

EMS Playbook

This collection of proven techniques is the basis of our classroom practice at English Martyrs Catholic School and Sixth Form College.

Whilst we endorse consistency, we value innovation. In the spirit of becoming Teaching and Learning experts, we encourage our teachers to push the envelope and experiment with strategies to provide the best possible education for all our students.

Per Unitatem Virtus – Strength Through Unity

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BISHOP HOGARTH
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Lesson Expectations

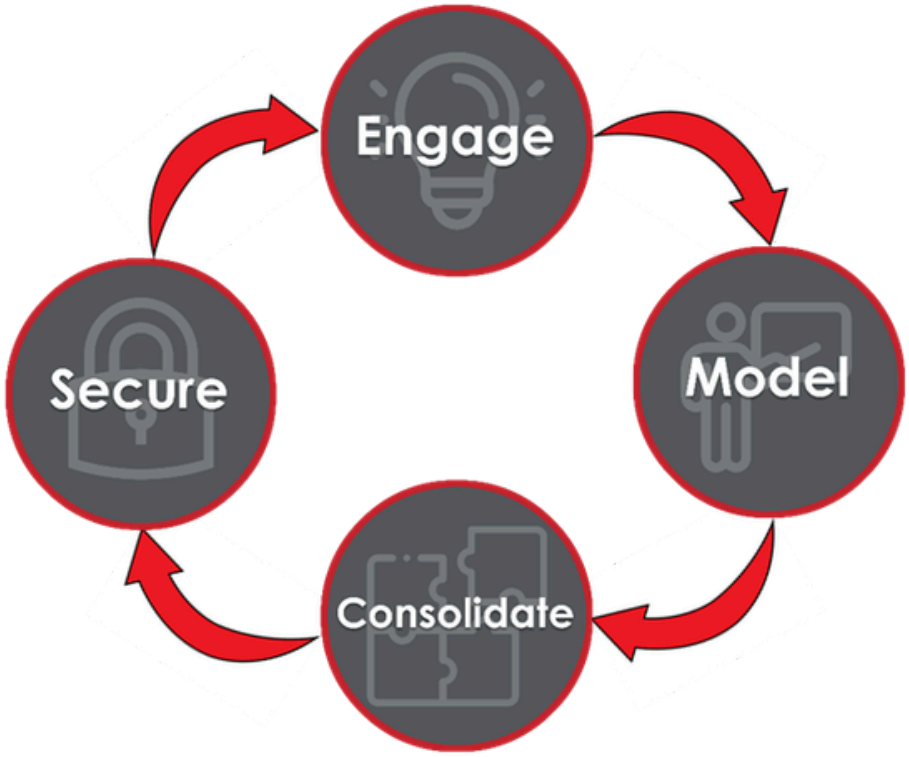
During lessons at EMS, the following is expected:

1) Teachers will have **annotated seating plans available** for visitors to highlight where key students are positioned within the classroom and what specific interventions or adaptations are being used to meet any needs.
2) Teachers will greet and dismiss students with **1 foot in 1 foot out** of the classroom to ensure a prompt and purposeful start to the lesson.
3) **Learning Journeys** will be available to students in the front of their books/folders to demonstrate the big picture.
4) Lists of **key vocabulary** will be available to students int he front of their books/folders and should be a living document which students use to develop their vocabulary over time.
5) Teachers will use the Achievement and Consequence system to praise and challenge behaviours in a consistent and appropriate manner.
6) Teachers will use the quiet routine: **Everything out of your hands on 3, conversations finished on 2, tracking me on 1**. Teachers will not speak over students.

The following is a simple structure of how a lesson should proceed:

1) Greet students with **1 foot in 1 foot out**
2) **Engagement task** should be on the board ready for students to attempt right at the beginning of the lesson
3) Complete your register whilst the engagement task is being completed
4) Mark/correct the engagement task
5) Share the **Learning Intention** and **Success Criteria** for the lesson
6) Update **key vocabulary** sheets with the appropriate words for the piece of learning
7) Introduce new knowledge using **modelling and scaffolding** techniques (I do)
8) Use **Show Me Boards** to check for **whole class understanding** (We do)
9) Use **Cold Calling** to **address misconceptions** identified through the Show Me Boards
10) Engage students in an **extended task** to consolidate their learning (You do)
11) Circulate the room, **Live Marking**, linking improvements to the Success Criteria
Learning should be adapted in response to steps 8, 9 and 11 as appropriate
12) Mark/correct/give feedback on the extended task in line with the Learning Intention and Success Criteria where this is appropriate
Repeat steps 5 to 12 as required
13) Pack away equipment and have students stand behind chairs ready for the end of day prayer or to be dismissed
14) Dismiss students with **1 foot in 1 foot out**

Learning Pedagogy



Engage – student attention should be engaged from the outset with an immediate recall task upon arrival (this may use **quizzing**, **knowledge organisers**, **elaborative interrogation** or **peer-supported retrieval**). Learning intentions, success criteria, the learning roadmap and key vocabulary are shared during the engage phase.

