted thinking using silent writing, problem solving, or analysis to ensure all pupils carry the cognitive load.



**Error Analysis:** Present incorrect solutions or misconceptions and ask pupils to diagnose and correct them, promoting metacognition and precision.



**Low Stakes Quizzing With Explanation:** Ask pupils to answer quick questions and explain their reasoning, strengthening retention and quality of thought.



**Live Modelling Then Handing Over the Cognitive Load:** Model expert thinking briefly, then shift responsibility to pupils to apply the thinking themselves with reduced scaffolding.

## SEND Support

- **Scaffold the thinking, not the challenge:** Use sentence stems, partially completed models, chunked prompts, or worked examples to maintain high expectations while making the thinking accessible.
- **Reduce extraneous load:** Simplify instructions, ensure clarity, and introduce key vocabulary beforehand so pupils can focus on the core task.
- **Use varied modes of expression:** Graphic organisers, diagrams, oral explanations, and manipulatives help structure thinking without lowering cognitive demand.
- **Check in frequently:** Use whiteboards, pair talk, and writing tasks to spot misconceptions early and adjust scaffolds while keeping challenge high.

## Behaviour for Learning

- **Strong routines support high Ratio:** Clear expectations and well-practised transitions reduce lost learning time and keep pupils focused on thinking.
- **Promote voice equity:** Strategies like Cold Call, Everybody Writes, and Turn & Talk distribute participation fairly, preventing pupils from opting out mentally.
- **Normalise effort and struggle:** Reinforce that challenge is part of learning and praise the process of thinking hard, not just correct answers.
- **Avoid busywork:** Choose tasks that genuinely require pupil thinking; tasks with low cognitive demand create space for disengagement and off-task behaviour.

# Cold Calling

## What

**Cold calling is a questioning strategy designed to involve every student and keep all learners mentally engaged during a lesson. It also supports teachers in checking understanding, as responses from a range of students provide insight into how securely the class has understood a key idea or concept. This strategy increases the proportion of students thinking deeply about their learning, as everyone knows they may be asked to contribute at any point.**

## Why

Cold Call with thinking time increases equity, engagement, and accountability. It ensures all pupils have the chance to contribute, not just confident volunteers. Thinking time makes the technique more inclusive by reducing pressure, supporting processing needs, and improving the quality of responses. It signals that everyone is expected to think, and that participation is shared fairly. It is essential that you know your pupils well to offer encouragement and support, and build confidence when responding to questions.

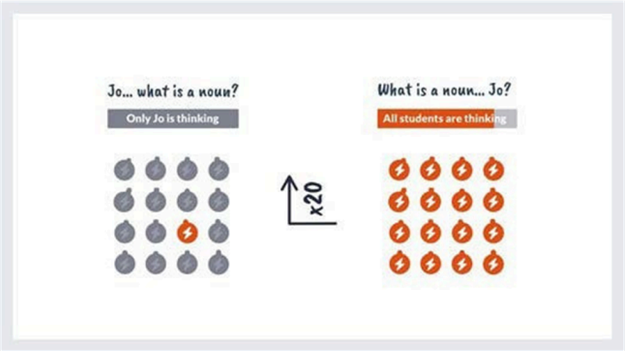
By using cold calling, teachers increase the proportion of students who are actively thinking about their learning. Students know they may be asked to contribute at any point, which encourages sustained focus and readiness to respond, whether answering directly or building on the ideas shared by others.

It encourages sustained attention, reduces reliance on volunteers, and prevents 'opt-out' behaviour. Students may be asked to answer directly, build on the ideas of others, or refine a previous response, supporting both challenge and accountability.

## When

Teachers should be clear and positive when introducing cold calling, explaining its purpose and reassuring students. Used thoughtfully, it strengthens understanding for all learners, not just those who are confident to contribute. It is especially effective after modelling, guided practice, or during whole-class questioning.

