

Cardinal Newman Catholic School Teaching and Learning Policy (2023)



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Rationale

Our understanding of what it means to be uniquely human is at the heart of our vision of teaching and learning. We aim to foster the God-given talents of staff and students, enabling them to enjoy and achieve, appreciating learning as a gift for life.

Aims

This policy aims to:

- Explain how we'll create an environment at our school of high expectations where students learn best and love to do so.
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and that a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.

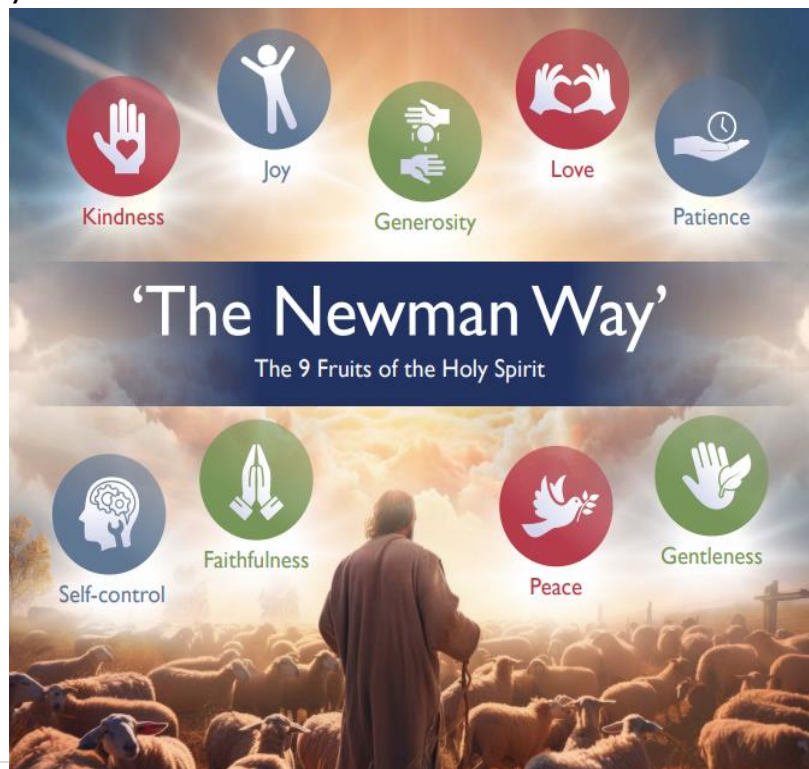
Our guiding principals

Our school mission statement is to inspire our students to be confident and open-minded through exceptional teaching in a caring school community.

'Together, towards our Lord through learning, love and faith.'

Our vision is to be an exceptional school; inclusive and progressive, where everyone matters and everyone achieves.

This is underpinned by **Newman Character**.



Our belief is that education is transformational. Our role is to support all of our students to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

Our expectations around high quality teaching and learning is to simultaneously value the individual teacher's knowledge, expertise, passion and pedagogy whilst having consistently high standards and features of our lessons.

To be autonomous in the classroom, we need whole-school systems to clear the time and space to express ourselves and the passion for our subject. We also need a calm and studious atmosphere which requires whole-school systems and coherence from lesson to lesson. Pupils also need this, they need, indeed prefer, order, calm and consistency across their five different subjects daily.

We have a carefully designed and researched whole-school system, that removes obstacles for teachers and promotes a strong school culture of collective responsibility. This is with a concerted effort from pupils and teachers to raise the quality of teaching and learning for students to learn across an entire school which will improve standards for all. The truly biggest "intervention" that we can do as a school is to improve our day-to-day teaching. This will narrow gaps, improve outcomes and not add to workload.

This is underpinned by the [Newman Nine](#).

