

Teaching and Learning at The John Roan School 2024-25



The John Roan School
The best in everyone™
Part of United Learning

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Rationale

This guide is our way of codifying what great teaching looks like at The John Roan School. It should be read in conjunction with our Roan Routines handbook, as well as Rosenshine’s

<p>The ‘Why’</p>	<p>We are an ambitious learning community where PRIDE brings out the best in everyone. Fundamentally, we believe that every student is entitled to, and deserves, a high-quality learning experience in every lesson, of every day, in every term.</p> <p>Our aim is therefore to raise standards of attainment and accelerate student progress and to ensure consistency in the high-quality teaching and learning experiences provided for all our students.</p>
<p>The ‘What’</p>	<p>Our Trust and School mission is to bring about the ‘best in everyone’. Our Teaching, Learning and CPD Framework is about curriculum implementation of powerful knowledge which is underpinned by cognitive science and evidence informed practice.</p>
<p>The ‘How’</p>	<p>Central to our continuous improvement in T&L has been a commitment to developing a shared language and approach based on research informed practice. This has had a significant and ongoing impact on improvement. Fundamental to this are Barak Rosenshine's Principles of Instruction to secure a shared understanding of the characteristics of effective teaching; developments in pedagogy through CPD enables teachers to apply and develop the principles in the context of each subject.</p> <p>We incorporate techniques from the Uncommon Schools ‘Teach Like a Champion’ approach for ‘enabling all students, particularly those not born to privilege, to achieve at dramatically higher levels’.</p> <p>All new staff, from ITT to Senior Leaders are required to undertake a T&L induction programme that includes reading core documents, attending development sessions and undertaking learning walks with SLT/HoD/independently to familiarise with these approaches and their application at The John Roan.</p> <p>Across the academic year, we have high quality INSET with a research informed approach; on-going weekly CPD of deliberate practice sessions to explore a variety of educational research and relate this to the context of your own teams and classrooms; learning walks with developmental feedback; new coaching programme, with year 1 for ECTs.</p>

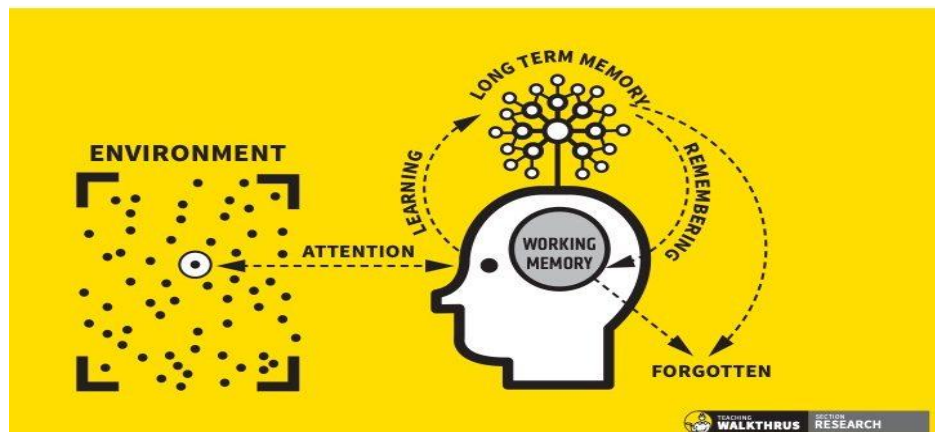
Principles of Instruction ([here](#)) and Doug Lemov’s *Teach Like A Champion*, which can be borrowed around school. We are also indebted to the work in Cognitive Science that Sweller, Ebbinghaus and others have shared to help us understand how learning happens, as explained in the following pages.

Cognitive Science

'...the insight from the science of learning that perhaps has the most practical relevance or teachers is the distinction between working and long-term memory. Working memory is 'the small amount of information that can be held in mind and used in the execution of cognitive tasks.'
(Daisy Christodolou, 'Teachers vs Tech' ([HERE](#)))

Over the past few years, there has been a vast amount discussed and written about the understanding of Cognitive Science in schools. Much of this stems from Daniel Willingham's book 'Why Don't Students Like School', where he explains how long-term memory consists of elaborate and well-organised knowledge structures (schemas) that provide us with a way of making sense of the everyday information we encounter.

As Peps McCrea states therefore, our job as teachers is to increase the life chances of our students by helping them to develop more powerful long-term memory. Ofsted state that learning is a 'change in long term memory', which as the image below illustrates is a huge challenge because of the limitations of our working memory. The following aspects of Cognitive Science help us to further understand how to affect these changes in long-term memory, and how to address the challenges of making learning 'stick':



Cognitive Load Theory (CLT)

CLT has been described by Dylan Wiliam as the single most important thing for teachers to know. The theory was first articulated by Sweller (1988) in his paper 'Cognitive load during problem solving: effects on learning'. Oliver Caviglioli has produced a useful overview ([HERE](#)).

CLT is based on the limited ability of the working memory to code information. Once learners have built up schema of knowledge that allow them to work on problems without exceeding their cognitive bandwidth, they can then work independently. Without it, their work will be in vain. We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed.

Long Term Memory and Schemas

We organise information into schemas. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. The more complex and interconnected our schemas are, the easier it is to make sense of new related information and the better we are able to organise it so that it makes

sense. The concept of understanding is really ‘memory in disguise’. This means that our schemas are more fully formed, are more interconnected, and can be explored and recalled more fluently.

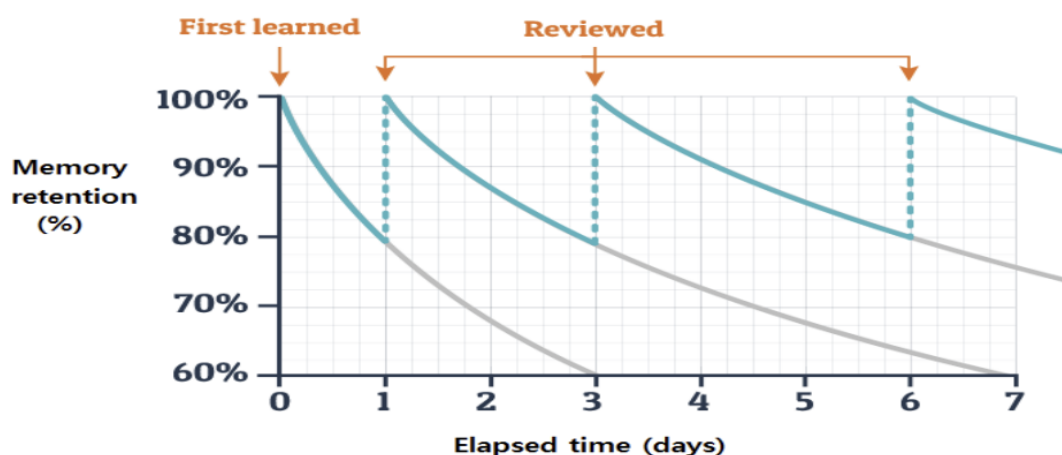
If we undertake enough retrieval practice, generating formulations of our memory and evaluating it for accuracy, we gain a degree of fluency and, ultimately automaticity. This is true of anything we learn, be it reading, driving or speaking a foreign language. Retrieval practice is intended to be low-stakes or no-stakes. Kate Jones, in her ‘Retrieval Practice’ (2019) book [\[HERE\]](#), provides many varied techniques for retrieval practice e.g. simple low stakes tests, retrieval grids, retrieval roulette, revision clocks etc.

A consequence of this, as explained by cognitive load theory, is that the more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem solving – if we are efficient in bringing up the information from memory, then there’s more working memory space left to deal with applying the information. The opposite is also true: when we are less fluent with recall, our capacity to attend to new information and problem-solving is diminished. This is a key difference between expert and novice learners.

Spaced repetition

This is also known as distributed practice and is one of the best-evidenced but least used findings in education. It was first discovered by Ebbinghaus who developed the idea of the ‘forgetting curve.’ His research showed a way to interrupt the forgetting curve: by spacing out practice over time. He discovered that if he spaced out his study sessions over three days, he only needed half the time to learn a list of syllables perfectly than if he crammed all his study into one session.

How long should we wait before testing students on previously covered material?



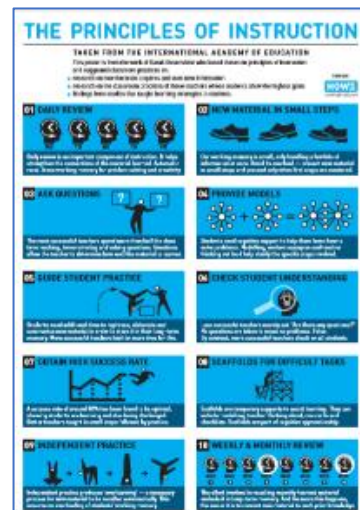
Think of novice drivers, who become easily overwhelmed by the pressures of traffic and road signs; they are more likely to have difficulty absorbing all of the external information as well as focussing on the skill of driving itself. As we develop mastery in the various areas of our lives, we tend to bundle together the incremental steps that are required to solve different kinds of problems - you could think of them as something like ‘smart-phone apps’ in the brain. We call them mental models or schemas. Schemas help us to get around the working memory bottleneck because we don’t need to think about them.

At The John Roan school, we have committed to our CPD being evidence informed and research-based, so are regularly engaging with the latest Cognitive Science theory, as well as using Barak Rosenshine’s Principles of Instruction to inform our teaching.

Rosenshine's Principles of Instruction

Rosenshine's principles were defined in a 2012 Paper and provide a research and classroom based shared language for the characteristics of effective teaching. As Tom Sherrington states:

'...the [Rosenshine] paper, taken as a whole, sounds to many teachers like common sense. It's an entirely recognisable set of ideas'. There are no gimmicks, no fads, nothing that seems implausible, nothing outlandish' and 'After having many years of having teaching defined by external powers, this feels like a grassroots document, allowing it to gain acceptance that cuts through teachers' well-honed defence systems.' (Tom Sherrington)



It would be beneficial for all teachers to read the full 9-page PDF (available [here](#)), but it can be summarised as below:

The ten principles are outlined as:

- Begin a lesson with a short review of previous learning:** Daily review can strengthen previous learning and can lead to fluent recall.
- Present new material using small steps:** Only present small amounts of new material at any time, and then assist students as they practise this material.
- Ask questions:** Questions help students practise new information and connect new material to their prior learning.
- Provide models:** Providing students with models and worked examples can help students learn to solve problems faster.
- Guide student practice:** Successful teachers spent more time guiding the students' practice of new material.
- Check for student understanding:** Checking for student understanding at each point can help students learn the material with fewer errors.
- Obtain a high success rate:** It is important for students to achieve a high success rate during classroom instruction.
- Provide scaffolds for difficult tasks:** The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.
- Require and monitor independent practice:** Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
- Engage students in weekly and monthly review:** Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

The principles do not seek to provide a checklist to be followed in order in every lesson. To be clear – we don't check for understanding between point 5 (guide student practice) and point 7 (obtain a high success rate), we check for understanding throughout the whole process.

The implication of these principles is that all lessons need to feature prior review (at the start of the learning) and checking of understanding (throughout the learning), as well as an instructional core of all lessons with an I/We/You model:

- Presentation and modelling of new material in small steps (**I – Teach**)
- Guided practice with prompts and scaffolds (**We – Check**)
- Independent practice with monitoring and feedback from teacher (**You – Practice**)

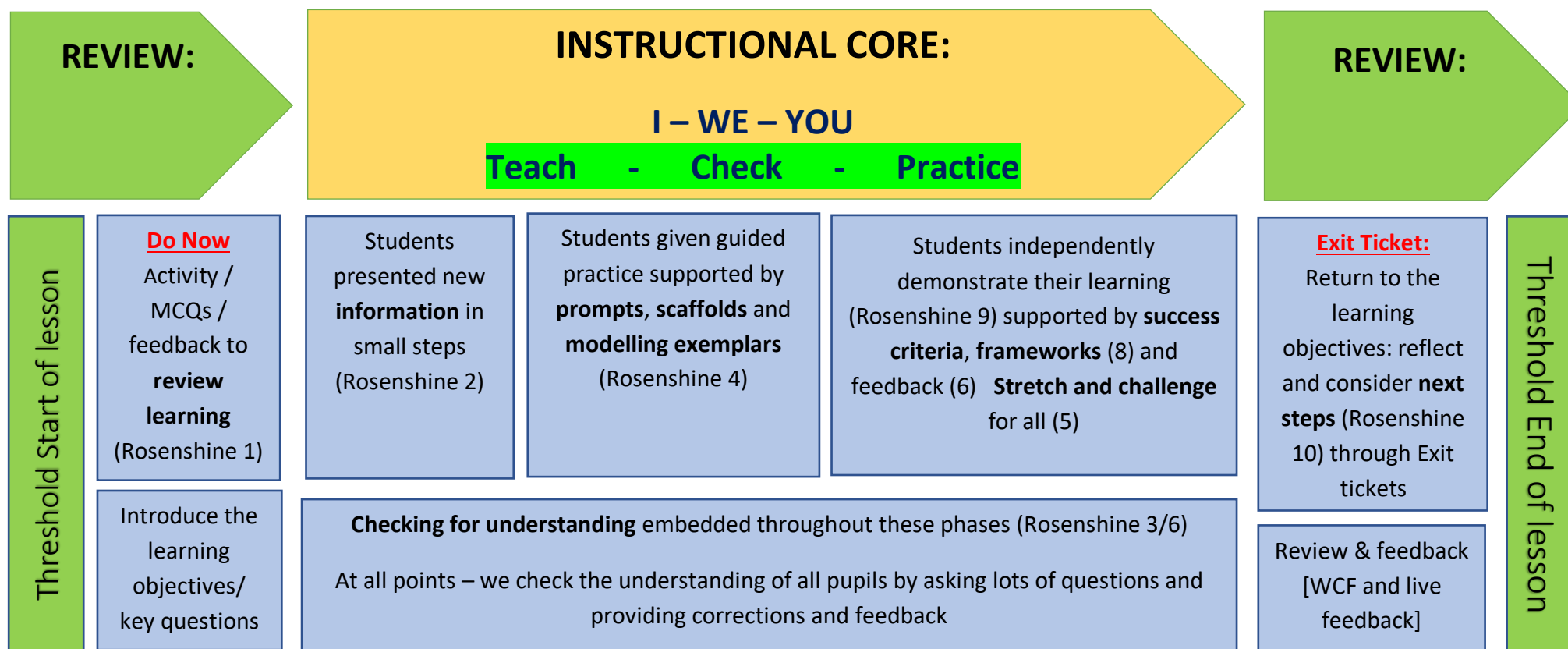
Preparing for lessons using this model as a general pattern for teaching emphasises the importance of engaging with the Principles **holistically** rather than taking them one by one or expecting to see all 10 in a given lesson.



