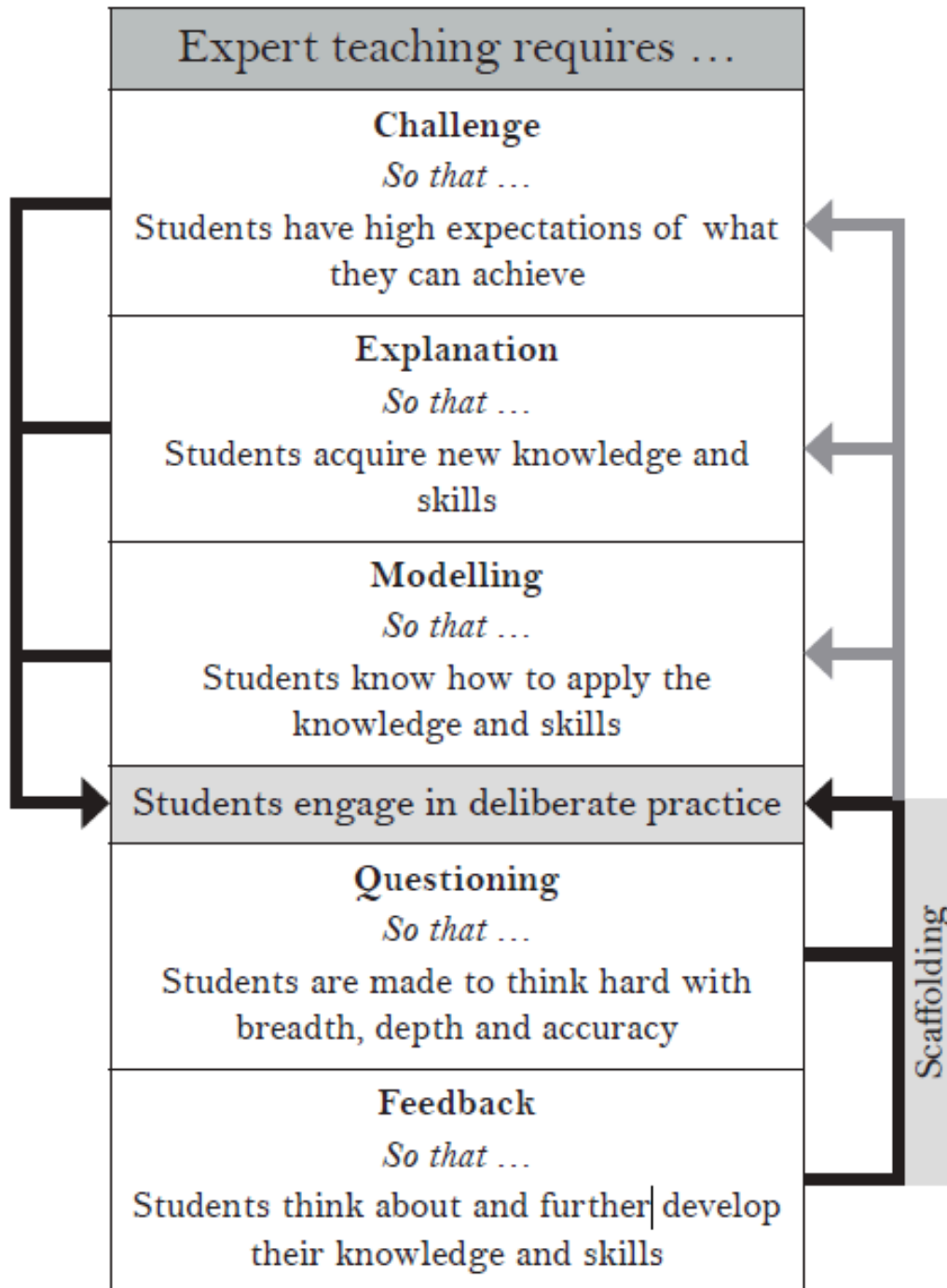




# Teaching: *Principles in Practice*





## The Six Principles & Teaching PiP

The six principles have been something special for more than a decade at Durrington High School. They provide a framework and common language for expert teaching at our school. These Teaching PiPs are not designed to replace the six principles in any way, in fact they are designed to cement them even further in our practice. Since the six principles arrived, the conversation around great teaching has moved on. This rich discourse has given us the opportunity to enhance our six principles with some core routines that help teachers realise them in their classrooms. As this document will show, the six principles and PiPs are not separate entities, but are interdependent and support each other.