Model – new knowledge, information or skills will be presented in a clear and engaging way by the teacher. The teacher will check understanding using **cold calling** and **show me boards**.

Consolidate – students have the opportunity to practise the skills and knowledge they have learnt. **Live marking** is used to identify where gaps may be preventing the success criteria from being achieved.

Secure – students will measure their own work or the work of others against the success criteria. Teachers may use summary **quizzing** and spotlight student work.

Chapters

1

Practise and Retrieval
1.1 – Quizzing
1.2 – Using a knowledge organiser
1.3 – Peer supported retrieval
1.4 – Elaborative interrogation

2

Explaining and Modelling
2.1 – Scaffolding
2.2 – Head on misconceptions
2.3 – Deliberate vocabulary development
2.4 – Live modelling

3

Questioning and Feedback
3.1 – Cold calling
3.2 – Show me boards
3.3 – Think Pair Share
3.4 – Whole class feedback
3.5 – Live marking

4

Behaviour System
4.1 – Positive corrective language
4.2 – The A system
4.3 – The C System



The EMS Playbook – 1 – Practise and Retrieval

1.1 Quizzing



Specify the material in advance



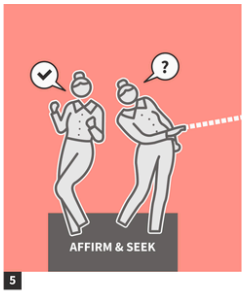
Ask short recall questions, varying in style



Give all students time to answer all of the questions

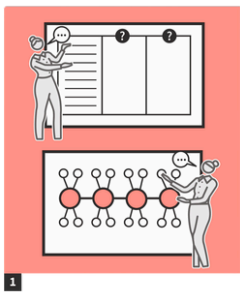


Provide the answers for students to self or peer check

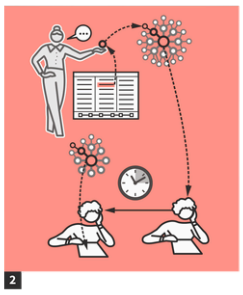


Affirm good practice and seek out wrong answers

1.2 Using a Knowledge Organiser



Design knowledge organisers to be quizzable



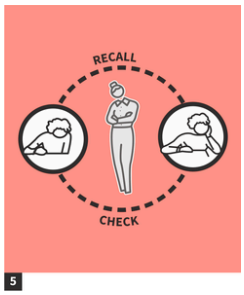
Focus on specific elements



Read and rehearse



Close or cover for generative recall



Check for accuracy

1.3 Peer-Supported Retrieval



Provide question and answer prompts



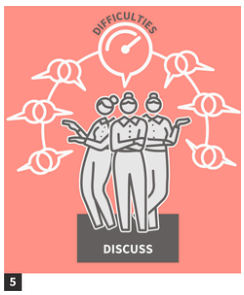
Allocate checking partners



Student 1 assesses student 2

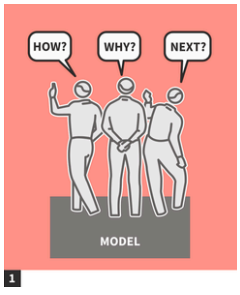


Student 2 tests student 1



Discuss common difficulties

1.4 Elaborative Interrogation



Model how, why and what questions



Use paired elaborative interrogation, or...



Use individual elaborative interrogation



Check for accuracy



Consolidate with quizzing

The EMS Playbook – 1.1 – Quizzing



Specify the material in advance
Any material to be quizzed should have already been taught. Quizzing is not an opportunity for new learning or pre-learning. A good quiz should support the principle of confidence building. All students should aim for a high success rate (around 80% is ideal).



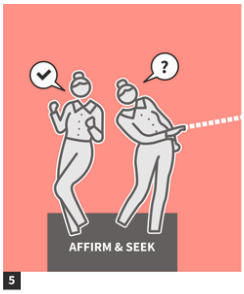
Ask short recall questions, varying in style
For a given knowledge set, ask 5–10 questions. You can use different styles including: Short answer fact check, Short problem solving – e.g. using maths facts, Multiple choice questions, True/False or error spotting, Labelling diagrams/image recognition, Recitation of quotes or definitions, Short bullet-point lists.



Give all students time to answer all of the questions
The goal is to check that all students know all the material. This requires a quiz to allow all students to answer all the questions, not giving them a selection, or giving/taking answers before they've had the opportunity to try them for themselves. (Obviously you don't need to restart the timer for any students that may arrive late.) Quizzes can be done verbally, but if being used at the beginning of the lesson should be on the board for the students arriving to class.