The John Roan Cycle

We are an ambitious learning community where PRIDE brings out the best in everyone

We will prepare, teach and provide feedback with the highest expectations of all learners in the class (Rosenshine 7)

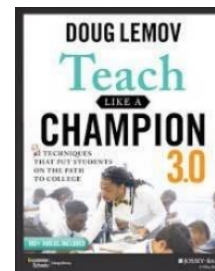


There are no directed timings (apart from the Do Now) for how these parts of the lesson are delivered. However, the Review Do Now should be 5 minutes to complete with a maximum 5 more minutes to check answers where necessary. These stages should be reflected in individual lessons, across a series of lessons,



Teach Like A Champion

Doug Lemov's *Teach Like A Champion 3.0* provides a series of techniques to support teachers in the classroom. There are 63 techniques, all data-driven, providing concrete, actionable advice to teachers. The majority of the TLAC techniques support the practical implementation of Rosenshine's principles in classroom teaching and learning. It is important to state that TLAC is **not** a checklist for every lesson. Lemov describes it as a recipe book rather than an instruction manual, providing a variety of suggestions rather than promoting conformity:



'Teachers may choose to adopt techniques but almost right away, great teachers start to adapt and adjust anything good; they make it fit their own unique style and approach, their setting and students (p.5).'

We believe that training staff in the TLAC techniques provides the tools and strategies needed to create a positive and productive classroom that encourages student engagement, trust, respect, accountability, and excellence. Crucially, the techniques are based on the latest evidence from cognitive science and culturally responsive teaching practices, so that teachers understand how to build students' background knowledge, move learning into long-term memory, and connect teaching with the curriculum content for tangible improvement in learning outcomes.

There is also real power in a consistency of language and techniques across classrooms for our students to get used to and feel comfortable and confident in their learning environment. A non-negotiable for us is that 'we teach in our school, not our classrooms', and the TLAC techniques provide a consistent approach to achieve that.

The full list of TLAC techniques can be found [here](#), while we also provide copies of the book for all staff to borrow. There is also a video [library](#) showcasing all of the techniques being used in schools (the password is 'consider').

We have used both the TLAC techniques and Rosenshine principles to create a set of central strategies we believe will lead to excellent teaching across all classrooms at the school, 'the Roan Rs'. These form our core CPD curriculum, that all teachers in training and new staff follow, as well as guiding our Inset and Deliberate Practice sessions. Developing these strategies is what enables us to achieve our 'why', providing every student with the high-quality learning experience in every lesson, of every day, in every term that they are entitled to. They fall into three focuses:

The Central 6: Routines (Establishing Expectations): Routines are at the centre of all we do, as evident from the 'Roan Routines'. They are essential to build in classrooms before any learning will occur.

Central 6 +: Ratio (Building Think and Participation): Ratio runs through all of TLAC. Put simply, it is about students thinking hard and participating as much as possible throughout the lesson.

Central 6 + +: Rigour (Checking for Understanding): Rigour means being confident at all times in the learning going on across a class. It requires frequent and consistent checking for understanding to achieve this.

The Roan Rs: Routines

'Routines make the process of learning easy whilst keeping the content challenging' (Peps McCrea)

As Peps McCrea describes in 'Motivated Teaching', a routine is a sequence of actions triggered by a specific prompt or 'cue' that is repeated so often it becomes an automatic response. This makes routines invaluable in the classroom in creating a healthy, positive environment for learning. They reduce pupil distraction and create a safe, predictable space for *all* students to flourish.

When establishing routines, McCrea states that we need to think about two things. The first is **the chain**. This is what we want students to do (e.g. how do they start the lesson, how do we want them to show engagement and attentiveness etc.). For chains to be effective, they need to be:

- Simple – a single chain of actions that flow from naturally and are easily remembered
- Clear cut – actions that are either done or not done
- Stepped – start with an easy action to help students get out of the blocks

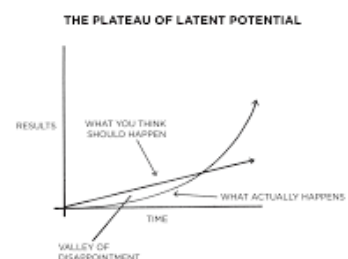
This is why the entrance routine to the classroom and first five minutes of each lesson are so crucial. With a clear routine to start the lesson, everything is on the right track and everything else can flow from there.

Along with the chain, McCrea argues that we need to focus on **the cue**. This is what starts the chain of the routine. Effective cues are:

- Distinct – a unique direction that cannot be misinterpreted
- Multimodal – easily sensed by combining speech with an action or position
- Punchy – clear and memorable

For a routine to be successful, and especially when first teaching a class, it is essential to rollout the routine effectively. First lessons with groups are the best opportunity to plan a clear rollout, although this should also be done wherever the routines have drifted. To make the rollout effective, it must be explicit, labelled and scaffolded.

Even when routines are effectively rolled out and even consistently employed, they are still difficult to embed. James Clear in 'Atomic Habits' refers to the plateau of latent potential or the Valley of Disappointment. This is the gap between what we expect and reality. We usually expect to see the results of new routines quickly, but this is often not the case. We need to perform them consistently and well, over a period of time, before we get to see the results. In fact, Clear states these results will usually increase exponentially.



This means that we all have a responsibility to deliver routines consistently. The six strategies in this section should be consistent across all classrooms in the school. As we always remember, 'we teach in our school, not our classroom', and routines are a prime example of why this is so important.

The Roan Rs: Ratio

'ratio [is] the proportion of cognitive work the students do in the classroom... we need to increase the cognitive load our students are doing' (Thahmina Begum)

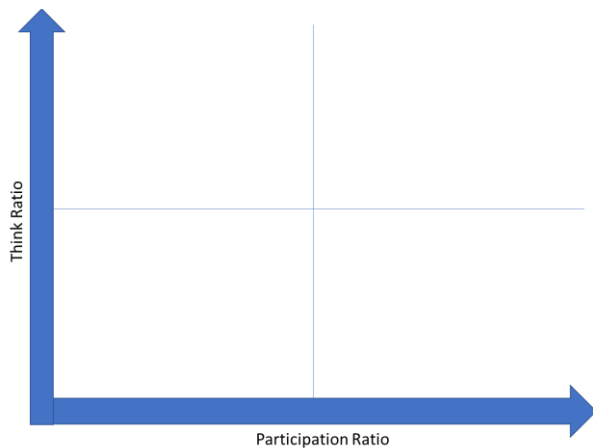
Ratio is an essential concept to understand and work on for all teachers to facilitate student success. It may sound obvious, but as Thahmina Begum states, we need to ensure that more and more of the work in our lessons is done by our students and not by teachers. Doug Lemov devotes three of the twelve chapters in *Teach Like a Champion 3.0* to Ratio, breaking it down into building ratio through questioning, writing and discussion, with various techniques supporting students to think and work harder.

Lemov breaks Ratio down into two components:

Participation Ratio: How many of our students are participating and how often across the lesson?

Think Ratio: When are they participating and how hard are they thinking?

The simple graph below shows visually how these two components work together. The aim is for high think and participation ratio as much as possible in our lessons:



Some tasks are naturally very high ratio (e.g. independent tasks, where the whole class must participate and should be thinking hard if the task has been well set up). The challenge is maximising ratio in parts of lessons where it could fall away. This could be done by:

- ✓ Increasing the ratio in existing tasks e.g. using 'Cold Call' for questioning instead of hands up.
- ✓ Adding in high ratio tasks e.g. 'Everybody Writes' and 'Turn and Talk'
- ✓ Ensuring tasks are accessible and well pitched e.g. through careful modelling and scaffolding of tasks.

Above all, the key to thinking about Ratio is that it's not whether the teacher gets a mental workout in the lesson but whether the students do, and whether it's challenging and intellectual. The strategies explored in the Central 6+ all maximise your chances of doing this by building think and participation ratio.

The Roan Rs: Rigour

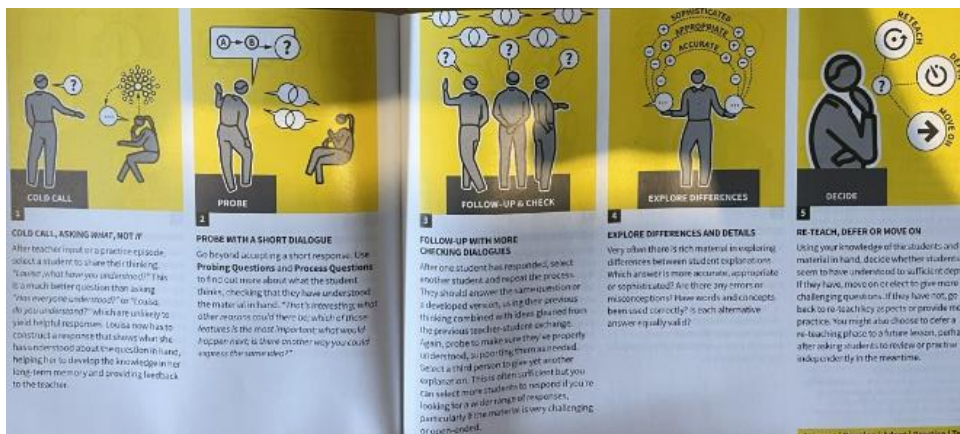
‘It is always true that great lessons are characterised by a high level of rigour’ (Tom Sherrington).

Rigour is a commonly used term when discussing teaching and learning, but often misunderstood or meaning different things to different people. As Tom Sherrington explains, it is also subject-specific, but there are some over-arching characteristics that we must ensure our lessons aim for:

- Material is pitched high for all students. All are challenged and engaged.
- The teacher has strong subject knowledge and uses it to ask probing questions.
- Students are required to give precise answers and know that ‘Right is Right’.
- The use of accurate subject-specific language is expected and reinforced.
- There is a sense of high expectations and expectation of thorough independent practice.
- The focus is on intrinsic reward and motivation; students get engrossed in rigorous tasks and enjoy the feeling of making progress.


The main way that we can build these characteristics into our lessons as consistently as possible is a focus on checking for understanding throughout lessons. This underpins the instructional core of our lesson cycle and stands to reason – if we don’t know whether our students are understanding the knowledge we are teaching and able to apply it, they are not learning. As the basketball coach John Wooden describes it, teaching is knowing the difference between ‘I taught it’ and ‘they learned it’.


It is only by properly and precisely checking for understanding that we can ensure rigour in classrooms. The ‘walkthru’ below stresses the important of this as part of the learning sequence; the information teachers receive by checking informs what needs to happen next in the lesson, whether that means reteaching material, tackling misconceptions or moving on. Moreover, the checking process itself helps students secure deeper understanding:




Many of the strategies for building Ratio are also central to increasing rigour, but the strategies in the Central 6 + + to follow are all crucial to employ. At its heart, rigour is about students achieving mastery of the content taught, and as teachers we must be using these strategies to secure that mastery for them.

The Roan Rs: Teaching and Learning strategies

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The Central Six Routines: Establishing Expectations	
1	Do Now: Use a short, consistent retrieval practice that students start as soon as they enter the classroom without any directions.
2	Habits of Attention: Expect students to show 'habits of attention' to establish routines in the classroom that allow them to focus and be attentive.
3	What to Do: Give clear, effective directions to students that are specific, concrete, sequential and observable.
4	Radar/Be Seen Looking: Actively scan the classroom to confirm students are following expectations and know that you are checking.
5	Positive Framing/Least Invasive Interventions: Motivate students by focusing on the positive, correcting students as noninvasively as possible.
6	Work the clock: Think deliberately about timings to ensure a high level of urgency in lessons.
Foundation	Joy Factor: Express joy for the learning through passion and enthusiasm that evokes joy in students.