The Newman Nine	
Strategy	Summary
1 Effective Relationships & Kindness	Lessons should have routines to enable as little learning time to be lost as possible.. The teacher should be consistent and fair.
2 Purpose & Sequencing	Teachers will make sure every student will know the purpose of the lesson and how it fits into the bigger picture and wider learning journey.
3 Modelling & Examples	Teachers will teach new material in small chunks. The teacher will model and show pupils what success looks like. This includes the cognitive process.
4 Questioning & Assessment	The teacher will use probing questioning to aid critical thinking for all students. Questions should be targeted to ensure challenge and participation for all.
5 High Expectations & Scaffolding	Teachers will teach to the top with high and ambitious expectations of all pupils, adapting their teaching for all students needs to maximise progress.
6 Knowledge & Deliberate Practice	Teachers will build upon previous learning to show learning and progress over time. There will be deliberate practice of the skills to encourage subject expertise.
7 Retrieval and Retention	Provide a time in every lesson that recaps and reviews prior learning and consolidates knowledge. Mini plenaries and reflection will be in each lesson.
8 Feedback & Review	Teacher feedback will be clear, manageable long term, specific and targeted. A range of feedback within the lesson will be collected to address misconceptions and support progress.
9 Literacy, Numeracy & Oracy	Ensure that there is a continual focus on improving and developing literacy, numeracy and oracy within lessons. Key terminology and tiered vocabulary will be in each lesson.

*Please see rubric for teacher's use of the Newman Nine in the appendix, as well as the research and links to Lemov's 'Teach Like a Champion' strategies.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Follow the expectations for teaching excellent lessons as set out in our Newman Nine.
- Follow the expectations as set out in this policy.
- Update parents/carers on students' progress through termly reports on progress and yearly parent/carer consultation evenings.

Support staff at our school will:

- Know students well and adapt support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

Subject Leaders will:

- Help to create well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- Sequence lessons in a way that allows students to make good progress.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence.
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice, as well as delivering high quality subject CPD.

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and students to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across school.

Manage resources to support high-quality teaching and learning.

- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels.
- Address underachievement and intervene promptly.

Students at our school will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning, at all times.
- Attend all lessons on time and be ready to learn, with all necessary equipment.
- Be curious, ambitious, engaged and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.

Parents and carers of students at our school will:

- Value learning and encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Planning and Preparation

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn.

All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Intentions

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.

Teachers should make learning intentions explicit to students, there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is and the teacher should have an understanding of how far their students have acquired the knowledge towards that learning intention.

Long term planning

Schemes of work must be in place to support teacher's individual lesson planning and should be saved in their department's Teams' area so that it is accessible to all staff in the department.

SOL should be identified on the Department's Curriculum Map, published on school website.

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson and SOW.

Short term planning.

We do not expect teachers to produce individual lesson plans, but we do expect to see evidence of short term planning e.g. in teacher planner or electronic equivalent.

Planning to meet the needs of all students

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. Every class must have a seating plan on ClassCharts that accounts for their profile.

Teachers are expected to know the profile of the students they teach by looking at student data, including SIMs marksheets and SEND student profiles saved in SIMs, pastoral bulletins, ClassCharts. If further information is required they can speak to form tutor, St Brigid's staff, Emmaus staff, Don Bosco staff and pastoral teams.

High quality teaching is the first wave of intervention for meeting the needs of SEND students.

Adaptive learning should be planned over time to ensure a quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room.

When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

Teaching

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam).

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress. At Cardinal Newman we have high expectations around the quality of teaching and learning which are outlined in the Newman Nine.

High quality teaching strategies

Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately.

What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. (More details can be found in HWS Approach to Teaching and Learning document).

Challenge

We should have high expectations of *all* students *all* of the time.

It is good for students to struggle just outside of their comfort zone.

All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson.

Explanation

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

Modelling (I do)

Teach to the top with expert instruction and modelling.

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, ego using a visualizer.
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers.

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc.

Effective class discussion and questioning can happen at this stage.

Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students the lesson should be adapted or retaught differently. **Responsive teaching is:**

Questioning

Effective teachers ask a large number of questions skillfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at start of lesson as a “Do now” activity it can help to recap prior knowledge needed for today’s lesson and support teacher with understanding prior learning of the class.

Use effective feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what students do with it. Effective feedback should:

- Be frequent and timely.
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step.
- Allow time for DIRT (deliberate improvement and reflection time) to cultivate an environment of redrafting work in green pen.

Marking and assessment (see Marking and Feedback Policy for more details)

Marking and assessment have two purposes.

1. It allows students to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching.

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what students must act upon to improve their work.

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their students

- Teach to the top, with necessary scaffolds to support those who need it.
- Promoting active engagement not just compliance.
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”.
- Focus praise on effort, value the “struggle of learning”.