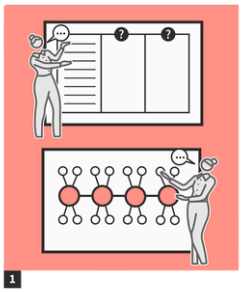


Provide the answers for students to self or peer check
Once the students have had sufficient time, share the answers. If you have managed to do some live marking during the exercise, it may not be necessary to collect answers for AfL, but using whiteboards to see where misconceptions lie can be useful. Students should make corrections, or complete omissions, using a red pen. Don't spend too much time on sharing answers, but if there is a clear misconception an explanation may be useful to share. Sharing mark schemes for exam questions can be extremely helpful too.

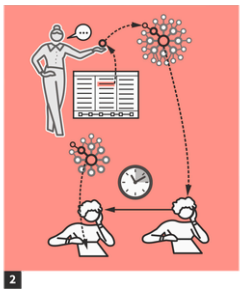


Affirm good practice and seek out wrong answers
Where there are common gaps, teachers can plan for future lessons/activities to address these. Students can also identify where their gaps are. Ensure that praise and affirmation is given where appropriate.

The EMS Playbook – 1.2 – Using a Knowledge Organiser



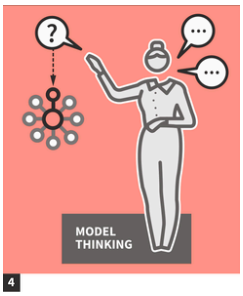
Design knowledge organisers to be quizzable
Present key information to be learnt in a format that supports self-quizzing. Try not to use extended prose and keep information clearly visible. You could use features such as: Tables with columns of related information allowing one or more columns to be covered, Bullet point lists, Sequences show in in flow diagrams, Labelled and unlabelled versions of diagrams, Clear mind maps or timelines.



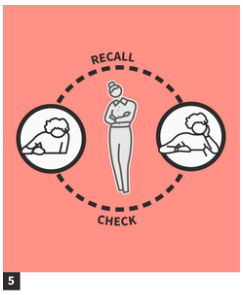
Focus on specific elements
Knowledge organisers often contain much more information than can be quizzed on in one session. Direct students to study specific parts in advance of any retrieval practise activities, whilst highlighting how the section fits into the larger schema. The quizzing process should build connections rather than isolate facts.



Read and rehearse
Ask students to read through the knowledge organiser and use verbal questions whilst this process is happening to begin planting the seeds. Ask the students to do this themselves, with a partner, before moving on to the active recall.



Close or cover for generative recall
In this active step, students need to remove the information from view and then engage in a generative recall process such as: completing a table, listing bullet points, adding labels to a diagram, placing ideas in the correct sequence or remembering definitions. Teachers can support students who are struggling through prompt questions, modelling or asking similar questions to those students might ask each other when they self-quiz.



Check for accuracy
Following the generative process, students should reveal the covered information to their recall. Students should use a red pen to make any corrections or additions. You may wish to repeat steps 4 and 5 as a loop to build up the recall, rather than simply add answers. Over time, the gaps between studying the knowledge organiser and recall should increase.

The EMS Playbook – 1.3 – Peer-Supported Retrieval



Provide question and answer prompts
Model questions for students to ask each other. This may include using elaborative interrogation or knowledge organisers. Part of the modelling should include asking questions in a variety of forms.



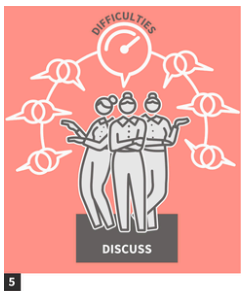
Allocate checking partners
Be explicit about expected behaviours. Ensure everyone has a clear role and learning goal. Avoid more confident students taking over and less confident students shying away.



Student 1 assesses student 2
Student 1 asks a series of questions to student 2 to check their knowledge. This could be using pre-prepared quiz questions, using an extended explanation, rehearsing the narrative in a story, reciting a formula, describing a process, labelling a diagram or completing some problems. Student 1 should verify student 2's answers, confirming correct responses or providing corrective feedback.

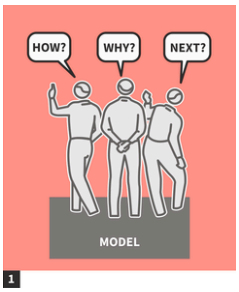


Student 2 tests student 1
Swap the roles and repeat step 3. You can use the same questions to see if student 1 can improve on student 2's answers (building greater fluency), or use a different set of questions to cover more material.



Discuss common difficulties
Find any common errors (from between pairs and across the class as a whole) and address the misconceptions or knowledge gaps. Using live marking whilst the questions are being asked between students will support this. Any gaps should be re-taught as required.

The EMS Playbook – 1.4 – Elaborative Interrogation



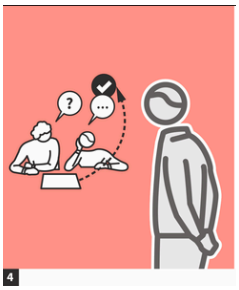
Model how, why and what questions
Model the way different questions lead to different responses explicitly. How questions provoke explanations of processes. Why questions provoke explorations of reasoning and cause and effect. What questions provoke explorations of variable and making predictions using models.