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The Central Six + Ratio: Students thinking hard and Participating	
7	Cold Call: Ask students questions regardless of whether they have raised their hands to get responses from across the class during questioning.
8	Everybody Writes: Prepare students to engage by giving them the chance to write out ideas/answers before asking them to discuss.
9	Turn and Talk: Facilitate a short, contained paired discussion to encourage students to better formulate their thoughts and boost participation ratio.
10	Call and Response: Have the whole class respond in unison to a question or instruction to help encode it in their memory.
11	Modelling: Use an exemplar response either pre-prepared or written live on the visualiser for students to use as a model.
12	Scaffolding: Provide support for students by providing resources and processes to help them reach ambitious outcomes for the lesson.
Foundation	Backward Fading: Provide a series of worked examples so that students move from guided to independent practice across a lesson or series of lessons.

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The Central Six ++	
13	Show Me: Ask all students in a class to actively present their answers on hands or mini whiteboards to gather a full set of data.
14	Show Call: Choose and share a piece of student work with the class to study it in a sustained, durable way.
15	Exit Ticket: Prepare a short 2-3 minute task for the end of a lesson to check student understanding of key learning
16	Stretch It: Help continue the learning after a student has answered correctly by following up with further, more challenging questions and tasks.
17	Active Observation: Circulate while students are completing independent tasks intentionally looking for trends in their work.
18	Habits of Discussion: Build a set of habits and norms that allow discussion to be more cohesive and connected which encourage students to listen.
Foundation	Double Plan: Prepare your teaching by writing down what both you and your students will be doing at each stage of the lesson.

Central 6: Strategies for Routines

Strategy 1: Do Now (TLAC 20)

Purpose: Every lesson at the John Roan starts with a 'Do Now'. This is a starter activity that provides clarity, purpose and expectations for the class; it gives them the opportunity to get started actively and with confidence. A good 'Do Now' meets three criteria:

1. Consistent every lesson so that it becomes habit for students. If you use a multiple-choice grid, do this every time.
2. Must be able to be completed without instructions from you, any discussion with classmates and no additional materials.
3. Should take five minutes to complete and involve writing.

All of our 'Do Nows' involve a review of prior learning through retrieval practice (Rosenshine P1/10, TLAC 7). This is because we know that the act of recalling learned information from memory aids later retention. Each department at the school has its own style for 'Do Nows', but there are two examples below in the See It section.

See It:

Review		
1. When did the Black Death first arrive in Europe?	2. What important document did King John and his barons sign in 1215?	3. Who was the leader of the Peasants' Revolt?
4. What job did Henry II appoint Thomas Becket to in 1161?	5. What were the swellings that appeared on the bodies of those infected with the Black Death called?	6. Who won the Battle of Hastings in 1066?
7. What was the Benefit of the Clergy?	8. What city became the capital of the Islamic Empire in 762 AD?	9. Give one example of a place of worship in medieval England.

Do Now

Complete the MCQ

Challenge:
When was An Inspector Calls written? Why is this important?

MCQ	Choose the correct answer
1. What word means to kill a King?	A. hamartia B. regicide C. manipulate
2. Complete the quotation: '_____ as an oyster'	A. lonely B. misanthropic C. solitary
3. What is the other name Eva Smith calls herself?	A. Sheila Birling B. Geraldine Crofts C. Daisy Renton
4. What is someone who believes that we should all be equal called?	A. A Socialist B. A Capitalist C. A Conservative
5. When is 'An Inspector Calls' set?	A. 1842 B. 1912 C. 1945

+ TLAC clips 49, 50: [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Plan your Do Now carefully before the lesson. It must be designed to retrieve information from prior learning (could be last lesson, last week, or further back in time).
✓ Students must not be allowed to look back through their work – it is testing their memory.
✓ Use your department style, whether this is multiple-choice questions, a retrieval grid or something different. The more consistency the better.
✓ The Do Now must be accessible. Make sure the first part is something students can answer.
✓ Take no more than five minutes on the task and up to another five minutes to check (where absolutely necessary). Only dedicate more time if something is so poorly remembered that it needs reteaching.

Micro-script:

[stand at the threshold]. "Everyone completing their Do Now in silence. As always, it's on the board and you need to fill in the answers in your books. We learnt all of this last week so I need to see you trying every question and hopefully you get them all correct. 4 minutes 30 now. Let's go"

Teaching and Learning at The John Roan

Strategy 2: Habits of Attention (TLAC 48)

Purpose: We know that attention is central to every function that humans perform (TLAC technique 48). This technique therefore is all about establishing a routine that causes students to focus their attention during class and build stronger attentional habits. If students are not being attentive to the teacher, it is very unlikely any learning will take place.

Previously and elsewhere, the acronym SLANT has been used to break down the pro-social behaviours that constitute expectations for attention in the classroom. While this acronym is not used anymore, elements of it are crucial to building strong attention habits and need to be repeated across lessons. In particular:

- **Eye tracking:** The teacher should make clear where students should be looking (at the teacher, at a classmate, at the board) to support students attention as well as building belonging in the classroom. The term 'hands free track/tracking me' should be hard throughout lessons.
- **Pro-social behaviours:** Students should be reminded to sit up straight so that it is clear they are not allowed to check out physically in a lesson. You do not learn as well when slouched or with head on desk, so learning must be characterised by students sitting up straight in their chairs.

See It: TLAC clip 6, 85, 97, 98

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Ask students to track and/or sit up straight frequently during lessons to remind them to be attentive (especially during transitions between tasks).
✓ You must ask insist on these habits every lesson following the Do Now as you transition into the instructional core of the lesson to reset expectations.
✓ Ask students to track/sit up straight in a way that seems comfortable to you (<i>'all eyes tracking me... hands free, track me... sitting up straight please</i>).
✓ Narrate habits of attention being done well to support students e.g. <i>'love all those eyes tracking me, let's get 100%... remember to be sitting up perfectly straight to show me you're ready...'</i>
✓ Narrate the WHY. Remind students of why these pro-social behaviours will help them with their learning and make sure every second counts!
✓ Prepare for what you will do if you do not get 100%. You can do it again, use least invasive interventions to support a minority of the class or give warnings if required. Script and practice these responses.

Micro-script:

"You have 5 seconds to finish the task... and 3, 2, 1. Everyone now sitting up showing me your attention so hands free, track me. Excellent, really pleased with how straight we're sitting, showing that we're ready to share ideas. Only one not sitting up straight... there we go, thank you. I'm going to explain now so can we make sure all eyes are tracking me – I don't want anyone missing the important instruction I'm about to give.



Teaching and Learning at The John Roan

Strategy 3: What to Do (TLAC 52)

Purpose: Giving instructions is the most important aspect of teaching, but is often overlooked because of its mundanity and its familiarity. Unclear directions have far-reaching consequences; in order to avoid this, we need to provide consistent and concise ‘What to Dos’, telling students exactly what we expect from them. This is the surest way to them doing the work you need them to effectively.

A strong ‘What to Do’ follows directly on from another TLAC technique, ‘Brighten Lines’, where you make the transition very clear (use SLANT) so that you have full attention from your class. For a good ‘What to Do’, always remember SOCS:

- **Specific** (Use effective directions: *"put your pencil on your desk"* or *"keep your eyes on me"*.)
- **Observable** (Describes things that the teacher can clearly and plainly see the student doing, a physical action: *"sit up straight"*, *"look at the board"*, *"put your feet under your desk"*.)
- **Concrete** (Involve clear, possible tasks that cannot be misunderstood: *"push in your chair"*.)
- **Sequential** (Describe a sequence of concrete, specific actions: *"when I write it on the board, that means that you write in on a piece of paper in your notes"*.)

See It: TLAC clips 58, 105, 106, 107, 108, 109, 110

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ ‘Brighten The Lines’ before every What to Do. Ask for SLANT and ensure all students are attentive before you start your instruction.
✓ Script out key ‘What to Dos’ before the lessons for transition points.
✓ Tell students exactly what the task is using economy of language. Try to keep the description of what they need to do as concise as possible.
✓ Also tell them who they are working with (or independently) and how long they have.
✓ Narrate the WHY. Make clear the purpose behind the task you are setting.
✓ Once you have stated your ‘What to Do’, set students off on the task. Circulate to support, but do not speak over them working as this undermines the clarity of your instruction.

Micro-script:

“So everyone is sitting up, remember eyes on me tracking, so that you can hear this instruction. You are now all going to answer the six questions on the board. This is your chance to show how much you have learnt from our I do and We do stages and impress me with your knowledge. Five minutes, on your own, in absolute silence. Start now.”



Teaching and Learning at The John Roan

Strategy 4: Radar/Be Seen Looking (TLAC 53)

Purpose: These used to be two separate strategies, but are now paired together as the next steps after a strong 'What To Do' that show students we are noticing and care about them following through on our instructions:

- 'Radar' is a term for the many actions a teacher takes to see more comprehensively and clearly what their students are doing. These range from positioning themselves in the corner of the room to scan the classroom more easily ('Pastore's perch', shown in the diagram) to so-called Radar dance-moves with examples below.
- 'Be Seen Looking' is the yin to Radar's yang, where the teacher exaggerates the fact that they are seeing what students are doing. Looking is most effective when students are aware of it, so 'being seen looking' by emphasising non-verbal actions can help prevent behaviours that would require correction.



The dance moves help bring 'Radar' and 'Be Seen Looking' together. Here are two great examples:

The invisible column: Shift your body back and forth as if you are looking around an invisible column trying to see what's happening on either side of it.

The tiptoe: Rise up on to your tip toes to see the students at the back and crane your neck.

See It: TLAC clips 21, 80, 111, 112, 113, 114, 115

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Scan your classrooms regularly as a matter of habit following your What To Dos. Look consistently and intentionally
✓ Use Radar's foundation, 'the swivel', to guard against blind spots
✓ Stand in the corner of the room for best visibility (Pastore's Perch)
✓ Contrive ways to subtly remind students that you are watching them for 100% compliance
✓ Use Be Seen Looking 'dance moves' to emphasise your observation
✓ Follow up with least invasive interventions and sanctions as necessary

Micro-script:

"Five minutes, in absolute silence, on your own, start now. [move to Pastore's perch. Scan across class to ensure everyone is starting the task. Student at the back has not started; stand on tiptoes to emphasise that you are seeing them being slow to start. If still not starting, look around invisible column.] It's been 10 seconds and we need to be getting on now..."



Teaching and Learning at The John Roan

Strategy 5: Positive Framing/Least Invasive Interventions (TLAC 59/55)

Purpose: These are two separate TLAC strategies that go hand in hand. We are all more motivated by the positive than the negative, so 'Positive Framing' is simply the delivery of information students need in a manner that motivates, inspires and communicates our belief in their capacity. It is the technique of framing interactions so that they reinforce a larger picture of faith and trust, even when correcting or sanctioning students.

'Least invasive intervention' is what happens when disruption happens and we need to get 100% of students on task, attentive and positively engaged again. There are six interventions, ranked in order of least to most invasive (although teachers need not go through all in order):

1. Non-Verbal Intervention
2. Positive Group Correction
3. Anonymous Individual Correction
4. Private Individual Correction
5. Lightning-Quick Public Correction
6. Consequence

While shown in order of escalation, these are not necessarily sequential steps

See It: TLAC clips 3, 118, 119, 126 [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

Positive Framing	Least Invasive Intervention
✓ Live in the now - Avoid talking about what can't be fixed. Talk about what should happen next	✓ Non-Verbal Interventions are done while teaching and are clear and simple/emotionally constant
✓ Assume the best - Assume your students have tried (or will try) to do as you've asked	✓ Positive Group Correction is where you give a positively phrased behavioural direction to the whole group
✓ Allow plausible anonymity - As long as students are making a good faith effort, allow students the opportunity to strive to reach your expectations in plausible anonymity	✓ Anonymous Individual Correction is where you correct an individual but preserve anonymity
✓ Build momentum/narrate the positive - Drive your classes forwards by drawing student's attention to the positives rather than the negatives	✓ Private Individual Correction emphasises purpose, not power, and is a clear instruction based on <i>What To Do</i> principles to a student (challenging in Covid conditions)
✓ Challenge! - Build competition into your day and give your students the chance to prove what they can do	✓ Lightning-Quick Public Correction is where you name the student but uses the same principles as previous interventions
✓ Talk expectations and aspiration - Talk about who your students are becoming and where they're going	✓ Consequence: Use the school behaviour system (warn, remove)

Micro-script:

"Fantastic start, love seeing this hard work across the class. Remember that progress that you made in the last assessment and this will carry it on today. Just need two more people to start right now so that they can make that progress too... Amazing, I can already see three people on question 4, great job. [circulate to student not starting. Whispered instruction to start reminding them of how good they were in the previous lesson]. Just 2 more minutes and all of us should be on the stretch. Jaden, need to be further now, I can't wait to see your answer to question 5... Love this everyone, well done."