Teachers build positive relationships with all students through positive behaviour management

- Welcome all students into your class by greeting them at the door.
- Use positive framing to remind students of expectations and learning routines.
- Use meaningful praise and rewards as much as possible e.g. credits, nominations.
- Provide students with the opportunity to change their behaviour, before they are removed from lesson, continuing with poor behaviour and accepting the resulting sanction is a “choice they have made”.
- Have restorative conversations when necessary, e.g. after a detention or referral.
- Demonstrate consequences are temporary, e.g. new lesson, fresh start.

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximized.

- Meet and greet students at the door.
- Title, learning intentions, EUV school motto and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters.

- Students sit in a seating plan on ClassCharts.
- Use the school's Assertive Discipline behavior policy, ensuring they uphold consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them when they enter your classroom.
- Always challenge students when rules and expectations are broken.

Home Learning

Home learning, or homework, will support students to further develop their learning outside of the classroom. It will be planned, meaningful and set in accordance with the Homework Policy (see homework policy).

All homework will be posted ClassCharts, having been explained to students during the lesson. It will be reasonable in challenge and length and students should have a week to complete it. Students will be told on ClassCharts where they are to submit their homework, whether online or in class.

Homework for Years 7-9 should take between 30-60 minutes for the students to complete, and should be set once a fortnight for Foundation subjects, and twice a fortnight for Core subjects (English, Mathematics and Science).

Homework for Years 10-11 should take at least an hour to complete, but could be up to 2 hours, and will be set weekly for all subjects.

It is expected that all students complete homework. All non-completion of homework should be recorded on to ClassCharts, and where possible contact with home will be made.

HODs and HOYs will be given ½ termly data on which students are not completing homework in which subjects, so that intervention and support can be put in place where needed.

TEAMs

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of students.
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify training needs across the teaching and support staff and drive the CPD programme.

SLT and HODs will monitor and evaluate the impact of teaching on student's learning through:

- StepLab drop ins.
- Book scrutinies.
- Department reviews.
- Review of termly progress checks.
- Gathering input from student voice and teacher questionnaires.

Continuing Professional Development

“ Every teacher/leader needs to improve, not because they are not good enough but because they can do better” Dylan William.

“ Train people well enough so they can leave, treat them well enough so they don't want to” Richard Branson.

To ensure effective teaching and learning, we must provide the teachers with the toolkit to solve the differing problems they may face daily. Before this can be achieved it is essential that a culture is created that rewards those who wish to develop. Personal progress should be recognised and celebrated, and staff are empowered to share their knowledge rather than compete for position. Key ingredients of great CPD are:

- It is **iterative**, with a chance to reflect and apply learning over time.
- Teachers meet regularly to collaborate, discussing, exploring and experimenting with new ideas, mainly in department meetings.
- Staff need to see the **relevance** of CPD to their own goals for their students and to the **topics and subjects** they teach.
- CPD works best when staff are actively identifying intended **impact on students** and using formative assessment throughout.
- Leaders create **conditions** and time for learning.
- Teachers see how their learning is **aligned** to wider school plans and goals.
- Teachers have access to **coaching**.
- Trainers need to be **expert** in CPD content and delivery, providing **challenge**, linking to **research** and **new perspectives**.

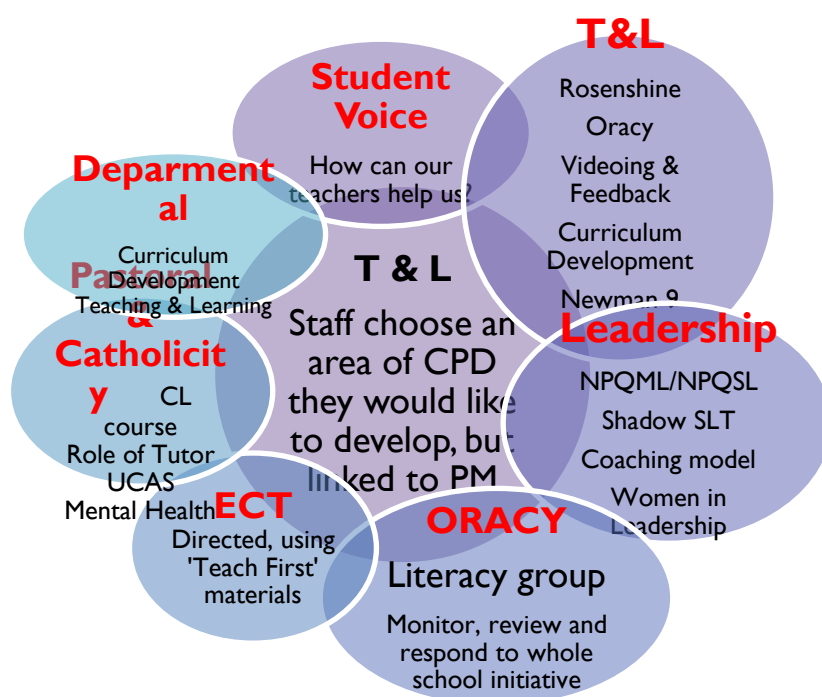
The CPD Cycle:



- We are looking to unleash a learning culture in our staffroom.
- There will be 1 theme across each half term, linked to **Newman 9**, developed and discussed during department meetings/CPD sessions. At the end of each term, we celebrate with a G2G week. This is the showcase of the work done within the T&L community for the previous cycle.
- Alongside whole school CPD, staff will choose an area of T & L that they would like to develop and research further.
- ECTs directed as before to certain modules and own CPD sessions throughout the year, using 'Teach First' materials.
- Personalised learning project is the outcome- this can be published in house/CPD booklet- ready for PM.
- We will use the ADAPT model (**Walkthrus**) to support colleagues, alongside coaching and using the MAT secondary lead for school improvement.
- We may have a CPD sharing Thursday at the end of each term (a bit like the speed dating we did or they hold a session for staff to attend or they share their 'published' work).
- Regular update of work being done- T&L newsletter/briefings etc.

CPD Strands

Quality professional development is one aspect that makes a significant difference to job satisfaction and teacher retention, as well as a high quality professional environment, which can lead to improved outcomes of 40%.



Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

Professional standards for teachers – DfE.

The Newman Nine.

Cardinal Newman Character.

Continued Professional Development Policy.

Independent Study Framework.

Marking and Feedback Policy.

Behaviour Policy.

SEND Policy.

Home School Agreement Policy.

Appendix

Newman Nine Rubric

	Emerging	Developing	Enhancing
Effective Relationships and Kindness	There is no evidence of classroom routines. Achievement and behaviour points are not given at all, or very few. Disruption is widespread and happens a lot within the lesson. Students are not meeting school expectations, but this is not noticed or challenged.	Routines are in place but not autonomous yet. Students are unsure of what is expected of them. Achievement points are given sparingly and/or names are not written on the board. Disruption is challenged however not following the AD system, or use of the system is not consistent. Students who do not meet school expectations are sometimes challenged but some things are missed.	Routines are obvious as students know exactly what to do as they enter the room and within the lesson. The teacher has high expectations of students behaviour. Achievement points are given in lessons routinely and we are writing students names on the board as they achieve them, this is consistent and fair. Disruption to learning is rare but when it happens the AD policy is followed. Students who do not meet school behaviour or uniform expectations are challenged. Relationships between teachers and students are positive and respectful, it is obvious that teachers know their students well.
Purpose and Sequencing	Students are not aware of what they are learning. They can articulate a general topic area or a single learning objective however they are not sure how this fits into the wider curriculum or subject. There is no purpose to the lesson.	Students are aware of what they are learning however are unsure of how this fits into the wider subject area or what prior knowledge is needed to be successful in the learning area.	Students know what they are learning, how this links to prior learning and where their learning is going. They can explain what prior knowledge is needed for them to achieve well and understand where their lessons fit into the big picture of the whole term/year or key stage.
Modelling and Examples	Examples are not well thought out and could cause students to gain misconceptions. There is little teacher modelling present, with explanations just presented on the board or copied out of textbooks.	Examples are clear and relevant. Modelling is done well however there may be an over reliance on PowerPoint and may not have quality teacher narration. If new material is complex it is presented well however there cognitive overload may be present.	Examples and non examples are well thought out to expose misconceptions. Modelling is in depth and clear, showing students exactly how to succeed with narrations showing teacher thinking. Steps are taken to reduce cognitive overload for students with the introduction of new material. Explanations are concise, appropriate and are just right for the students: neither too short nor too long; neither too complex nor too simple
Questioning and Assessment	Questions are asked and then answered by the teacher themselves.	Hands up questioning is used alongside some cold calling. Similar students answer all	Students are chosen to answer questions and are obviously used to this so all are engaged.