Use paired elaborative interrogation, or...
Students quiz each other in pairs. You may wish to provide the students with prompts for asking questions. Students should ask a series elaborative interrogation questions and students should give as expansive an answer as possible. For more advanced questioners, stress the value of exploring chains of connections within their schema.



Use individual elaborative interrogation
Set time for students to engage in silent individual elaborative interrogation, testing their own knowledge. This requires students to be skilled enough to take on both roles, with or without question prompts. You may wish to use paired interrogation so that students have someone to bounce ideas off if they get stuck.



Check for accuracy
Ensure that, where necessary, students in pairs provide corrective feedback. Students questioning and providing feedback should have access to a resource that ensures their feedback is accurate. For self interrogation, students should have a resource they can refer to themselves.



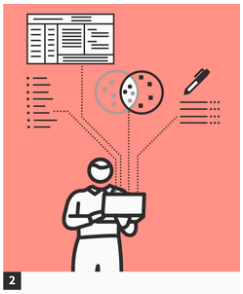
Consolidate with quizzing
You can use a different form of assessment, but as elaborative interrogation is a process which largely excludes the teacher, some form of gauging the level of understanding of the students is essential so as not to permit misconceptions or gaps.

The EMS Playbook – 2 – Explaining and Modelling

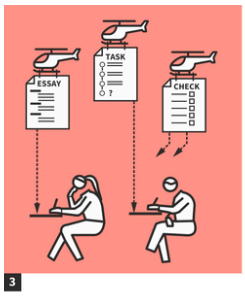
2.1 Scaffolding



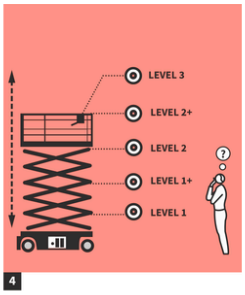
Map out the components of a task



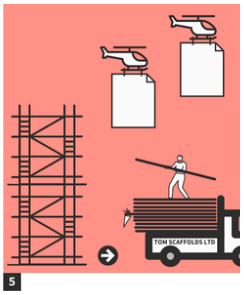
Provide supports at a detailed level



Provide supports at overview level

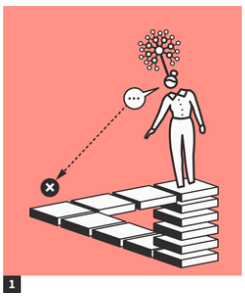


Prepare scaffolding for varying levels of support

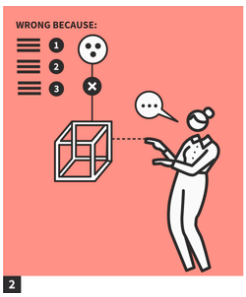


Take the scaffolding down

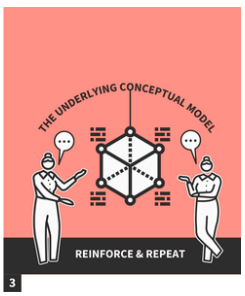
2.2 Head on Misconceptions



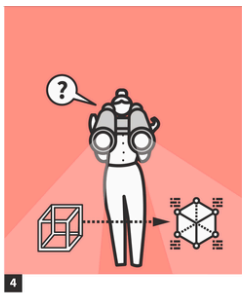
Identify common misconceptions



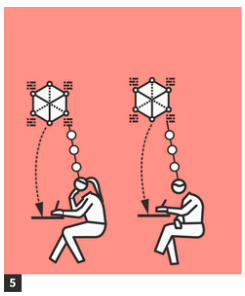
Explicitly address why misconceptions are wrong