Strategy 6: Work the Clock (TLAC 30)

Purpose: Time is both your greatest resource and greatest challenge as a classroom teacher. Measuring time intentionally, strategically and often visibly is critical in shaping student's experience in the classroom and will, crucially, promote urgency in learning. This skill is known as 'Work the Clock', and will both help demonstrate the value of time to students and ultimately make them more attentive as well.

A key element of 'Work the Clock' is the use of countdowns in lessons to help discipline both you as the teacher and the students. The following guidance should be applied when using countdowns:

Do	Don't
Use for simple tasks, wrap ups or transitions. Try to narrate less over time.	Stretch a countdown / slow it down to match student behaviour.
Use the lowest possible countdown (just enough time).	Follow through after a countdown has finished (describe what has already not happened)
* Narrate follow-through during a countdown (e.g. students exceeding expectations).	Over-narrate just for meeting expectations. This should be basic.

As with all techniques, we place a high value on using them inclusively in classrooms. Where students struggle with tight timings, make sure to:

- ✓ Speak to them before the lesson / task where possible with expectations
- ✓ Circulate to them first to support
- ✓ Give precise targets e.g. I know you can complete up to Q3
- ✓ Make sure the start of the task is as accessible / scaffolded as possible where needed

See It: TLAC clips

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Plan timings carefully in your intellectual preparation for lessons, including when you will use a timer for tasks.
✓ When using a timer, make sure it is clearly visible and you are keeping to the expectation for urgency.
✓ Provide lots of encouragement and praise during timed tasks.
✓ Cut down or extend a time limit if needed but clearly narrate why you are doing this.
✓ Even when not using a visible timer, give lots of time stamps during tasks to increase urgency, using specific, odd increments as needed.
✓ Make sure countdowns are used purposefully, applying the guidance above.

Micro-script: *"You have 8 problems to solve so I'm going to give you 6 minutes to attempt them all and then try the stretch. 6 minutes, go... (after 5 minutes) I can see most of you onto question 4 already, well done. I'm going to add 2 more minutes to our time so we can all try every question."*

Teaching and Learning at The John Roan

Foundational Strategy: Joy Factor (TLAC 63)

Purpose: ‘Joy Factor’ is the routine of lessons being characterised by engagement, passion and a love for learning. The classroom can and should be a joyful place, but joy is complex and comes in an array of forms. It does not mean simply students having fun, although fun can of course be a feature of joyful, rigorous learning taking place.

Perhaps ‘Joy Factor’ is best expressed as the classroom being a place where students (and teachers) feel satisfaction, gratification and happiness, somewhere where they work hard and persist, learn more and are possible more creative. Crucially, joy is enhanced by sharing it with other, which makes it ideal for classrooms.

Doug Lemov suggests that **pleasure, engagement and meaning** are the foci of joyful classrooms, but it is also crucial to note that ‘Joy Factor’ works against a backdrop of a Warm/Strict (TLAC 61) approach to classroom management.

See It: TLAC clips 11, 47, 74, 126

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Name It:

✓ Remember the principles of Warm/Strict . This approach to disruption free learning sets the foundation for Joy Factor.
✓ The best Joy Factor serves the lesson objective. Emphasise the challenge facing students in the lesson and celebrate them embracing it!
✓ Work on creating a sense of belonging in your classroom – you are a team working towards succeeding together.
✓ Exaggerate your body language and voice to help create flow.
✓ Share specific successes – make your praise really mean something and give out PRIDE points where deserved.
✓ Help students get it right, correcting errors rigorously and with kindness.
✓ Speak with <u>passion</u> about the subject you love. Consider what passion looks like in your discipline and how you can <i>genuinely</i> share this.

Micro-script: *“Today we’re going to be starting an incredibly exciting new topic, one that’s quite hard to get your head around at first but I just know you’re going to absolutely love when you understand it properly. I didn’t do this properly until first year of university, so you’re way ahead of the game already! So lots to get through today and not easy, so brains engaged, sitting up in SLANT ready to go. Final two people sitting up straight, I can’t have you missing out on this introduction and not keeping up with us as we discover whole new worlds today...”*

The Central 6 + : Strategies for Ratio

Strategy 7: Cold Call (TLAC 34)

Purpose: ‘Cold Call’ is the TLAC term for questioning students without them raising their hands. This makes it a vital technique for building an inclusive, rigorous and happy classroom. Doug Lemov names four specific purposes for ‘Cold Call’, namely voice equity, creating a culture of engaged accountability, checking for understanding and pacing, all of which help increase participation ratio.

Moreover, ‘Cold Call’ also builds think ratio when done well because all of the class need to think deeply about the answer to the question, knowing that they may be called on to respond. For this to work, the teacher must say the student’s name *after* the question and a short period of wait time:



There are five named principles for effective ‘Cold Call’, all of which are explained in the ‘Name It’ and can be seen in the clips below. You should always plan ‘Cold Call’ carefully prior to a lesson, scripting specific questions and who to ask them to.

See It: TLAC clips 1, 6, 70, 71, 72, 73, 74, 75 [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓	Make sure cold call is your default form for questioning to help you build an inclusive and rigorous classroom environment.
✓	Plan rounds of cold call into lessons at key moments to check for mastery.
✓	Provide wait time during rounds of cold call.
✓	Always ensure cold call is: <ul style="list-style-type: none"> • Positive: encouraging and never a ‘gotcha’ • Predictable: Used regularly and introduced clearly • Universal: lots if not all of the class included • Intentional: choose which students to question • Connected: large questions broken up into smaller questions
✓	Make sure you time when you say the student’s name you want to answer the question
✓	Use in <i>synergy</i> with other TLAC techniques, especially Turn and Talk and Everybody Writes to help make the Cold Call successful.

Microscript:

(Teacher:) As normal I’m now going to Cold Call around so be ready to answer every question and no hands up for these – I need to see what you know and what you don’t know. Firrst question: how many variables and constants do we have to consider in finding the volume of a cylinder... D’Juan?

D’Juan: Three of them.

Teacher: Good. Tell me one... Janella?

Janella: Radius.

Teacher: ok, and is that a variable or constant... D’Juan?

D’Juan: Radius is a variable.

Teacher: Ok, so what’s the other variable... Carl?

Teaching and Learning at The John Roan

Strategy 8: Everybody Writes (TLAC 38)

Purpose: The amount and quality of writing students do in a classroom is a key determinant of academic success, in all subjects, and crucial for building ratio. 'Everybody Writes' is an example of formative writing, where writing is a tool to think, developing and discovering new insights, part of a process of learning and mastering content. 'Everybody Writes' means getting students to write frequently and formatively and do it midstream, in short bursts, throughout the lesson.

A good way to think about 'Everybody Writes' is as the first stage of a 'Think, Pair, Share' task, where instead of just asking students to *think* about something (which is low ratio and difficult to check), they write their thoughts down prior to sharing. This could be in books, on mini-whiteboards or taking notes, and works just as well as a first draft of a Maths problem or mind-mapping initial ideas.

Some benefits of 'Everybody Writes', which some teachers refer to as 'Stop and Jot', are listed below:

- Build **participation ratio** – enables all students to participate more confidently in discussion
- Reflection time pushes students towards more higher **think ratio** and improved ideas
- By nature low stakes – ok for students to make mistakes
- Allows teacher to 'hunt and gather' student responses to review ideas and begin discussion
- Every idea shared in discussion is a second draft (2.0 thought of higher quality)
- More natural and simple cold call: '*what did you write?*'
- Allows teacher to steer students through written task chosen
- Students remember more when written down
- Improves student writing over time as doing more

See It: TLAC clips 2, 80

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Name It:

✓ Plan <i>Everybody Writes</i> at key moments in the lesson
✓ Standardise the format of the response (bullet point list, full sentences, mind map etc.)
✓ Identify what you are looking for in student responses
✓ Standardise where they will respond (book/booklet, paper, MWBs etc.)
✓ Give a clear instruction to begin writing (inc. time)
✓ Build stamina and momentum through positive narration ("I'm really seeing pens moving..."), non-verbals and timing reminders
✓ Intentionally monitor responses (circulation/Show Call as appropriate)
✓ Follow up writing with form of discussion to share ideas e.g. cold call, turn and talk

Microscript: *"So before we discuss some ideas for this question in pairs and as a class, I want everyone to have a go. On your mini-whiteboards, I want you to note down as many causes for the First World War as you can. One minute, in silence, on mini-whiteboards, so you're ready to share with your partner. Off you go."*

Strategy 9: Turn and Talk (TLAC 43)

Purpose: Students benefit from talking and discussing ideas with each other, but effective discussions in classrooms are rare. ‘Turn and Talk’ is an invaluable tool in getting students to a point where they are speaking and expressing opinions confidently and collaboratively.

‘Turn and Talk’ is a procedure for paired discussion, so the second stage in the ‘Think, Pair, Share’ task started with ‘Everybody Writes’ (and will end with you ‘Cold Calling’ students as part of a whole class discussion. There are obvious benefits but also challenges to setting up ‘Turn and Talk’, as detailed in the table below, which is why it is so important to have a consistent approach and routine for paired discussions, especially in the ‘What To Do’ before setting students off.

Benefits	Challenges
Boosts Participation Ratio	Conversations wander off topic
Increase reluctant students’ willingness to share ideas	Listening not as strong as speaking
Helps when a class appears ‘stuck’	Could spread erroneous information
Allows you to listen in on conversations and choose valuable comments	Risk of disruption. Not as calm as teacher talk

See It: TLAC clips 1, 6, 21, 58, 70, 85, 86, 87, 88

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Plan to follow <i>Everybody Writes</i> with Turn and Talk as part of a Think, Pair, Share section in your lessons.
✓ Script your rollout. Structure the <u>format, length and order</u> of the Turn and Talk: <ul style="list-style-type: none"> • <i>What to discuss (be precise).</i> • <i>Who speaks first/second (or both at once)?</i> • <i>How loud?</i> • <i>How long?</i>
✓ Circulate to actively observe during the Turn and Talk.
✓ Follow with Cold Call for the Share part of the lesson (or with writing before sharing).
✓ Continue to practise the routine until you can use it throughout lessons.

Microscript: *“Good. So you’ve had one minute to think about and write down how best you will describe where the fly is on the grid to someone else. You will now work with the person next to you for the next stage of the task. When I say go, your job is to describe where the fly is on the grid to that person. The person nearest the window will go first and describe the location. After 30 seconds, I will let you know that it is time to swap and the person nearest the door will do the same. I will then Cold Call some of your pairs to see how you described the location. Person nearest the window first, voice at normal conversation volume, go.*

Teaching and Learning at The John Roan

Strategy 10: Call and Response (TLAC 35)

Purpose: 'Call and Response' is a well known technique in classrooms but often considered more applicable for younger students. However, when done well and a whole class responds confidently in unison to a question or repeats a piece of information, it has various and highly important benefits:

- Will help encode information in memory during retrieval practice
- Creates a change of pace that can expand participation and build momentum
- Keeps energy and enthusiasm high
- Makes active participation highly visible and normalised
- Builds a collective group dynamic within the class (and sense of belonging)

In fact, Doug Lemov links the benefits students can feel from performing 'Call and Response' in class to the use of choral singing for worship all over the world.

It is important to have specific cues for 'Call and Response' to work purposefully. This may be a verbal signal ('I say... you say...'), a count-based cue ('On two, one, two...'), group prompt ('Class...'), non-verbal signal (looping motion with finger) or, when embedded, a subtle tone shift. Whatever cue is chosen, it needs to be practised and used consistently with a class.

See It:

TLAC clips 1, 6, 21, 58, 70, 85, 86, 87, 88

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓	Plan Call and Response into key points in your lessons, especially where you want to build participation ratio.
✓	Narrate a clear <i>why</i> for using Call and Response, explaining to students how it will support their learning.
✓	Have a consistent cue and practise it with students when you first use it. 'I say... you say...' is always a simple and effective cue.
✓	Insist that all students participate. Follow up with students who do not contribute to ensure 100%.
✓	Always follow up with praise and positivity for Call and Response done well.

Microscript: *"I'd now like us to practise this key vocabulary so that we're all confident saying it out loud and make us more likely to remember it. I'll say it first and then you say it back to me loud and proud. So I say, photosynthesis, you say... Thank you to about 80% of you but I want to hear you all so again, I say photosynthesis, you say... Perfect. Now difficult one, I say mitochondria, you say... Brilliant!"*



Strategy 11: Modelling

Purpose: A central feature of effective instructional teaching is for teachers to provide exemplar responses to a question/problem prior to students attempting it. This ‘modelling’ is the first stage of the ‘Backward Fading’ process, so constitutes the I Do part of the instructional core of lessons. This however has the potential to be very low Ratio, as the teacher is doing the bulk of the work, so getting the modelling process right is crucial. There are two types of modelling:

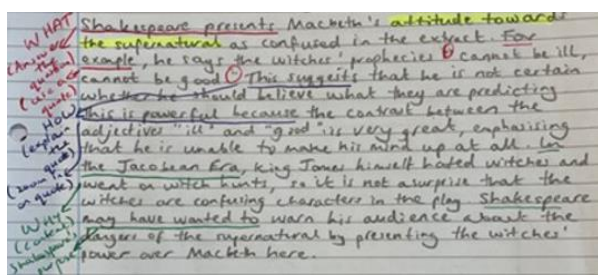
1. **Pre-prepared models:** The teacher writes a model before the lesson or uses a previous student model to demonstrate an exemplar response to a task.
2. **Live models:** the teacher writes the exemplar in real time to model to students the thinking behind responding to a task.