	<p>Hands up questioning or shouting out is commonplace. The same students are answering most questions and others are able to not engage if they want to.</p> <p>Questions are basic and closed with questioning going back and forth between student and teacher.</p>	<p>questions. Questions are more open but do not explore students understanding in depth.</p>	<p>Questions are well thought out to expose misconceptions and are bounced around the room to delve deeper into students understanding. The teacher uses questioning as part of a dialogue in which students are engaged and stretched. They prompt students to give explanations and justifications for their answers, or just to improve an initial response, to describe their thinking processes, to elaborate on their answers, exploring implications, 'what-if's and connections with other ideas and 3 Great Teaching Toolkit Evidence Review 35 knowledge</p>
High Expectations and scaffolding	<p>Teachers do not have high expectations for students. Poor work is ignored and students are not expected to answer questions.</p> <p>There is no scaffolding for students who are struggling and so they cannot complete the work and may misbehave or lose motivation.</p>	<p>Teachers have high expectations for students but this is not shown in lessons. Students are struggling with the work but instead of being scaffolded they are told how to do it or told the answer.</p>	<p>Teachers demand high standards of behaviour and work from all students. They ask challenging questions to all students and students are not afraid to have a go even if they may only get a part answer.</p> <p>Lessons and work are scaffolded for students who are struggling enabling learners to feel safe and have a go.</p>
Knowledge and Deliberate Practice	<p>Practice is not happening within lessons. Students are being taught what to do and then moved on quickly.</p> <p>If practice does happen then it is too difficult or too easy.</p>	<p>Students are practicing within lessons however the practice given to them is either too hard to too easy.</p>	<p>Practice is highly structured and well thought out. Specific tasks are used to overcome weaknesses and performance is carefully monitored by circulation.</p> <p>Pupils are challenged without being cognitively overloaded and understand the knowledge that they are trying to grasp.</p>
Retrieval and Retention	<p>No retrieval practice is seen in the lesson an no evidence of this being done is in books.</p>	<p>Retrieval practice is happening but it is not embedded in the learning. It may be a topic from last lesson or very recently. No feedback is given to students and students may be allowed to use their books or other information.</p>	<p>It is obvious that the teacher knows that durable and flexible knowledge depends on connecting ideas together, creating and modifying schemas. Retrieval practice is used well and students get feedback on the work that they have done. It encompasses topics/knowledge/skills that students have done both recently and more in the past. Students practice until learning is fluent, automatic and secure.</p>
Feedback and Review	<p>Feedback is rarely given to students. Students cannot</p>	<p>Feedback is given to students however it is basic and tells</p>	<p>Feedback given to students is meaningful. It gives specific</p>

	articulate what they struggle with in this subject and how they improve this. If students do not understand it is not acted upon either by individual support or in lessons. The teacher does not circulate.	students what they need to improve but not how. Teaching has not been adapted to students' needs or levels of understanding following feedback. Feedback is given only within books and not commonplace within lessons.	directions not only on what to improve but how to go about this. Feedback is timely and acted upon by students. It is obvious that teaching is adapted based on students understanding. Feedback is given continually through lessons, either by support after checking for understanding or circulation within the room.
Literacy Numeracy and Oracy			

Newman Nine Research

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Newman Nine and links to TLAC by Doug Lemov

Newman Nine	Technique	Brief Explanation...
Effective Relationships and Kindness	12. Culture of Error	If students understand that errors are not the end of the world but an opportunity to learn, they will be more willing to take risks and more likely to learn.
	25. Circulate	Keep moving! Drawing the map suggests making room between the desks so the teacher moves unhindered.
	47. Threshold and Strong Start	Meeting students at the door; design and establish an efficient routine for students to enter the classroom and begin their learning.
	50. Routine Building	Turn procedures into routines and reinforce until excellence becomes habitual.
	53. Radar and Be Seen Looking	Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking.
	54. Make Expectations Visible	Ensure students follow through on instructions in an immediate and visible way by setting a standard that's more demanding than marginal compliance.
	55. Least Invasive Intervention	Maximise teaching time, minimise 'drama'!
	56. Firm, Calm Finesse	Compliance without conflict.
	57. Art of the Consequence	Ensure that consequences when needed, are more effective by making them quick, incremental, consistent and de-personalised.
	58. Strong Voice	This technique, strong voice, is one that separates the really effective teacher from the adequate.
	59. Positive Framing	Positive Framing means casting things in a way that is positive and leads to appropriate behavior. This blog starts with three strategies to help you frame it positively.
	61. Warm / Strict	It may seem that warm and strict are contradictory, but effective teachers can be both at the same time.
	62. Emotional Constancy	An <u>effective teacher</u> keeps his or her emotions in check and doesn't make it all about him or herself. Make your good moods about good performance, not about pleasing you.
	63. Joy Factor	This technique offers ideas to help your students experience the Joy!
High Expectations and Scaffolding	15. No Opt Out	Teachers with high expectations don't accept "I don't know," but expect students to be engaged and "give it a shot."
	16. Right is Right	This technique accepts no half-answers but asks for complete and correct answers to questions.
	19. Without Apology	Teachers with high expectations don't apologize for what they teach. No more "Sorry I have to teach you Shakespeare."
	37. Break it Down	Breaking it down requires the teacher to use the wrong answers and <u>help students</u> discover the correct number.
	51. Do it Again	This technique is perhaps the only negative consequence that truly works. When students fail to meet your standards, you ask them to "Do it again." They model the appropriate behaviour but are eager not to have to do it again. Repetition is one way to be sure that students understand what you expect and that it is done to your standards.