Reinforce a correct underlying conceptual model



Check for understanding

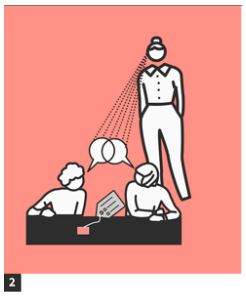


Practise the correct version

2.3 Deliberate Vocabulary Development



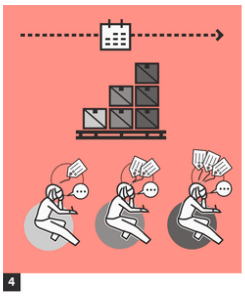
Specify and define the words



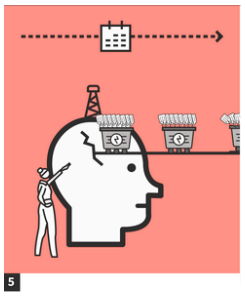
Say the words



Read words in context

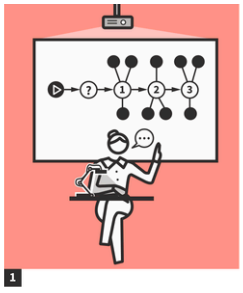


Practise using the words verbally and in writing

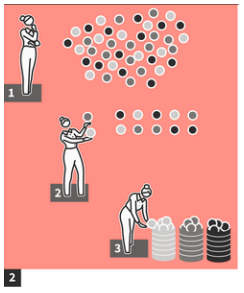


Engage in word-based retrieval practise

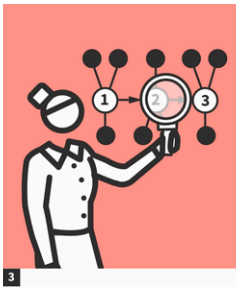
2.4 Live Modelling



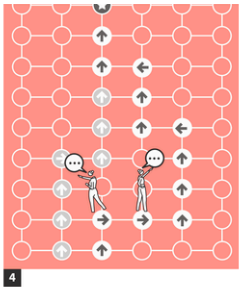
Model each stage step by step



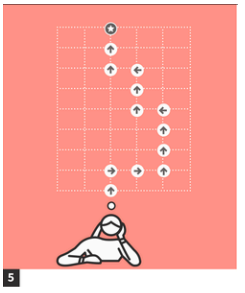
Model how you organise messy thinking



Review the quality of your own work



Model alternatives and further examples

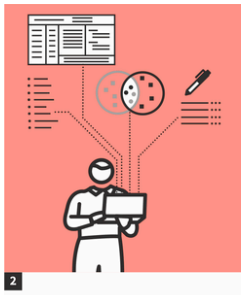


Set tasks to emulate the model

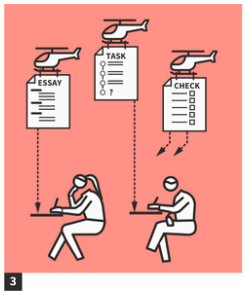
The EMS Playbook – 2.1 – Scaffolding



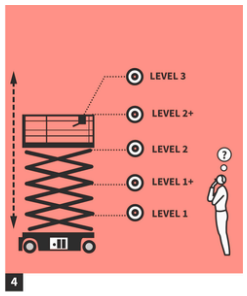
Map out the components of a task
Break down tasks into smaller steps which students will need to follow in order to be successful. Consider the difficulties students will encounter and design resources to support them.



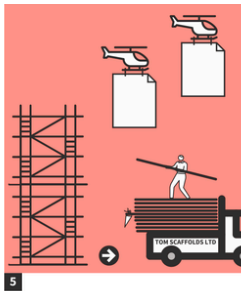
Provide supports at a detailed level
Detailed scaffolding might include: vocabulary lists, diagrams or some other dual coding resources, sentence starters/builders, knowledge organisers, WAGOLLs.



Provide supports at overview level
Whole task scaffolds might include: essay structure strips (with guidelines for paragraphs), partially completed WAGOLLs, checklists of success criteria, checking prompts, sharing of GCSE mark schemes.

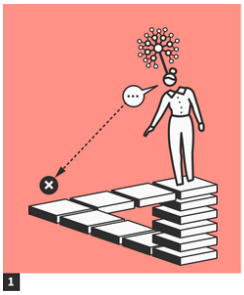


Prepare scaffolding for varying levels of support
Set high expectations for all students in the class, but be prepared to offer different levels of scaffolding to students based on their individual needs. This may not require a different resource for each student or group of students, but may instead require teacher or TA input for targeted groups. It is key that students are still challenged to work with as little scaffolding as possible, but still be able to be successful.



Take the scaffolding down
The culmination of scaffolding should be that students attempt a task independently. Using the 'I do, We do, You do' sequence supports this transition from more scaffolding to less to none. Choosing when to remove the scaffolding is an important teacher decision.

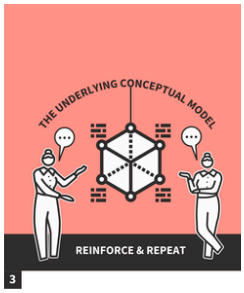
The EMS Playbook – 2.2 – Head on Misconceptions



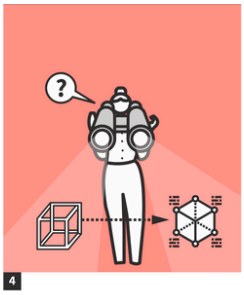
Identify common misconceptions
Using your knowledge of the curriculum and assessment, identify common misconceptions for each topic. Where do students go wrong? Analyse underlying reasons for those misconceptions. Plan opportunities to teach students about them directly.



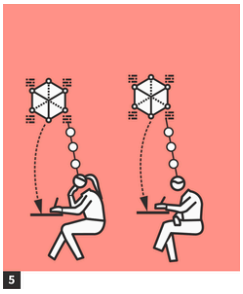
Explicitly address why misconceptions are wrong
Present examples of the misconception to the class. Highlight where the error or errors lie.



Reinforce a correct underlying conceptual model
Introduce or re-teach the underlying model that explains why the misconception and errors must be wrong.



Check for understanding
Use a form of questioning to ensure students understand both the misconception and the correction. Get the students to explain back to you or to each other what the errors are and how to correct them.