Live modelling is almost always preferable as it has the advantage of students seeing the process taking place. The teacher can still script the model prior to the lesson in their preparation, but should write it as if they are developing it in real time.

It is best for teachers to model using the visualiser (there is one in every classroom), allowing them to write by hand to fully demonstrate the modelling process. It is crucial to script what you as the teacher are saying and doing during the modelling process to maintain a high ratio.



See It: A live model from English displayed for the class on the visualiser:



Name It:

✓	Have a teacher exercise book or booklet that mirrors the work students will do in a lesson.
✓	Model expectations using the visualiser, including how work should be presented and high standards for work completion.
✓	Plan your models of worked examples before the lesson, including the questions you will ask students about the model.
✓	Write the model out in front of students, narrating your thinking process and annotating on the example. Be prepared to make edits and improvements as you go.
✓	Always follow your model worked example with either another worked example for reinforcement or a partially worked example for students to complete ('Backward Fading')

Microscript: "So I'm starting my paragraph with what Jeremiah?... A topic sentence, exactly, and I know I'm going to use the words of the question for that so remind me what the question is Bryony... thank you. So my first sentence then is going to be 'Shakespeare presents Macbeth's attitude, notice that apostrophe there after Macbeth, why is that there Abdi... good, so Macbeth's attitude towards the supernatural as. Now everyone, you have ten seconds to write down what my next word should be on your mini-whiteboards, then I'll tell you what I think. Ten seconds, go..."



Strategy 12: Scaffolding

Purpose: Rosenshine’s principles state that the most effective teachers provide scaffolds for difficult tasks. This is vital to increasing ratio, as it makes ambitious goals accessible to all students, adapting the way that some students might get there but not the outcomes they reach in lessons and over time. Please consider scaffolding in conjunction with the advice on SEND adaptations at the back of this guide.

The metaphor of ‘Scaffolding’ embeds the idea that, when ready, the supports are withdrawn, so designing scaffolding is a key part of lesson preparation. There are various types of scaffolding that can be used to support students:

- **Writing frames/sentence stems:** These are useful for structuring answers and for extended writing questions.
- **Checklists/success criteria:** Help ensure students are aware of what they need to include in their work and are completing it correctly.
- **Exemplars:** Models of work, especially at different standards, can be much easier to understand than written success criteria.
- **Anticipate errors/misconceptions:** Tackle potential pitfalls head on to make sure students do not include them in their work.
- **Strategic thinking/questioning:** Get students to do the thinking needed for the task prior to starting it independently (e.g. on mini-whiteboards) to build confidence.

The collage includes several examples of scaffolding:

- Sentence starters:** A table with columns for 'This is because...', 'An example of this...', 'This means...', 'This is caused by...', 'This then allows...', 'An advantage of this...', 'A disadvantage of this is...', and 'This will effect...'. Each row has corresponding prompts for the student to complete.
- Key words/phrases:** A table with columns for 'This means...', 'This then allows...', 'This will cause...', 'This will result in...', 'This is because...', 'This then allows...', 'This will cause...', 'This will result in...', and 'This is because...'. Each row has corresponding prompts for the student to complete.
- Number grid:** A grid of numbers from 10 to 12, with a key indicating that 12 is 5 + 123 children.
- Writing frame:** A text box with a story about a boy named Tom who was playing in the park and saw a dog.
- Checklist:** A list of items to check, such as 'I have used...', 'I have written...', 'I have checked...', 'I have read...', 'I have listened...', 'I have spoken...', 'I have thought...', 'I have felt...', 'I have done...'
- Quality Model:** A diagram showing a rainbow and a globe, with a text box asking 'Which is better?' and 'Quality Model'.

See It: Range of ‘Scaffolding’ examples from across the curriculum:

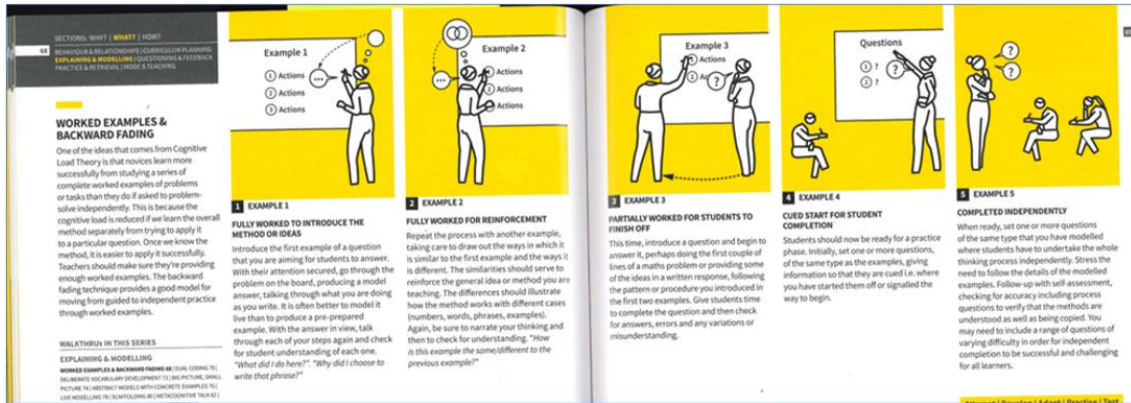
Name It:

- | | |
|---|---|
| ✓ | Map out the components of a task in your lesson preparation, including the difficulties they will encounter moving through the steps. |
| ✓ | Design your I, We, You (Backward Faded) teaching sequence to build to this independent task. |
| ✓ | Based on your preparation, design resources that support students with the steps. These could include: <ul style="list-style-type: none"> ● Any of the methods above ● Detailed scaffolding (e.g. word lists, dual coding, links to knowledge organisers) ● Whole task-scaffolds (e.g. structure strips, partially completed examples, checking prompts) |
| ✓ | Prepare how you will use the scaffolding for various levels of support |
| ✓ | Take the scaffolding down over time (could sometimes be within the lesson or over time) |



Foundational Strategy: Backward Fading

Purpose: ‘Backward Fading’ is not a TLAC technique, but is a process that is absolutely central to the Instructional Core of lessons that builds ratio towards students working independently. We know from Cognitive Load Theory that novices learn more successfully from studying a series of complete worked examples of problems. ‘Backward Fading’ supports this principle:



A

strategy in which worked examples become gradually replaced with practice problems in a lesson (or series of lessons) as the learner gains experience in a subject matter. [Clark et al, 2006]:

Equally, it is useful to think through how the process may take place using Rosenshine’s I Do, We Do, You Do sequence, starting with teacher modelling and finishing with independent practice, via the worked examples in between.

	Scholar	Teacher
Connect [activating prior knowledge]	█	
I Do 1 [direct instruction of knowledge]	█	
We Do 1 [memorisation & CFU of knowledge]	█	█
I Do 2 [modelling application of knowledge]	█	
We Do 2 [worked examples & CFU of application]	█	█
You Do [independent application of knowledge]		█

See It: Maths examples:

9.10.1 – Proportion (Unitary Method)	
Example: 4 calculators cost £32. Find the cost of 7 calculators. Find 1: $£32 \div 4 = £8$ Multiply up: $£8 \times 7 = £56$	1) 7 pens cost £14. Find the cost of 5 pens. Find 1: $£14 \div 7 = £2$ Multiply up: $£2 \times 5 = £10$
2) 5 apples cost £2.50. Find the cost of 12 apples. Find 1: $£2.50 \div 5 = £0.50$ Multiply up: $£0.50 \times 12 = £6$	3) In 2 hours, a phone battery charges 30%. How much charge could it get in 5 hours? Find 1: $30\% \div 2 = 15\%$ Multiply up: $15\% \times 5 = 75\%$

2) Fill in the boxes using the worked example to help to find x	3) Find the missing angle, x, using the previous examples to help you.
<p>Side Rule: $\frac{4}{\sin 62} = \frac{x}{\sin 30}$ Sub in: $\frac{4}{\sin 62} = \frac{x}{\sin 30}$ Multiply by the denominator: $4 \sin 30 = x$ Evaluate: (Type in to your calculator) $x = 2$ (3 s.f.)</p>	<p>Side Rule: $\frac{7}{\sin 13} = \frac{x}{\sin 79}$ Sub in: $\frac{7}{\sin 13} = \frac{x}{\sin 79}$ Multiply by the denominator: $7 \sin 79 = x$ Evaluate: (Type in to your calculator) $x = 6.7$ (3 s.f.)</p>

Name It:

- ✓ Identify your desired end points (You Do tasks) for lessons and units. Where do students need to get to?
- ✓ Write the model and end point you want students to achieve independently in a lesson.
- ✓ Script the prior knowledge that the new knowledge builds on.
- ✓ Script the new knowledge you will explain to the students.
- ✓ Script the questions you will ask during I do and We Do to build fluency and memorisation of knowledge.
- ✓ Write the worked examples students will complete to prepare them for the You Do independent practice.



The Central 6 + + : Strategies for Rigour

Strategy 13: Show Me (TLAC 10)

Purpose: In order to check students' understanding, teachers need to be able to quickly and effectively gather data on what they know about what is being taught. 'Show Me' accelerates this by asking **all** students in a class to present their answers, often as data, in unison, allowing the teacher to start acting on that data straight away. There are two common versions of 'Show Me':

- **Hand signals:** useful for multiple choice answers (but must be used with actual answers, not an expression of confidence e.g. answer A – 1 finger; answer b – two fingers etc.)
- **Mini-whiteboards:** Allows students to show their understanding beyond multiple choice (but should still be used for short, simple answers that the teacher can check quickly).

Mini-whiteboards should be used in every lesson to check for understanding, especially during the 'We Do' guided practice stage of the lesson. Teachers must use the cue 1, 2, 3 Show Me across the school for consistently and train students to hold up their boards on the cue and in unison.

It is also crucial to prepare for what to do based on the 'Show Me' data. For example:

<p>>75% accurate - Assess quickly and move on!</p> <ul style="list-style-type: none"> - Stamp the correct answer to ensure 100% of students get it. - Show call the correct answer - Get students to fix their own work. 	<p>50% accurate – Roll it back!</p> <ul style="list-style-type: none"> - Show call: Compare the exemplar to the non-exemplar, ask students to identify which is correct - Break down the error by asking questions - Stamp key understanding - Get students to repeat the task 	<p><50% accurate – Stop the show!</p> <ul style="list-style-type: none"> - Show call the errors - Re-teach
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See It: TLAC clips 15, 16, 17 [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

<p>✓ Use Show Me to check for understanding of key knowledge before moving on in a lesson. Questions need to have clear, short answers (e.g. one word or) multiple choice.</p>
<p>✓ Explain the purpose to students – you need to see <u>all</u> of their answers so that you can assess if the class has understood.</p>
<p>✓ Tell students to write clearly and big enough that you can read their response. They should write 'I don't know yet' if they really can't recall the answer.</p>
<p>✓ Give students a short time limit e.g. 10 seconds. They need to hold their boards still when ready (not show their answers until your cue).</p>
<p>✓ The cue we will use across the school is 1, 2, 3, Show Me. Students should lift boards in unison, clearly visible for you. If they do not do this, do it again to practise the routine.</p>
<p>✓ Scan across the room for student responses and act according to them.</p>

Microscript: "On your mini-whiteboard, you have fifteen seconds to write down two different types of joint... remember, I need you to write down 'I don't know yet' if you're not sure... five seconds... hold the board flat on your table if you're finished. Now pens down everyone and all together as normal, 1, 2, 3 Show Me.. keep your boards up proudly until I say to put them down... 100% correct, brilliant. Aesha tell everyone the two joints you chose..."



Strategy 14: Show Call (TLAC 13)

Purpose: ‘Show Call’ is a key means of building both rigour and ratio as well as a sense of pride in students’ work. It is when you choose and share a piece of work with the class visually and study it in a sustained, durable way. This could be because it is a model exemplar or because you want to study it for an error or misconception, but either way it is a simple, reliable tool for rigorously exploring student work.

There are two key moments during the ‘Show Call’ that need to be embedded within lessons:

- **The Take:** the moment you take a student’s work from them and explain why you are sharing it.
- **The Reveal:** The moment you show the work to the class.

As you will be sharing work on the visualiser, it is crucial to clearly frame *why* you are showing it. You can name the student or keep the work anonymous, but the key is to make the ‘Show Call’ process feel safe and familiar; it is a chance to celebrate and grow together as a class.

See It: TLAC clips 3, 27, 28, 29, 30, 31, 32, 33

[Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Commit to building a classroom culture where sharing student work is the norm. Start with strong examples to build positivity around the routine.
✓ Plan Show Call into lessons using examples from students’ previous class or homework, or from deliberately circulation during ‘You Do’ tasks.
✓ Use the visualiser to share work for Show Call. This can be for a strong example, a common misconception to improve or for comparing two examples for comparative judgement.
✓ Script and practise your Show Call: <ul style="list-style-type: none">• The Take: always smile and briefly explain why you are taking a students’ work.• The Reveal: explain the purpose of sharing the work before revealing it to the class.
• Always thank and praise the student(s) after using their work.