	60. Precise Praise	Make your positive re-enforcement strategic.
Retrieval and Retention	7. Retrieval Practice	Pulling knowledge from students' memories to encourage learning and increasing knowledge in the long-term memory.
Modelling and Examples	22. Board = Paper	Board = Paper. This technique means that students put everything you put on the board on their paper.
Purpose and Sequencing	20. Do Now	Familiar to elementary teachers and devotees of Harry Wong as "bell work," Do Nows are brief academic tasks to review the previous day's work or to introduce the day's new work.
	21. Take the Steps	Great coaches, like great teachers, break down the tasks into steps.
	27. Change the Pace	A shift in normal routine, a variation in usual activities or pattern.
	28. Brighten the Lines	ensure that changes in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.
	30. Work the Clock	Specific and detailed time management. It includes displaying time visually so students are accountable.
	31. Every Minute Matters	How to get the most productivity out of every minute.
	38. Everybody Writes	What goes on the board needs to go in the notebooks.
	40. Front the Writing	Used to get students to write more and prioritize writing, rather than leaving it until the end when they're ready to stop working.
	52. What to Do	Use specific, concrete, sequential and observable directions to tell students what to do.
Feedback and Review	6. Replace Self-Report	describe methods of gathering data where participants provide information about themselves without interference from the experimenter.
	10. Show Me	Hands signals and mini white boards.
	11. Affirmative Checking	When using affirmative checking, the teacher should promote mastery goals to the students, where students must have work checked to meet these before moving on.
	14. Own and Track	Have students correct or revise their own work, fostering an environment of accountability.

	26. Exit Ticket	Exit Ticket. An exit ticket is a <u>quick formative assessment</u> of the lesson your students just finished.
Literacy, Numeracy, Oracy	18. Format Matters	High expectations also means only accepting students answers in complete sentence with good grammar.
	23. Accountable Independent Reading	Ensuring students' independent reading is productive and hold students accountable for what they are reading.
	41. Art of the Sentence	Ask students to synthesise their ideas and learning into one complex sentence.
	43. Turn and Talk	Structured, short paired discussions to help students formulate their thoughts better.
	44. Habits of Discussion	Make your discussions more productive and enjoyable by normalising a set of ground rule that allow discussion to be more efficiently cohesive and connected.
	45. Batch Process	Allow for student discussion without teacher intervention for short periods of time to increase autonomy and ownership.
	46. Disciplined Discussion	Discussion requires shared purpose on two levels a) the topic b) shared mental model of what it means to discuss something.
Questioning and Assessment	17. Stretch It	This technique pushes a teacher to take correct answers and ask students to add depth or nuance to their answers.
	29. All Hands	Leverage hand raising to positively impact pacing. Manage and vary the ways that students raise their hands.
	33. Wait Time	Allow students time to think before answering.
	34. Cold Call	Like the sales technique, the teacher asks someone who is unsuspecting for an answer. It avoids "opting out," and keeps all your students on their toes.
	35. Call and Response	This technique uses a tradition from African American hymnody and creates a way that the whole class can participate in questioning
Knowledge and Deliberate Practice	2. Plan for Error	Increase the likelihood that you will recognise and respond to errors by planning for common mistakes in advance.
	5. Knowledge Organisers	The use of one-page documents that contain a summary of the facts and key knowledge of a topic