Practise the correct version
Give students plenty of opportunity to tackle problems using the correct method. Ensure answers are shared with students and any errors that were in line with those discussed are flagged. Return to the topic to explore the misconceptions through recall tasks.

The EMS Playbook – 2.3 – Deliberate Vocabulary Building



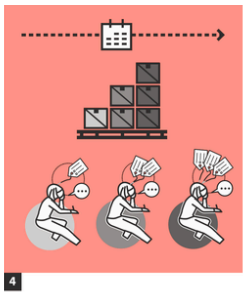
Specify and define the words
Either compile a list or glossary, or highlight words in the resources the students are using. Provide definitions for these words. These may need to be technical, but should also be framed in terms that the students will understand.



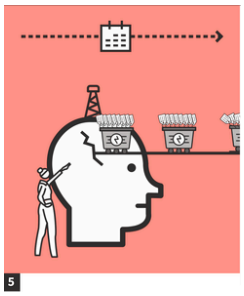
Say the words
Ensure all students say the words out loud. This could be done chorally (whole class call and response), in pairs (using discussions or questions and answers) or using rapid fire (individuals using the words through questioning or call and response).



Read words in context
Where possible, ensure the target vocabulary is encountered in texts and questions that the students will be using. You can either learn the words in advance, or interrupt reading when a key word arises. Either way, pointing them out in context is highly impactful.

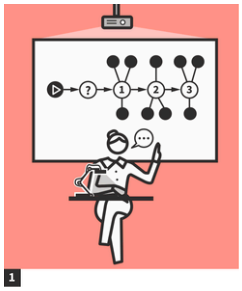


Practise using the words verbally and in writing
Give students the opportunities to use the words in writing and verbally wherever possible. Ensure that students use the new terminology wherever relevant, rather than reverting to more familiar basic terms.

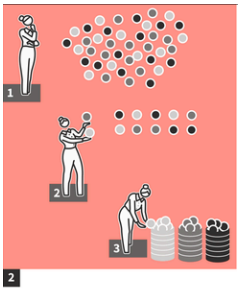


Engage in word-based retrieval practise
Include vocabulary questions in recall tasks, on knowledge organisers and in as many activities as possible. It is important that students recall the meaning of the words from memory and not by looking them up.

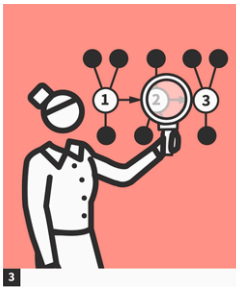
The EMS Playbook – 2.4 – Live Modelling



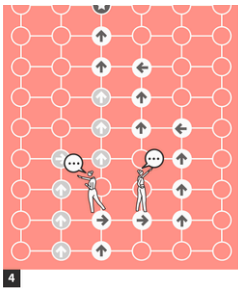
Model each stage step by step
Before beginning, narrate the process of thinking through the problem: What is being asked? What information do we already have? What are we aiming to achieve? Then start the task yourself, talking through each step one action at a time. They should be listening and not copying at this stage.



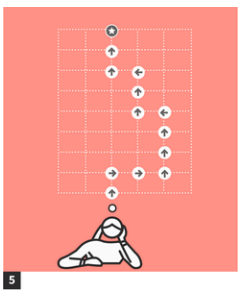
Model how you organise messy thinking
Part of the narrative should include your decision making process. How do you decide what to do next? If you float multiple possible ideas before selecting one, model this explicitly. If you go back to change something, show that this is a normal step in the process.



Review the quality of your own work
Once completed, review your work and check for understanding of each step. Evaluate whether your model meets the success criteria. This models the process of students reviewing their own work. Make this explicit.



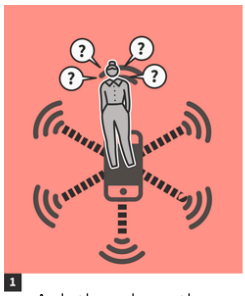
Model alternatives and further examples
There are usually multiple ways to achieve success and, where appropriate, you should aim not to limit the students' thinking. However, you should consider if there is a trade-off between offering alternatives and confusing the students.



Set tasks to emulate the model
Ensure the students have the opportunity to practise. You can use guided practice to begin with, and then independent practice. At each point, refer back to the modelled examples to keep the standards high and reinforce the critical steps.