Microscript: *(whispering to student) “I’m just going to borrow this to share with the class. I love how much effort you’ve put in Samira and want to show it off, but there’s also some things we could all learn from. Thank you so much... ok everyone, tracking the visualiser please and Samira’s fantastic work. You can see that she has absolutely used the variety of colours we discussed in the model and look at how they compliment each other. Well done Samira! Now, let’s discuss shading. Is there anything about her shading that we think Samira could improve... Jay?”*



Teaching and Learning at The John Roan

Strategy 15: Exit Ticket (TLAC 26)

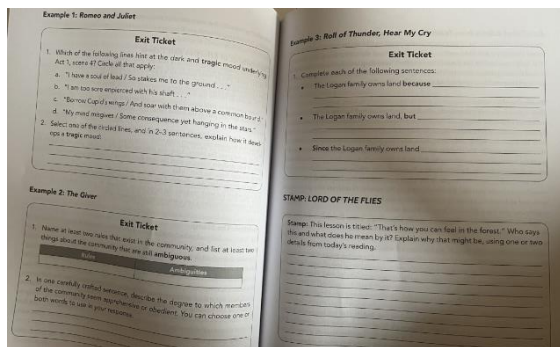
Purpose: ‘Exit Tickets’ are short (2-3 minute) tasks at the very end of lessons that quiz students on crucial knowledge taught in the lesson. They therefore should provide data demonstrating the degree to which students have understood the content and allow for addressing misconceptions.

‘Exit Tickets’ therefore can be used to measure how well students have committed previously learned knowledge or skills to memory and provide the teacher with an opportunity to intervene as close as possible to the point of misunderstanding. To make this work, ‘Exit Tickets’ need to be:

- **Quick:** two/three questions which can be multiple choice
- **Designed to yield data:** Focused on a specific aspect of the lesson
- **Predictable:** Must not introduce anything new – fine to repeat a question for earlier!
- **Make good ‘Do Nows’:** all of the characteristics of a good Do Now hold true

‘Exit Tickets’ will vary in how they look based on the subject and lesson (could be completed in books, on MWBs or on slips of paper.) The key is to always plan them with a clear purpose and to ensure they allow you to review the data efficiently.

See It: Examples of ‘Exit Tickets’ from English lessons:



Name It:

✓ Plan your Exit Tickets carefully before the lesson. They must be designed to check understanding of key knowledge they need to recall from the lesson.
✓ Students must not be allowed to look back through their work – it is testing their memory.
✓ Use your department style where there is one or make them consistent across a series of lessons. Students need to think about what they are being asked, not the process.
✓ Choose the key knowledge taught in the lesson to test. Aim for three questions maximum and no more than three minutes.
✓ Use the data to inform teaching moving forwards. Exit Ticket questions could be repeated in the next Do Now or content retaught as necessary.

Microscript: “As normal, we will finish the lesson with an Exit Ticket for me to check how well you’ve understood the objective from today’s lesson. I will put the questions up on the board and you will have one minute to answer them in your book. You do not need to write the question out. One minute, in silence, go... now I’m going to put up the answers so you can see how well you did. Please mark them in green pen with a tick or a correction. Well done if you got 3 out of 3, you’ve done a fantastic job this lesson

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Strategy 16: Stretch It:

Purpose:

'Stretch It' is a key technique that helps teachers continue the learning after a student has answered a question correctly. Instead of using verbal praise and repeating the correct answer to the question to reinforce the idea and learning, the teacher should follow that correct answer by following up with another question to confirm the students understanding of the concept. By doing this, teachers are eliminating the possibility for a question being answered by luck, coincidence, or even partial mastery or understanding.

It is also a method to gauge your pupils' mastery levels which leads to supporting you in adapting your lessons and to teach to students of varying skill by structuring questions to suit the different needs of pupil. It does require planning in regards to what follow up questions need to be asked of which students, but the impact it has on the learning is vast. It embodies an ethos of ambition, aiming to push students beyond their comfort zones and inspire them to reach new heights in their learning journey.

There are three types of prompts that can use in this technique to challenge and scaffold for the students; Non-directive, Partially directive and Directive - these are outlined in below in the micro script with examples.

Nondirective	Partially directive	Directive
"and?" Rolling gesture with hands	"Tell me more about the first part specifically."	"What evidence tells you that?"

See It: TLAC clips 43, 44, 28, 29, 30, 31, 32, 33 [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓	Praise the answer but make it a habit to ask follow up questions in response to a successful answer.
✓	Script out potential follow up questions ahead of the lesson.
✓	Diversify questions. [What, Why, How, Better word, Another way, Evidence, Integrate, Apply]
✓	Use prompts to support questioning – non-directive verbal and non-verbal. e.g. "and?"
✓	Build a culture around those interactions that causes students to embrace, and even welcome, the notion that learning is never done.

Microscript:

Teacher: What is mitosis, Ali?

Ali: Mitosis is a type of cell division that results in two daughter cells.

Teacher: Good. Develop that.

Ali: Both daughter cells are diploid. This means they contain 46 chromosomes each.

Teacher: And? (Non-verbal gesture to continue).

Ali: Mitosis occurs in somatic cells. This means it occurs in all body cells except for gametes.

Teacher: Well done, Ali. I like your use of technical vocabulary.

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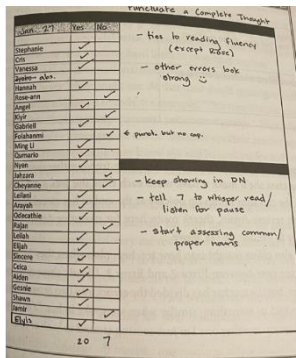
Strategy 17: Active Observation (TLAC 9)

Purpose: ‘Active Observation’ refers to what the teacher is doing while their students are working. This process is often called ‘circulating’, where the teacher moves around the classroom to see how students are getting on, but ‘Active Observation’ means doing this much more deliberately, deciding intentionally what to look for and maintaining discipline in looking for what you have prioritised.

There are three main options for ‘Active Observation’:

Option 1	Option 2	Option 3
Sometimes called ‘Aggressive Monitoring’. Teacher tracks progress of and gives immediate feedback to each individual student.	Teacher gives feedback to the group after tracking and completing observations (may still provide some individual feedback during observing).	Teacher gives feedback (and makes observations) focused on specific individuals (and not the whole group).

Of these options, Option 2 is likely to be the most common example of ‘Active Observation’ across classrooms. It can be used to either focus on individual student proficiency across the class, or trends more generally, as the following examples show:



Point of Error	Number of Students Making Error
Error 1: Scholars incorrectly multiply 6×35	
Error 2: Scholars incorrectly use the total of 210 beads in the final step of the problem	
Error 3: Scholars create a bracelet with less than 20 beads	

See It: TLAC clips 3, 7, 11, 12, 13, 14 [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name It:

✓ Be strategic and intentional in movement – Plan your students that you will circulate to first and your routes for active observation.
✓ Engage when you circulate, using active observation to praise and build relationships.
✓ Try out using notes actively as you go to direct your circulation.
✓ Engage when you circulate [Simple walk by/ Tap-non verbal/ basic read review/ Pick up read/ dot round]
✓ Plan out what you will do following the round of active observation (cold call, show call etc.)
✓ Use active observation to stop the class where necessary and reteach key content that has not been mastered.

Strategy 18: Habits of Discussion (TLAC 44)

Purpose: Habits of Discussion refers to the behaviours and norms that facilitate cohesive and connected discussion. People who make conversation effective, also show they are listening carefully. The intention of Habits of Discussion to achieve both of these things by normalising a set of ground rules or habits that students follow during discussion.

Habits of Discussion are a powerful set of tools but to set it up requires developing a series of 'nearly invisible behaviours that are displayed by participants that signal the importance of the endeavour'. People who converse effectively not only listen carefully, but they make a point to show that they are listening and connect the point they are making with what someone else said. To do this, we need to teach students some discussion fundamentals: ***speak loud enough to be heard, look at people, and use people's names.***

See it:

TLAC clips 85, 86, 6, 1, 87, 89, 70 [Wiley: Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Companion Site](#)

Name it:

<ul style="list-style-type: none">Plan to have your ground rules visible when facilitating discussions within the classroom. This may be on the PowerPoint slide or printed within a booklet/ worksheet.
<ul style="list-style-type: none">Before introducing the ground rules for Oracy, script your roll out to students. Ensure you communicate the <i>why</i> in terms of the importance of ground rules.
<ul style="list-style-type: none">Provide concrete examples to students of the ground rules. Communicate them in a supportive tone.
Before setting students off on a discussion, remind them of the basic ground rules: <ul style="list-style-type: none">Voice – In pairs, both should speak loud enough to be heard in their pairs. Encourage students to use a '<i>strong voice</i>'Tracking- The students should turn and face one another when talking, adjusting their body language. Encourage students to <i>track their partners</i>.Names- When feeding back after the discussion, students should use each other's names to signal whose contribution is being shared and to build a sense of belonging.
When cold calling or inviting student contributions after the discussion, you may wish to remind students of the ground rules again by reinforcing expectations.

Microscript (Tracking and Names)

Teacher: It doesn't seem that we can remember the answer. Therefore, please Turn and Talk in your pairs answering the question Who published Germ Theory in 1861. Please can we now turn to track our partners please. 3,2,1, Turn and Talk.

Teacher: Let's come back together on 3,2,1, stop talking, hands free tracking me. Who can now feedback on that question please, remembering our ground rules as we speak.

Jimmy: We said that it was Louis Pasteur because I think he was alive at that time.

Teacher: Thank you Jimmy, please use your partners name when feeding back.

Jimmy: Juan and I said that it was Louis Pasteur.

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Foundational strategy: Double Plan (TLAC 4)

Purpose: Increasing rigour requires careful and thoughtful lesson preparation. One of the most effective ways to do this is to 'Double Plan' your lesson delivery, preparing what both you and the students will be doing at each step of the lesson. Booklets and handouts are both examples of 'Double Planning', but the clearest way to achieve the strategy is using your own notes to ensure the lesson is fully prepared.

'Double Planning' causes you to see the lesson through your students' eyes and therefore helps ensure rigorous engagement and a balance of meaningful activities. A 'Double Plan' resembles a simple T-Chart, with your actions listed on the left and what the students should be doing on the right (as in the example below).

Effective 'Double Plans' achieve the following goals:

- ✓ All lesson preparation is in one place
- ✓ Provides clear pacing and urgency in teaching
- ✓ Provides a clear road map for the lesson

It is also useful to annotate your activities with what part of the lesson cycle (e.g. Do Now, I do, We do etc.) they are part of (as in the examples below), as well as ensuring you are providing variety of checks for understanding to promote rigour across the lesson.

See It: Example of a 'Double Plan' for the first part of a lesson:

	Teacher	Students
DN	Take register. PN, circulate to MC/KO Timings (3 mins)	Answer recap qs on plot/ character (misconception from pre-mock)
CFU	SLANT + green pens CC: Q1 SS, Q2 FT, Q3NF, Q4 GH. + sketch	In SLANT (A+A) Annotate when CC'd, correcting in GPs.
I Do	SLANT + exposition: Importance of Zooming in Analysis (script 2 mins)	In SLANT, tracking, no pens in hand

CFU	Model zoom on "serpent" quote (visualiser) (7 mins)	Note down model
	MWBs: 1. What part of paragraph is zoom? 2. What can you zoom on?	Answers on MWBs. Practice for holding + lifting
We do	Guided practice on 2nd quote about LM (5 mins)	Contribute w/ mix of CC hands up.
CC	(YCV, PO, LMc)	Zoom on 3rd quote independently (5 mins)
	Circulate + support	

Name It:

✓ Read through the central lesson resource as normal to be clear on the objective and outcome for the lesson you are teaching.
✓ Complete the independent practice so that you know what is expected of students in their learning.
✓ Draw a T-grid with teacher on the left and students on the other. Fill in both sides with what you and your students are doing at key points in the lesson.
✓ Annotate your plans with the parts of the lesson cycle they are covering as well as timings.
✓ Go over your plan with a colleague and share best practice across department.

Oracy

What do we mean by Oracy?

We recognise the central importance that oracy plays in student development. Oracy is defined as ***'Our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views.'*** (Speak for Change, 2021).

For students to make progress with oracy, it is important that this is 'explicitly taught' (Speak for Change, 2021). Through the Oracy Framework, we aim to ensure that pupils can:

- **Adapt:** Their talk, becoming agile communicators
- **Sequence:** Their talk, structuring their ideas effectively
- **Articulate:** Complex ideas by employing a wide vocabulary
- **Connect:** With others through excellent communication

The development of oracy can be divided into two strands. Firstly, providing students with opportunities to learn ***'to talk'*** (Vygotsky, 1978). This refers to students' ability to speak articulately using a variety of vocabulary. Secondly, learning ***'through talk'*** is characterised by the potential of using discussion as a way to construct meaning and understanding (Vygotsky, 1978).