## How




***The graphic from Peps Mccrea shows the power of concealing which student is going to answer the question until the question has been asked. The selection of the student is a strategic process, informed by your active observation and your knowledge of the students' levels of understanding. Once you have an initial response, use probing and process questions to ascertain the level of agreement from other students and to develop a rich discussion.***

- Pose the question first. Make sure the whole class hears and understands the question.
- Build in thinking time. Silent pause (3–5 seconds)'Put your finger on the answer'.
- Note- taking
- Think-pair-share. This allows everyone to prepare.
- Name the pupil after the thinking time as this keeps all pupils engaged while thinking.
- Use a calm, reassuring tone.
- Cold Call should feel predictable and safe - not like a 'gotcha'.
- Provide scaffolds if needed
- Rephrase, chunk, or simplify the question as appropriate
- Acknowledge the effort
- Reinforce the expectation that all pupils think and respond.
- Follow up with probing if needed
- Extend or clarify answers without judgement.

# Cold Calling

## How

**COLD CALLING** 1 2 3 4 5

| ASK THE CLASS THE QUESTION | GIVE THINKING TIME | SELECT SOMEONE TO RESPOND | RESPOND TO THE ANSWERS | SELECT ANOTHER STUDENT AND RESPOND AGAIN |
|---|---|---|---|---|
|  |  |  |  |  |
| Ask a question aimed at everyone in the class, giving them all a chance to consider the answer and check their understanding. Don't accept hands up or calling out. Cold calling tells all students to be ready to give their answer. | Allow students time to think in silence before seeking a response. This could be 5–10 seconds or perhaps longer, depending on the complexity. Use thinking time to scan the room, checking that students are focusing on the task. | Select a student to respond. "Jameela, what were you thinking?" This invitational style allows Jameela to present her half-formed thoughts or to say she's not sure. If we over-stress correctness at an early stage, this can inhibit less confident students. | Turn each question into a short exchange. Respond with an affirmation and a probing question or a process question. If the answer isn't right, respond with "Good try, but that's not quite right" before reteaching. The Say It Again Better strategy is useful as a response. | Invite another student to respond to the exact same question or a slight extension. Choose a range of students, including those who are less enthusiastic or less confident. |

## SEND Support

**Cold Call becomes more inclusive with thinking time because it provides:**

- Processing time for pupils with working-memory or language needs
- Reduced pressure through predictable routines
- Opportunity to prepare thoughts before speaking
- Narrate that you are going to cold call – avoid it being a surprise by putting students on the spot

## Behaviour for Learning

**Cold Call with thinking time supports positive classroom behaviour by:**

- Setting clear expectations that everyone participates
- Keeping all pupils mentally engaged, reducing off-task behaviour
- Creating a calm, predictable routine that lowers anxiety

# Say It Again, Better

## What

**Say It Again, Better is a deliberate practice technique where pupils are asked to rehearse, refine and re-articulate an answer so it becomes clearer, more precise and more academic. The teacher coaches improvement, rather than simply evaluating correctness.**

**It focuses on:**

- **Accuracy of knowledge**
- **Precision of language**
- **Clarity of explanation**
- **Academic tone and structure**

## Why

**Say It Again, Better is effective because it:**

- Develops academic language and vocabulary (Quigley)
- Makes pupils' thinking visible and improvable (Sherrington)
- Increases the quality of pupil talk and oracy (Voice 21)
- Reinforces the expectation that answers can and should be refined (Lemov)
- Strengthens understanding before pupils move into writing

## When

Ideal during whole-class questioning, discussions, and checking for understanding. Use Say It Again, Better when pupils:

- Give partially correct answers
- Use imprecise, vague or informal language
- Explain a process, method or concept
- Respond verbally before extended writing
- Are struggling to structure an explanation
- Are answering a high-value / high challenge curriculum question
- It is especially powerful during questioning sequences, in whole-class discussion, before asking pupils to write, when addressing misconceptions, when modelling high standards of talk

## How

**Acknowledge the contribution:** Signal that the pupil's thinking has value. "You're on the right track…". / "That's a good start…" "I can hear the idea forming…"

**Identify the improvement:** Be explicit about what needs to be better. Precision / Vocabulary / Structure / Accuracy / Depth / Subject Terminology - "That's correct, but we need more precision." "Let's make that more scientific." "Can you explain why, not just what?"

**Scaffold the improvement:** Never just say "say it again" – guide it. Common scaffolds: Key vocabulary / sentence stems / chunking the answer / re-ordering ideas / modelling part of the response. Example teacher prompts: "Use the word photosynthesis in your answer." "Start with: This happens because…" / "Explain it in two steps." / "Can you link that to yesterday's learning?"