The EMS Playbook – 3 – Questioning and Feedback

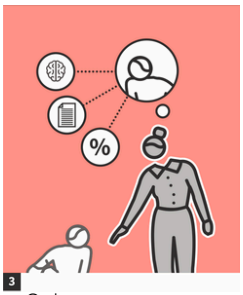
3.1 Cold Calling



Ask the class the question



Give thinking time



Select someone to respond

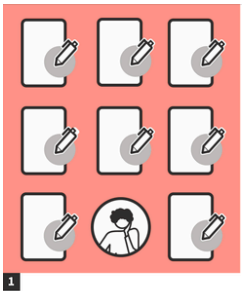


Respond to the answers



Select another student and respond again

3.2 Show Me Boards



Ensure every student has a board and pen to hand



Set the question with a goal and timeframe



Build in thinking time

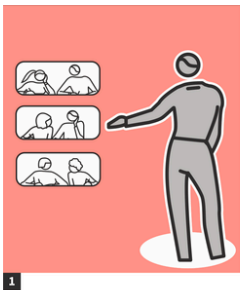


Signal: 3, 2, 1 and show me



Sample student responses and follow up

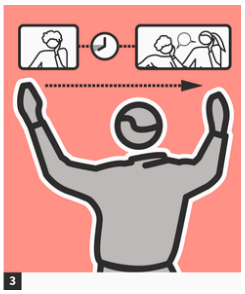
3.3 Think, Pair, Share



Establish talk partners for every student



Set the question with a goal and a timeframe



Build in thinking time



Circulate to listen as pairs are talking



Use cold call to sample pairs' responses

3.4 Whole Class Feedback



Read through students' work



Note the strengths



Note areas for improvement



Give the feedback



Give improvement time

3.5 Live Marking



Define clear learning intentions (LIs)



Facilitate independent work



Circulate and scan

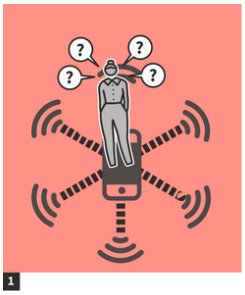


Provide real-time feedback



Act immediately

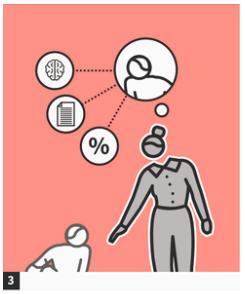
The EMS Playbook – 3.1 – Cold Calling



Ask the class the question
Begin by saying "No hands up, no shouting out, I will be Cold Calling". Ask a question aimed at everyone in the room. Ensure you stress that there is to be no shouting out and no hands up. Let students know in advance you will be selecting someone to give their answer, but don't reveal who.



Give thinking time
Depending on the complexity of the question, and the length of the answer they need to give, allow students appropriate thinking time. Use this time to scan the room, checking students are on task. Communicate the thinking time by saying "You have (time), beginning now".



Select someone to respond
Refocus the class using "Equipment down on 3, conversations finished on 2, tracking me on 1".
You can do this randomly, using a random name selector, or using your knowledge of the students. It can be useful to ask a diffusing questions such as, "[Name], what were you thinking?". Create an environment where it is safe for students to make errors and for misconceptions to surface.

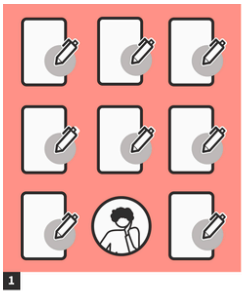


Respond to the answers
Try to turn each question into a short exchange. If a good answer is given, respond with an affirmation and a probing or process question. If the answer is incorrect, use positive reinforcement and either scaffold the get to a right answer or re-teach if this is more appropriate.



Select another student and respond again
Depending on how the first exchange goes, invite another student to either answer the same question (but perhaps in a different way) or a slightly extended version of the question, to build on the initial answer/check for understanding. Each student that is called on is down to you, with a continuation of the no hands up and no shouting out non-negotiables.

The EMS Playbook – 3.2 – Show Me Boards



Ensure every student has a board and pen to hand
Ensure boards and pens are to hand to use whenever you choose to use them. Using boards can be helpful as a built in strategy after **Live Modelling** or **Scaffolding**, but are also extremely useful as a spontaneous technique.



Set the question with a goal and timeframe
Give clear goals/success criteria about what you want to see on the whiteboard (a full solution, one sentence explaining..., the definition of, etc). Communicate the learning time by saying "You have (time), beginning now". You should also make it clear at this point that nobody should show their boards until you ask to see them.



Build in thinking time
Make sure all students have had time to think before they have to reveal their responses. Try to avoid exploring responses from other students before all students have had time to think Once thinking time is up, refocus the class using "Equipment down on 3, conversations finished on 2, tracking me on 1".

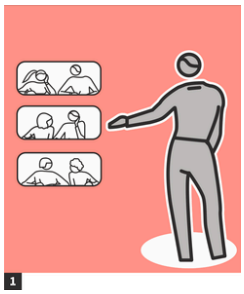


Signal: 3, 2, 1 and show me
To ensure all students show their boards at the same time say "Everybody will show me on 1. 3, 2, 1, show me". This is to avoid students opting out or copying from other students. **100% participation is essential**. Do not move on until all students have shared their board. Ensure students keep their boards held up for as long as you need to absorb the responses and use them to inform next steps.



Sample student responses and follow up
After scanning the boards for correct and incorrect responses, interesting alternatives, or common errors engage with a sample of students to discuss their responses. This should be done using **Cold Calling** so as to not lose the attention of other students. You can then decide whether a reteach is required, or you can move on.