This will enable our students to foster our PRIDE values by being 'Involved' learners in all aspects of their education. Having an explicit focus on Oracy will also increase ratio in all lessons.

Why is Oracy so important?

Research shows that explicit teaching of Oracy can:

- 1. Improve academic outcomes:** The (EEF) research into oracy in schools shows that pupils make approximately five months additional progress over a year, for disadvantaged students this can be as high as 6 months (EEF, 2021).
- 2. Help pupils develop their literacy and acquisition of vocabulary:** Oracy teaching is proven to help with pupils' language development, vocabulary acquisition and literacy (National Literacy Trust, 2018).
- 3. Support confidence and wellbeing:** Oracy gives students opportunities to express their thoughts. In a group environment that prioritises oracy, collaboration and a sense of 'belonging' is cultivated (Voice 2021, 2021).
- 4. Enable pupils to thrive beyond school:** As Professor Neil Mercer stated *"you are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it."* Effective oracy practice at school is about providing equity for our students so that they can thrive in the wider world beyond school and engage in meaningful discussions.

How do we develop Oracy?

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Habits of Discussion

Teachers have an important role in play in helping to develop Oracy within the classroom through setting high expectations for all discussion and dialogue. Over time, we aim to support students develop strong 'Habits of Discussion' and Oracy routines.

✓ Plan to have your ground rules visible when facilitating discussions within the classroom. This may be on the Powerpoint slide or printed within a booklet/ worksheet.
✓ Before introducing the ground rules for Oracy, script your roll out to students. Ensure you communicate the <i>why</i> in terms of the importance of ground rules.
✓ Provide concrete examples to students of the ground rules. Communicate them in a supportive tone.
✓ Before setting students off on a discussion, remind them of the basic ground rules: ✓ Voice – In pairs, both should speak loud enough to be heard in their pairs. Encourage students to use a ' <i>strong voice</i> ' ✓ Tracking- The students should turn and face one another when talking, adjusting their body language. Encourage students to <i>track their partners</i> . ✓ Names- When feeding back after the discussion, students should use each others names to signal whose contribution is being shared and to build a sense of belonging.
✓ When cold calling or inviting student contributions after the discussion, you may wish to remind students of the ground rules again by reinforcing expectations.

Roan Rs

Oracy will be developed through a whole-school focus on Roan R's such as **Turn and Talk** and **Call and Response** which are outlined within the Central Six Strategies.

Oracy Sentence Stems

The United Learning Sentence Stems are another fundamental strategy for improving high quality oracy and should inform opportunities for classroom dialogue. Ultimately, when pupils are able to talk accountably, they will become better equipped to have discussions that are more independent of the teacher. These Sentence Stems can help pupils to discuss more purposefully, and students should be encouraged to use the Sentence Stems to structure their talk, so over time, they use the structures naturally and even begin to adapt them to suit their communication needs.

These Sentence Stems are informed by the work done by Resnick, Asterhan and Clarke in their *Accountable Talk: Instructional Dialogue That Builds the Mind* (2018). This work speaks to the idea that, when engaging in dialogue, **we are accountable to community** (being respectful of others' perspectives and feelings), reasoning (justifying a perspective rationally) and knowledge (giving accurate information).

The steps of towards using the sentence stems effectively are named below:

✓ Have one or more of the sentence stems displayed on the boards so students are supported when using them during a discussion. Explicitly draw attention to the one or ones that you want them to use.
✓ Be explicit about what sentence starters you want the students to use and whether they are allowed to pick which sentence starter they will be using or whether you will be selecting it for them. You could display one or all of the sentence starters on the board. For example, ' <i>We are now going to discuss the statement on the board. To do so, we will be using introduce and invite</i> '. Or, ' <i>We are now going to discuss the statement. To do so,</i>

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we will be using introduce and invite at first, and then, we will move into listening and marking each others answers.'

- ✓ Ensure the sentence starters that you ask students to use are task and situation appropriate. For example, 'Introduce and Invite' can work for most learning activities. However, the '*Defend and Unpack*' may work best for tasks that ask students to unpack multiple viewpoints and perspectives when students feel comfortable challenging each other's views. This may be introduced at the end or in the middle of the unit.
- ✓ To maximise participation ratio and student confidence, you may want to use the sentence starters following a 'Think, Pair, Share' or a 'Turn and Talk' so that students have had a chance to rehearse their answers and gather their thoughts in advance.



SEND adaptations

'The classroom teacher plays a **central role** constantly reviewing and monitoring progress and setting targets for the child.' SEN Code of Practice, section 6.45-6.56

As a classroom teacher you should

- ✓ **Focus on outcomes for the child**
- ✓ **Be responsible for meeting special educational needs**
- ✓ **Have high aspirations for every student**
- ✓ **Involve parents/carers and students in planning and reviewing progress**

Every teacher is responsible and accountable for the progress and development of all students in their class, even where students access support from Learning Coaches and support staff. Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response.

High quality teaching is used to meet the needs of all students in the classroom. Teachers should develop a repertoire of strategies they can adapt and use flexibly in response to the needs of all pupils. Please refer to suggested strategies on how to adapt TLAC strategies to support students with SEND at TJRS.

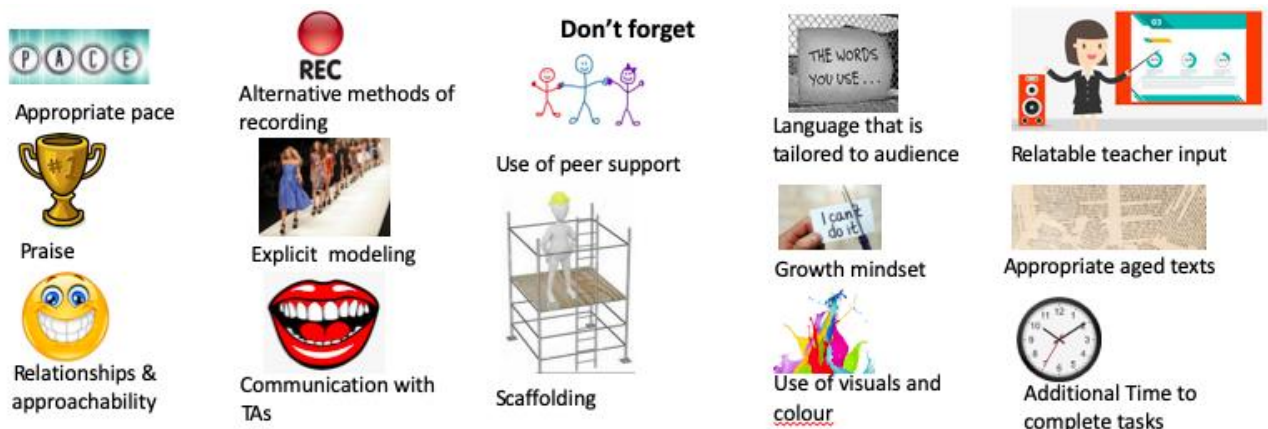
Knowing your SEND students

The easiest way for you to adapt learning effectively for your students is by knowing what their needs are and following the strategies recommended.

- ✓ Seating Plans
- ✓ Arbor records
- ✓ SEND register
- ✓ Key SEND non- negotiables
- ✓ Liaising with TAs
- ✓ Reading ILPs

Planning for SEND in the classroom

The majority of SEND can be met through high quality teaching:



Teaching and Learning Strategies for SEND Students:

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Every students learning at TJR is supported by High Quality Teaching. For students who struggle and/or with SEND, scaffolding and chunking, modelling and regular review of the learning should be used to ensure good progress. See **bold** for specific references to TLAC.

Communication and Interaction
Threshold: You may need to give longer processing time to your some of your students. They may not see the point of greetings and will need to be reminded to respond.
Positive Framing: Avoid “No”, “Don’t” and “Stop”. Some students can find it difficult to judge volume, tone and degree. Negative words can be experienced as anger or hostility. Some students with a Pathological Demand Avoidance profile may respond in a heightened way to a negative instruction.
Strong Start: If necessary, you may need to provide equipment for some student. Some students also have co-morbid conditions and challenges which make self-organisation difficult. You will be notified by HoY or member of Inclusion team where this is the case.
Turn and Talk: Some students have an impaired ability to relate to others and to understand ideas from someone else’s point of view. Many have a speech and language impairment. Use Turn and Talk to help build relationships. Facilitate the conversation. You may wish to provide sentence starters to facilitate the conversation.
Cold Call: Some students may need to be prewarned or a subtle check in before you cold call
SLANT: Repeat the instruction, naming this student
Warm/Strict: Make social rules explicit. Facilitate relationships with peers and mediate
Warm/Strict: Give this student time to get to know you. Keep interactions simple, calm and short. Support this student to see things from the perspective of someone else
Show Me: Encourage student to guess. Include scaffolding into planning.
Exit Ticket: Give prior warning of the nature of the Exit Ticket
Repeat instructions specifically by naming this student and repeating what was said to the class
Cognition and Learning
Wait Time: Some students with slow processing speed require additional wait time.
Every Minute Matters: This student works very slowly. Reduce tasks or length expected
Change the Pace: This student processes slowly. Take care when you change the pace
Double Plan: Build modelling into your planning and allow this student to copy initially
Turn and Talk: Use this to help this student to generate ideas. Consider pairing carefully
Everybody Writes: This student has a Chromebook. Accept short answers and bullet points
Break down the work into manageable steps. Don’t reveal the next step until the first is complete
Support this student with organisation eg. reminders re. equipment and clearing away
Support this student’s understanding by reading aloud and making information visual
This student’s beliefs make it difficult or inappropriate for them to study certain topics. These are:
Notice when this student loses focus and repeat what they missed
Ensure that your seating plan supports this student’s learning
Social, Emotional and Mental Health
Show Call: Ask permission 1-2-1 before showcasing this student’s work
Precise Praise: Make praise frequent, targeted and low-key
SLANT: This student may put his head on the table for an SEMH reason. Address this 1-2-1
Emotional Constancy: Make your interactions with this student consistent
Joy Factor: This student can receive celebration as a trigger to anxiety. Take care
No Opt Out: Include this student while remaining aware that attention might trigger them
No Opt Out: Do not call on this student
Anxiety or annoyance is triggered by:
Allow plenty of time for this student to self-regulate
Create a positive relationship with home by reporting what goes well
If this student becomes defiant, remain calm and reduce talk to a minimum

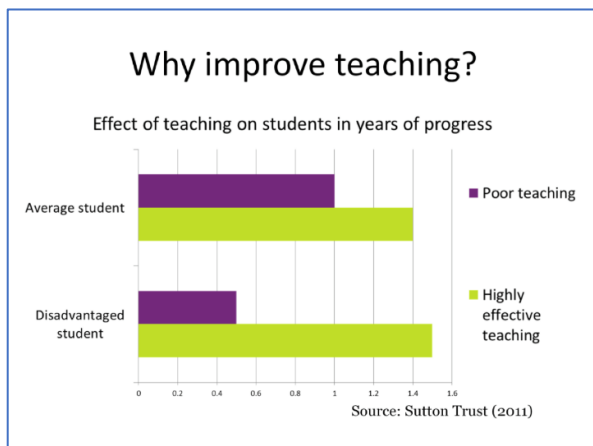
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This student masks a lack of confidence by:
Shutting down may be triggered by:
Sensory and Physical
Call and Response: This student is very sensitive to noise. Set a limit to the noise level
Ensure the environment is conducive to learning. Reduce noise, heat, cold, strong smells
Provide support for this student on school trips
Be aware that this student has a dysregulated sleep pattern. Alert keyworker where necessary
This student has a fine motor skills impairment and has a Chromebook. Give extra time in practical subjects
Be alert to mood change related to ADHD, if this student forgets to take their medication
Be alert to mood change if this student becomes hungry or thirsty
Remind this student to drink throughout the lesson



CPD Calendar/Expectations

‘... it is not class size that makes the difference, nor is it the presence or absence of setting by ability – these have only marginal effects. The only thing that really matters is the quality of the teaching’ (Dylan Wiliam, 2010)



Our programme of Continuous Professional Development [CPD] is research informed and focuses on the ‘why, not the what’.

The Sutton Trust research highlights how teaching quality impacts directly on student progress. The higher the quality of teaching, the more progress students make. This effect is even greater for disadvantaged learners, who stand to lose or gain the most from teaching quality.

The most effective tool is to empower teachers to become learners and improve their own teaching (Robinson 2009).