**Rehearse aloud:** Give the pupil time to think, then speak again. "Take a moment… now say it again, better." Allow silence. Do not rush.

**Validate and amplify:** Once improved, reinforce the standard. "That's much clearer." / "Notice how precise that was." / "That's the level we're aiming for." Where appropriate, ask another pupil to build on or repeat the improved answer to strengthen collective understanding.

# Say It Again, Better

| STEPS SCRIPTING | |
|---|---|
| **1. Ask a question that is addressed to the whole class.** | How does Romeo feel when he believes that Juliet is dead? |
| **2. Give students thinking time, standing in your Pastore's Perch to check for 100% engagement.** | I'm going to give you 30 seconds to think and then I will cold call for a response.<br>*Could also use 'Think, Pair, Share' or 'Show me Boards. |
| **3. Repeat the question and invite a student to respond.** | So, how does Romeo feel when he believes that Juliet is dead? Simon, what were you thinking? |
| **4. Acknowledge the original response and be as positive as you can.** | Okay, that's a good start, but let's develop it further<br>Okay, you are correct, but let's use the correct terminology.<br>Good try, but that's not quite it, let's see if we can get it right. |
| **5. With the same student, use follow up questions to guide them to developing or correct their response.** | What's the more technical term for your idea?<br>Is there a more interesting word you can use?<br>Can you explain why you think your answer is correct? |
| **6. Return to the original question and invite the student to give an improved response.** | So Kate, tell me again, how does Romeo feel when he believes that Juliet is dead? |
| **7. Respond to the improved response. If it is correct, give praise. If it still needs to improve, repeat the process.** | Excellent, that's a much better response because…<br>Okay, that's better but we can still develop it further. |

**SEND Support**

- Thinking time to reduce cognitive load and support processing
- Rehearsal opportunities (paired practice)
- Structured prompts, e.g., sentence starters or vocabulary banks

**Behaviour for Learning**

**Say It Again, Better promotes strong behaviour for learning by:**

- Establishing a routine where improvement is expected and normal
- Keeping pupils attentive because answers may be revisited and refined
- Reducing calling-out, as pupils know thinking time is built in
- Reinforcing a calm, respectful culture of high standards

# Show Me

## What

**Show Me is a responsive teaching technique where pupils write an answer on a mini-whiteboard and hold it up on the teacher's signal. Pupils are given deliberate thinking time in silence, note-taking, or scaffold prompts before writing. Every pupil responds simultaneously, giving the teacher a clear picture of whole-class understanding.**

## Why

'Show Me' is a high ratio technique making sure 100% pupils think and participate, not just confident volunteers. It provides instant formative assessment, enabling teachers to spot misconceptions rapidly and adjust teaching in real time. Incorporating thinking time supports accuracy and confidence, creating a low-stakes environment where pupils can take risks and learn from errors. It increases cognitive engagement and reduces reliance on teacher talk by making pupil thinking visible.

## When

**Use Show Me when you need to:**

- Check whole-class understanding quickly
- Assess accuracy after modelling or explanation
- Identify misconceptions before moving on
- Encourage all pupils to commit to an answer
- Review prior learning or retrieval questions
- Support participation during independent or guided practice
- It is especially effective during fast checks, multiple choice questions, hinge questions, retrieval practice, and concept-checking.

## How

**Logistics**
Store boards, pens, and erasers in a consistent, easy-to-reach place.
Keep spares available ("pen hospital").
End-of-lesson: wipe, lid on, return to the same spot.

**Expectations**
Write clearly, no doodling, wait for the cue.
Use consistent commands: "Boards down… Pens down… Show Me in 3, 2, 1."
Hover boards before 'show me'.
Hold boards at chest height facing forward.

**Board Layout**
Teach one simple, consistent format eg. quadrants in maths. Large writing so it can be seen.

**Training the Routine**
Model each step; practice repeatedly.
Praise correct use ("I can see…") to reinforce habits.
Use whiteboards frequently so the routine becomes automatic.