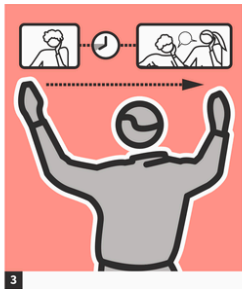
The EMS Playbook – 3.3 – Think, Pair, Share



Establish talk partners for every student
When setting your seating plan, consider shoulder partners (in rows) and face partners (in fours) to ensure that pairs are as balanced as possible. Be clear about which pairs are working together. If there are an odd number of students, have one trio.



Set the question with a goal and a timeframe
As with cold calling, set a question for the whole class. Students are to discuss the question in their pairs, using whatever parameters you set out. You may want to give a specified objective, such as list 5 examples of..., or you may want to have a more open discussion.



Build in thinking time
It can be helpful to give students some thinking time as individuals before beginning the discussion (depending on the complexity of the question being asked). You may also ask the students to record their thoughts (in their books or on whiteboards) to structure their turn in the discussion.



Circulate to listen as pairs are talking
Be clear about which student is going to talk first and give them a specific timeframe (e.g. "Partner 1 will speak for 30 seconds. Partner 1 is the person closest to the door"). Be sure that you circulate the room as the students are speaking to listen out for positives, misconceptions or errors. It also helps to keep the discussions focused.



Use cold call to sample pairs' responses
Sample the discussion by choosing who is going to respond. As with cold calling, ensure there are no hands up and no shouting out. You may want to request the feedback to be delivered by one partner on behalf of the other.

The EMS Playbook – 3.4 – Whole Class Feedback



Read through students' work
Take in a set of books, key tasks or assessments and focus on the same piece of work from all books. It can be helpful to have a copy of the success criteria or mark scheme to hand to make notes on.



Note the strengths
Identify common areas of strength and write them down. Its good to report back the positives to students so that they can see progress is being made. Identify a small number of specific examples of excellent work to showcase as models.



Note areas for improvement
Make a manageable list of misconceptions, spelling errors, technical errors and any other areas for improvement. Don't spread the feedback too thin, or the key messages won't be received to the level that you need them to be. Don't assign errors to individuals, however note any individuals you feel you might need to speak to quietly.



Give the feedback
Give the work back to the students in the next lesson and feedback the areas for improvement. You can have slides prepared, use a visualiser, or have a copy of the task to hand. It may be beneficial to copy the feedback sheet to give to all students, thought this is not essential.



Give improvement time
Students should have red pens to hand and use these to make corrections or additions to their work. You may want to do this live, whilst you are delivering the feedback, or give time after the feedback has been delivered to make improvements. Sharing the mark scheme or success criteria can highlight more explicitly to the students where they can improve.

The EMS Playbook – 3.5 – Live Marking



Define clear Learning Intentions (LIs)
Set specific Learning Intentions and Success Criteria. These need to be accessible to all students, but should provide a suitable level of challenge.



Facilitate independent work
Ensure that there is an activity planned into the lesson which allows time to students to engage in an extended piece of writing or repeated practise of the skill(s) required to achieve the Learning Intention.



Circulate and scan
Move around the classroom, with a green pen, to monitor work. Use this opportunity to identify both misconceptions and high-quality examples which can be used to model success for other students.



Provide real-time feedback
Use verbal, or brief written, feedback to highlight errors or suggest improvements directly in the student's book. This should be linked directly to the Success Criteria for the lesson. There is no need to add green pen other than to scaffold the learning.



Act immediately
Ensure that the students act on the feedback as soon as it is given, correcting errors or expanding on points before continuing with the task. The response to the feedback may be made in red pen if this is to change something that has already been recorded, but it should be in black or blue pen if it is a continuation of the work they are doing. Ensure the improvement supports the development of the Success Criteria.

The EMS Playbook – 4.1 – Microscripts

Behaviour microscript:

[Name], that's a (C1, C2, etc) because [describe the unsatisfactory behaviour].

i need you to [describe the desired behaviour and any adjustments such as a seat move].

If this doesn't happen then [describe the next level of sanction].

The EMS Playbook – 4.2 – The A System

Stage	Points	Virtue Focus	Rewards / Recognition
A1	+1	Living the Virtues	Achievement points Homework Enrichment
A2	+5	Growing in Virtues	Postcard home Phone call home Certificates School representation
A3	+10	Faith in Action	Subject Star Head of Year commendation SLT commendation CL commendation Headteacher award
A4	+20	Living the Mission	Termly awards Tearly awards

The EMS Playbook – 4.3 – The C System

Stage	Points	Behaviour	Sanction
C1	–1	Low level in class disruption	Verbal warning
C2	–1 (–2 Total)	Continued low level disruption	Verbal warning
C3	–1 (–3 Total)	Removal from class Truancy Out of class behaviour Uniform/equipment Late to school Late to lesson	Detention
C4	–1 (–4 Total)	Failure of remove room Significant disruptive or dangerous behaviour Swearing refusal to follow instructions	Isolation