CPD Guarantees

1. All CPD will be needs driven (in line with school/teaching and learning priorities and highest leverage training required)
2. All CPD will be research based (focused on Rosenshine/TLAC strategies and latest pedagogical research)
3. All whole staff sessions will be followed up on (monitored for impact and returned to as and when necessary)
4. All training sessions will be planned with time and workload in mind
5. Feedback will be welcomed following CPD sessions and throughout the year

CPD non-negotiables

1. Purpose over Power
2. We teach in our school, not in our classrooms
3. We go all in with practice

CPD 2024/25

Training Days/ Twilights	Start of year/6 further afternoons (one Wednesday per half term)	Targeted training based on whole school priorities + subject time
Deliberate Practice	45 minute Wednesday sessions (2 per half term) for all staff based on CPD priorities	See It, Name It, Do It sessions as part of CPD curriculum
New staff Deliberate Practice	30 minute Wednesday sessions for all new staff based on CPD core curriculum	See It, Name It, Do It sessions as part of CPD curriculum
Curriculum Implementation	Weekly Monday sessions in subject areas and on designated planning days	Structured sessions engaging with department documents and resources
Planning Days	Various per year working in departments	Designed by HODs to provide planning/preparation time
Mentoring/Coaching	Instructional coaching for teachers in training and where appropriate	Powerful action steps for development at all levels
Learning walks/lesson visits	Regular feedback via email/verbally	Strength recognised and shared, quick fixes identified for development
Individual Entitlement	Bespoke training programmes/sessions (e.g. NPQ, UL programmes, CPD days)	Opportunities for all to develop based on stage of career

EFFECTIVE PROFESSIONAL DEVELOPMENT

Summary of recommendations

1

When designing and selecting professional development, focus on the mechanisms.



- High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.
- To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.
- Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.
- Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.
- Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.
- Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.

2

Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.



- The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.
- PD may aspire to include a mechanism from each of these groups:
 - A. **Build knowledge**
 - Managing cognitive load
 - Revisiting prior learning
 - B. **Motivate staff**
 - Setting and agreeing on goals
 - Presenting information from a credible source
 - Providing affirmation and reinforcement after progress
 - C. **Develop teaching techniques**
 - Instruction
 - Social support
 - Modelling
 - Monitoring and feedback
 - Rehearsal
 - D. **Embed practice**
 - Providing prompts and cues
 - Prompting action planning
 - Encouraging monitoring
 - Prompting context specific repetition

3

Implement professional development programmes with care, taking into consideration the context and needs of the school.



- Provide guidance on how participants can adapt professional development. Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.
- Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.
- Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.



Feedback Policy – Feedback is a gift

WHAT:

We will provide meaningful, manageable and motivating feedback and assessment which helps all students reach or exceed their full academic potential. Feedback and assessment will help students to improve their work and will inform teacher planning and monitoring.

WHY:

The Teachers Standards state that all teachers have a responsibility to...

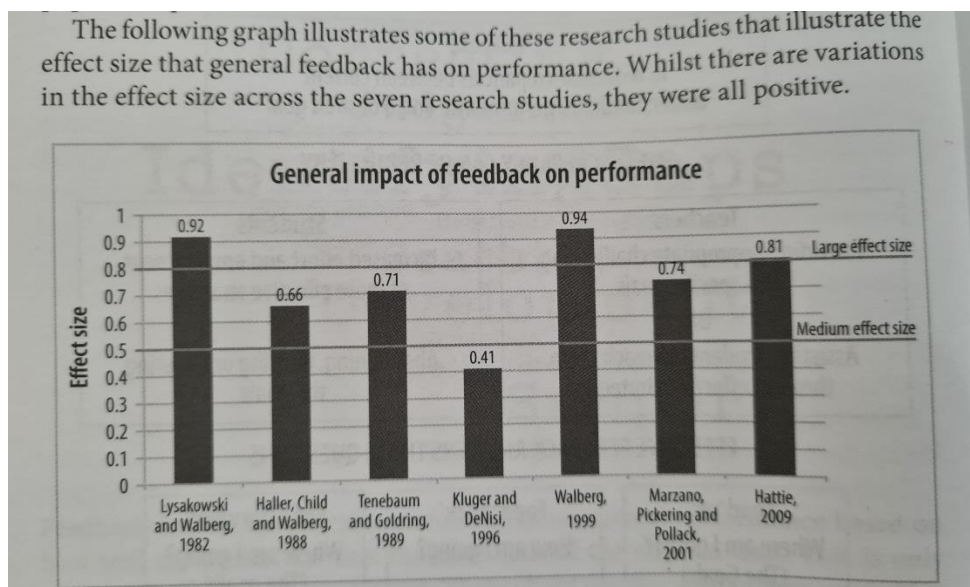
The Teachers Standards state that all teachers have a responsibility to...

Make accurate and productive use of assessment:

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'*

(Teachers Standards, DFE, 2012)

Research studies show the positive effect size of effective feedback.



The implementation and use of effective feedback will assist in the whole school working towards our Teaching and Learning priorities. Our own contextual review, HOD feedback work review (2016) indicated the problems with feedback, learning visits feedback and student voice feedback, all indicate this is an area we need consistency and clarity on. We need to align with the performance and progress department to promote healthy and effective teaching practices.

WHO IS THE POLICY FOR?

For teachers:

Feedback and Assessment will be meaningful, motivational and manageable. Teachers will provide feedback based on their department policy which is adapted from the whole school policy.

- To inform them of the progress and attainment of their students.
- To diagnose the learning needs of individuals and groups of students.
- To inform planning.
- To help them be reflective and effective practitioners.
- To ensure that they not only tell students what they need to do to improve their work, but also that they give students the time to make those improvements.

For students:

- To inform them of their progress and motivate them to improve.
- To help them identify what they need to do to improve.
- To respond to their teachers' advice and improve attainment.

For leaders:

- To ensure that pupils outcomes and teacher workload are protected

For parents/ guardians:

- To help them understand their children's progress and attainment.

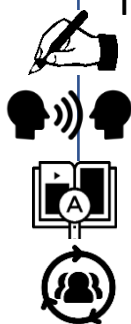
Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning.

Education Endowment Foundation. Teaching & Learning Toolkit, September 2018.

HOW:

The over-arching whole school expectation is that feedback can take the form of spoken or written marking, peer marking and self-assessment. There are four key drivers for feedback that departments should use when adapting their own department protocol for feedback.

The John Roan Main drivers for Feedback:



1. **Green Pen Peer/Self Assessment using success criteria**
2. **Verbal feedback in class [Questioning, circulation and live marking, I-We-You]**
3. **Live Marking for Literacy focus – using literacy codes**
4. **Written Feedback using WCF [Whole Class Feedback] and set time for students to improve, master and reflect on feedback.**

*These are not the only options, however as a school we feel these are the highest leverage options.

Levels of Feedback:



Teaching and Learning at The John Roan

- **Timely** – HoDs to decide on frequency, ideally it is recommended that across 6 weeks/Units there should be green pen, literacy live and WCF for students. Different subjects will have varied levels of frequency as this depends on timetabled curriculum time.



- Feedback checks are embedded into curriculum MTP/LTP for lessons – therefore HoDs and teams review their SOWs [Schemes of Work] and lesson plans to ensure that within lessons AfL checks are made to give **live verbal/oral feedback**.



All student feedback/reflection must be in green pen.



Teacher feedback, if written, should be in red pen.

The whole school Literacy Code must be used when referring to Literacy marking.

The John Roan Literacy Codes	
SP	Spelling or homophone error
Np or //	New paragraph needed
C	Capital letter required or used incorrectly
P	Punctuation required
^	Missing words here
KW	Keyword needed here
?	Doesn't make sense/illegible
U	Underline
G	Error in sentence structure/grammar



Teacher Written Feedback:

- **Formative diagnostic feedback [marking for improvement]** is about showing students what needs to be improved and giving them strategies for doing. Teachers should ensure that students respond to diagnostic written feedback and give them opportunities to do so. The form [recommended to use Whole Class Feedback - WCF] that diagnostic marking should take will, to some extent, vary between subjects. It is the responsibility of HODs to establish expectations. All departments will have this included in their Department Feedback Protocol.
- **Summative feedback [Mid-Year/End of Year] (Evaluating attainment)** is to inform both the students and the teachers of current attainment levels, key pieces of work should be graded. Whether the work is also marked diagnostically will depend on the nature of the work – but it should be in normal circumstances. In certain subjects, it might be more appropriate to base levelling and grading on specific tests/practical activities that are not evidenced in the students' written work, rather than levelling/grading classwork/homework for the sake of it. In such circumstances, Department Feedback Protocol and practices should be clear on this.

Directed Time for students to improve and reflect on feedback

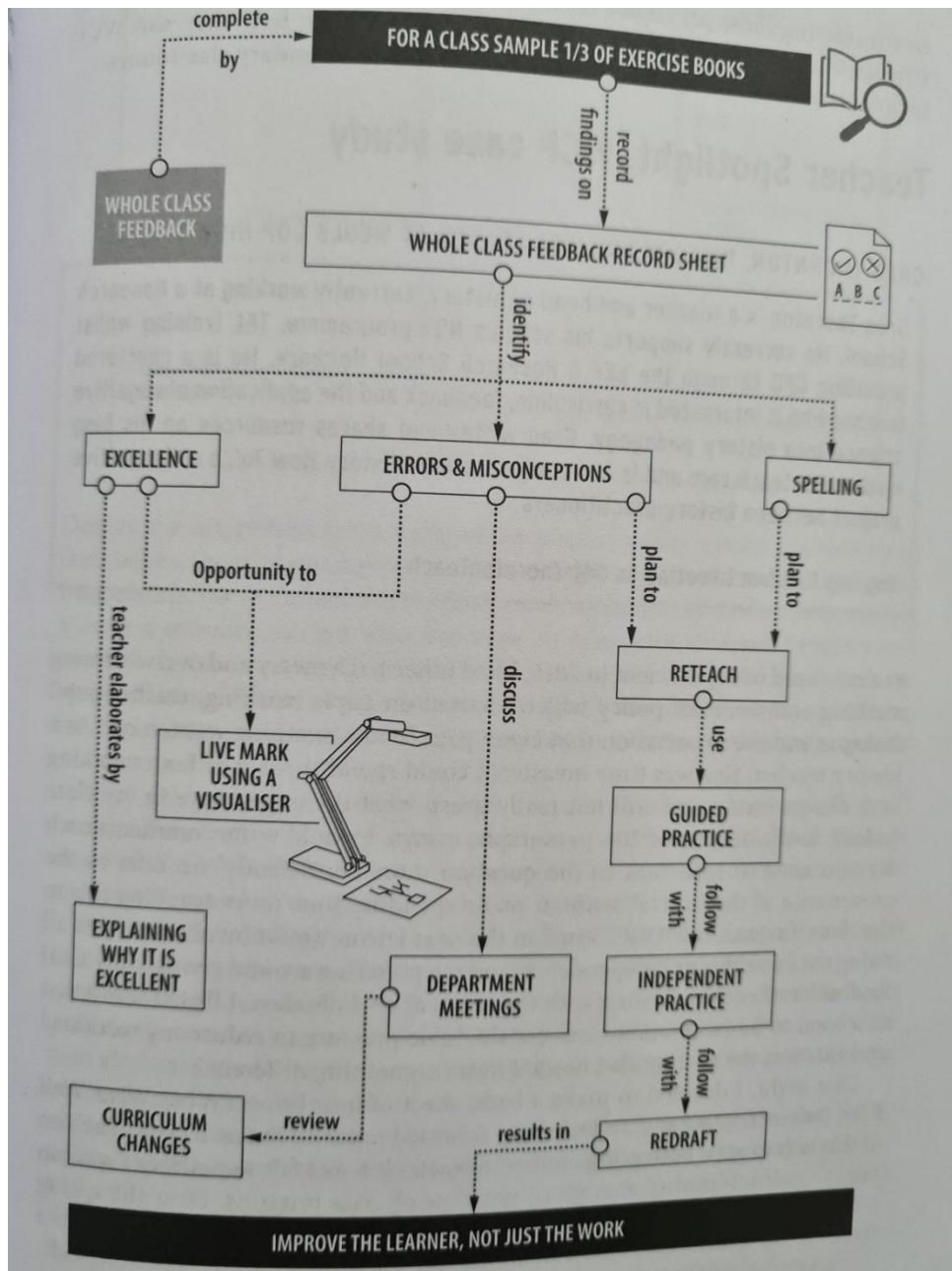
- Students should be told the criteria for each assessment and to know precisely what is required of them BEFORE they sit the assessment.
- When the feedback is returned to the students, they should be given time to reflect and learn from their attainment in the assessment; and to understand what they must do to improve in/for the next assessment.

Following teacher marking students should be given time for improvement. This should be set aside within the curriculum time. Students write in black ink, the teacher's comments are written in red ink, and the student's improvements are made in green ink, then students, teachers and



Teaching and Learning at The John Roan

parents/guardians can see that the original work has been marked and the student has actioned the ways that the work can be improved, as identified by the teacher. It is acceptable for teachers to give feedback using codes. For instance, a series of extension activities might be shown on the IWB with different students instructed to undertake different activities, depending on their next-step learning needs. Having them on the IWB saves the teacher writing three or more equations in every student's book. The recommendation is WCF is used. Examples of what WCF looks like is included in this policy, however departments have their own practice as identified in their Department Feedback Protocol.



The John Roan School: Feedback Protocol

An ambitious learning community where PRIDE brings out the best in everyone



The John Roan Main drivers for Feedback

WHAT

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Green Pen Peer/Self Assessment using success criteria



Verbal feedback in class
[Questioning, circulation and live marking, I-We-You]



Live Marking for Literacy focus – using literacy codes



Written Feedback using WCF
[Whole Class Feedback] and set time for improvement/mastery



PRIDE in student work