# Show Me

## How




| | |
|---|---|
| **Question** | •Front load expectations; pose the question – let them know you're using MWB |
| **Brighten Lines** | •Give precise instructions of when / how. Set a time limit. Clarify response format (large writing, please / in a quadrant, thanks'. Give thinking time. Ask students to 'hover' their board |
| **Signal Pause Insist** | •Use hand raise in the air and a '3, 2, 1' countdown. |
| **Sample and feedback** | •Scan the answers, look for correct / incorrect responses, misconceptions, common errors (and literacy errors), Use cold call, probing questions, process questions to consolidate / correct and deepened understanding. Does anything need to be retaught? Which individuals need one to one support? Can you move on? |

**SEND Support**

- Thinking time reduces cognitive load and supports processing.
- Use scaffolds such as key words, diagrams, or partially completed stems.
- Use visual representation of thinking, which supports pupils who struggle with verbal explanations.

**Behaviour for Learning**

Show Me strengthens behaviour for learning by:

- Setting clear expectations that everyone participates
- Keeping pupils actively engaged throughout the thinking–writing–showing sequence
- Providing structure, reducing off-task behaviour
- Creating a calm, predictable routine that supports focus

# Check For Understanding

## What

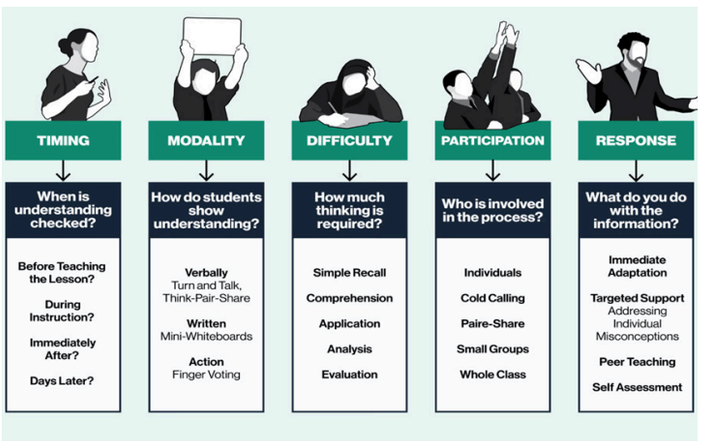
**Checks for Understanding are deliberate, ongoing techniques used to verify whether pupils have grasped key content before moving forward. The teacher actively gathers evidence through questioning, observation, or quick tasks to identify misconceptions and adjust instruction in real time.**

## Why

All teachers at Greenbank use Checking for Understanding (CFU) because it reveals what pupils have actually learned, not just who is confident or participating. It helps teachers spot misconceptions early, adapt their teaching in the moment, and ensure every pupil keeps up before gaps develop. CFU also strengthens pupil–teacher relationships. Used well, it communicates: Your success matters / I believe in you / I see your progress / I will help you succeed. This is relational teaching—building trust and connection through teaching itself, not only through interactions outside the lesson.

## When

Lemov is very clear that Check for Understanding isn't a one-off event, it's a constant habit. Rule of thumb: If you just explained something, you should immediately check it.
Techniques like Cold Call, Show Me, and Targeted Questioning shine here.




## How

| Step | Explanation | Example |
|---|---|---|
| 1. Signal the Purpose<br>→ Purpose: Build trust and clarity so pupils know CfU is supportive, not evaluative; primes them to respond honestly. | Make it clear to pupils that these checks are diagnostic, not a test. Explain that showing their thinking helps you adapt teaching and helps them spot gaps early. | "I'm going to ask some questions as we go — not to assess you, but to see how well it's landing so we can adjust together." |
| 2. Plan the Sequence<br>→ Purpose: Ensure your questions cover both basic recall and deeper thinking, surfacing misconceptions early. | Pre-plan a run of CfU questions moving from recall to deeper application. This keeps checks intentional rather than ad-hoc. | → Baseline: "Write one example from last lesson." → Misconception probe: "True or False — explain why..." → Contextual application: "How could [concept] solve [real-world scenario]?" |
| 3. Vary the Modality<br>→ Purpose: Increase engagement and accessibility; give all learners a way to show their thinking. | Use different formats so every pupil can respond — verbal (cold call, think-pair-share), written (mini-whiteboards, exit slips), or visual (diagrams, gestures). | "Everyone sketches the process on your mini-whiteboard… 3,2,1—show." |
| 4. Involve Everyone<br>→ Purpose: Gather a true whole-class picture of understanding, not just the confident few. | Don't rely on volunteers. Build a supportive no-opt-out culture with neutral tone, wait time, and consistent routines. | "I'll give you 20 seconds to think, then I'll ask three people to explain their reasoning." |
| 5. Probe Reasoning<br>→ Purpose: Make pupils' thought processes visible; catch and correct errors in reasoning. | After an answer, follow up with "why?" or "how do you know?" to surface misconceptions and deepen thinking. | "Turn to your neighbour and explain why we subtract here, not add — then I'll pick a few to share." |
| 6. Act on the Evidence<br>→ Purpose: Ensure the check actually changes teaching and learning; improve accuracy and confidence before moving on. | Use what you learn to reteach, clarify, or extend. Without adaptation, CfU is just a box-tick. | "I'm seeing some boards with negative signs — pause, let's fix that together before moving on." |

# Check For Understanding

**Cold Call**
Ask questions of pupils without relying on volunteers.
Keeps everyone cognitively engaged and avoids the 'same hands' problem.
Can be predictable or randomized, but always respectful.

**Targeted Questioning**
Questions are planned in advance and aligned to the lesson objective.
Designed to reveal specific misunderstandings, not just surface recall.

**No Opt Out**
If a pupil can't answer, they still end up answering correctly (with support).
Reinforces that learning is non-optional and builds confidence.

**Show Me**
All students respond simultaneously (whiteboards, hand signals, written work).
Lets the teacher quickly scan for misconceptions across the whole class.

**Exit Tickets**
Short tasks or questions at the end of a lesson.
Used to assess mastery and inform the next day's instruction.

**Ratio**
Maximize the amount of thinking and talking students do.
CFUs should require everyone to process, not just a few students.

**Right Is Right**
Accept only fully correct answers.
Partial or vague responses are clarified and refined.

**Wait Time**
Give students time to think before answering.
Leads to deeper, more accurate responses.

**SEND Support**

- Checks understanding in small steps, reducing overload
- Removes reliance on confidence or volunteering
- Identifies and fixes gaps early

**Behaviour for Learning**

- Keeps all students mentally engaged
- Reduces off-task behaviour through accountability
- Builds routines and clear expectations

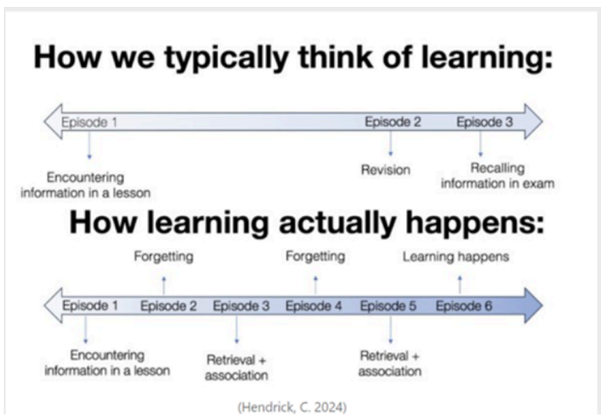
# Retrieval Practice

**What**

Retrieval practice is a learning strategy that boosts long-term memory by actively recalling information, which strengthens neural pathways more effectively than reviewing material

**Why**

Retrieval practice improves learning because actively recalling information strengthens memory more effectively than re-reading, freeing working memory for critical thinking and enabling pupils to apply knowledge in new contexts. Research by Henry Roediger and Jeffrey Karpicke shows that effortful recall significantly improves long-term retention, while Hermann Ebbinghaus demonstrated that regular retrieval interrupts the forgetting curve. Robert Bjork describes retrieval as a "desirable difficulty" that strengthens memory and transfer. In classrooms, Doug Lemov and Tom Sherrington emphasise frequent, low-stakes retrieval to secure learning, reveal gaps in understanding and support responsive teaching. Used consistently, retrieval builds confidence by making progress visible, supports independent learning, improves teacher assessment and reduces test anxiety by normalising recall. Regular retrieval 'interrupts the forgetting'.




**When**

- **As a 'Do Now' -** recapping prior knowledge to activate learning for the coming lesson and address misconceptions or gaps.
- **During the lesson - mid-lesson checks:** Quick retrieval tasks like mini-whiteboard questions or short quizzes help reinforce new content, keep students thinking actively, and give teachers immediate insight into understanding.
- **At the end of the lesson- exit tickets / plenaries:** Retrieval here strengthens memory of the key learning from that lesson and helps students summarise what they've learned without relying on notes.
- **Across lessons - spaced retrieval:** Revisiting material from previous weeks or units deepens long-term retention and supports cumulative understanding.
- **Before assessments** (Low-stakes, not cramming)Regular retrieval throughout a unit reduces test anxiety and builds confident recall, avoiding last-minute overload.

**Misconceptions:**

"Retrieval is just a starter." Retrieval should be embedded throughout lessons and across learning sequences.

"Retrieval means testing." Retrieval is not summative assessment. Low-stakes conditions make retrieval more effective.

"Struggle means it hasn't worked." Effortful recall is desirable and strengthens future learning

# Retrieval Practice

## How

**Quick checks:** Use mini-whiteboards, short written answers or oral questioning to retrieve key facts, definitions or steps in a process. Scan responses to identify gaps and misconceptions.

**Low-stakes quizzes**: Use short, cumulative quizzes that prioritise essential knowledge and vocabulary. Always review answers so errors are corrected and learning is secured.

**Brain dumps:** Ask pupils to write everything they can remember about a topic from memory. Follow this with checking against accurate models to highlight gaps and misconceptions.

**Spaced review**: Plan retrieval from previous lessons, weeks and units alongside current learning. This strengthens long-term retention and prevents forgetting.

**Retrieval grids**: Use mixed question grids that combine recent and older content to support interleaving and flexible recall.

**Flashcards**: Use physical or digital flashcards for definitions, facts and processes. Pupils retrieve first, then check and repeat weaker cards more often.

**Think–Pair–Share retrieval:** Pupils retrieve independently, then refine answers through paired discussion before sharing.

**Oral retrieval:** Use cold call and whole-class questioning to retrieve precise answers and explanations. Refine responses using strategies such as Say It Again, Better.

**Visual and diagram recall:** Ask pupils to reproduce diagrams, timelines or processes from memory to strengthen structural understanding.

**Error spotting and true/false:** Pupils identify and correct errors or justify true/false statements, exposing misconceptions and deepening understanding.

**Exit tickets:** End lessons with one focused retrieval task to consolidate key learning and inform future planning.

## SEND Support

- **Visual supports**: Use images, diagrams, or symbols to aid recall and reduce overload.
- **Simplify language**: Give clear, concise instructions and break down questions.
- **Word banks**: Provide sentence starters for structured responses.
- **Extra time**: Allow more time to think and respond to reduce anxiety.

## Behaviour for Learning

- Establish predictable routines for structure and smooth transitions into learning.
- Use positive reinforcement to celebrate effort and progress, not just correct answers.
- Build confidence with scaffolded questions, starting easy and increasing challenge.
- Make retrieval calming and low-pressure to support emotional regulation.

Greenbank High School

# Further reference

Inspire Care Achieve

## Secure Attention

### Strong Start

https://youtu.be/ctd8UsbZ7Hc?si=PSm9W4Tq4yw4PCBs

### Signal, Pause, Insist

https://youtu.be/TGDhz4tLaoI?si=_tHV7A5uQfe4yGua

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https://teacherhead.com/2023/06/25/the-view-from-the-back-the-power-of-the-pause/

### Finish Strong

## Teach with Clarity

### Explicit Instruction

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### Scaffold Learning

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### Active Observation

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## Optimise Thinking

### Ratio - Thinking Hard

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### Cold Call

Steplab

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teaching Walkthrus – Cold Calling The Teaching & Learning Playbook
(video 2.1 – Directed Questioning)

### Say It Again, Better

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https://tipsforteachers.co.uk/participation-ratio/
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## Secure Learning

### Show Me

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Mini-whiteboards: start from the back – Tips for Teachers

THE Number 1 Bit of Classroom Kit: Mini-whiteboards – teacherhead
Teaching from behind the safety line… – teacherhead

### Check For Understanding

"It's the Most Important Tool for Building Relationships," and Other Insights About Check For Understanding | Teach Like a Champion

Teach Like a Champion Technique 18 - Check for Understanding Part 1

Checking Understanding (from Teach Like a Champion) – cramlington muse

### Retrieval Practice

https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/

# Space for notes:

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# Thank You

Southport Learning Trust