# Introduction

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This 'Teaching: Principles in Practice' guidance document is for current and future teachers at Durrington High School. It is designed to support the implementation of our six teaching principles.

The principles in practice (PiPs) are a series of teaching routines that support, and do not replace, the delivery of rich subject specific pedagogy. Essentially, if we all use these principles as our core teaching routines, it will allow our subject specific pedagogy to flourish. Pupils will understand expectations in aspects such as how they start lessons, attend to our explanations and experience questioning. As a result, lessons will be smoother, calmer and allow learning to take place effectively and efficiently in a subject specific manner. To develop that point further, how an art and history teacher model will be subject specific and therefore different, but how they could call question pupils during the modelling will be the same.

Not all of the PiPs are designed to be all used in every lesson. However, it is the expectation that DMAT teachers rehearse the PiPs, both inside and outside the classroom, to the point of automaticity. In essence we believe these are the 15 most useful tools teachers have at their disposal, and we want to support all our teachers in becoming experts with them. As a result, much of our professional development is focused on all our teachers, no matter their level of experience, getting better at our PiPs. This means the core of our professional development, our DIPs, SPDS, inquiry questions, instructional coaching and DIP reviews, are all informed and shaped by them.

## Format

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Each section of this document focuses on one principle. It will include:

- What it is
- Supporting vignette
- Why it matters
- How to do it
- High frequency errors

Every PiP is also connected to each of the six teaching principles it relates most directly to. This will help realise our six principles through our PiPs and further codify expert teaching. DMAT follows a 'tight but loose' approach to teaching. This means that while some aspects of teaching can be adapted, others are expected to be carried out in a consistent way. To support this, the sections of each PiP that are expected to be enacted by all, in the same way, are highlighted green.

## Teaching PiPs

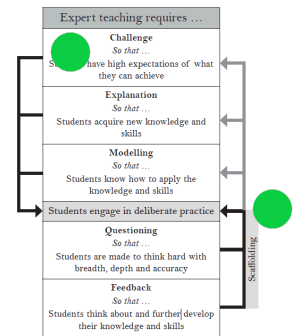
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Here are our 15 teaching principles in practice:

1. Do now in silence
2. Secure attention
3. Means of participation
4. Drive thought
5. Build on prior knowledge
6. Think and participation ratio
7. Cold calling
8. Vocabulary instruction
9. Paired talk
10. Guided practice: I do, we do, you do
11. Live marking
12. Gathering responses
13. Whole-class feedback
14. Presentation of work
15. Orderly dismissals

# 1. Do Now - Guidance Card

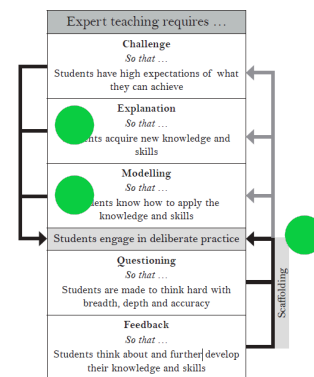
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Starting lessons in a quiet, calm and purposeful manner, often involving retrieval practice</li> <li><a href="#">Video Exemplar</a></li> <li><a href="#">Video Exemplar</a></li> </ul>	<p><i>The year 8 pupil knows exactly how her lessons will start. They will be calm, consistent and allow her to recap knowledge she has learnt in previous lessons. This means every one of her lessons has a positive and recognisable beginning, something she appreciates.</i></p>



Why?
<ul style="list-style-type: none"> <li>Do Now tasks ensure an orderly start to lessons.</li> <li>No learning time is wasted</li> <li><a href="#">Pupils activate prior knowledge</a></li> <li>Retrieval practice supports retention of knowledge</li> </ul>
How?
<ul style="list-style-type: none"> <li>Teacher is on the threshold and greeting pupils as they enter</li> <li>Pupils enter calmly and once sat down, complete the task in silence.</li> <li>Teacher narrates the expectations while this happens, e.g. "Remember we enter calmly and start our Do Now individually and in silence", and also narrates pupils getting it right, "thank you Lexi for starting silently and already having completed three questions."</li> <li>Pupils adhere to the expected routine for getting out or handing out books/MWBs.</li> <li>Do Now task is on the board/printed and handed out- pupils complete in silence and without discussion with peers or teacher.</li> <li>Wherever possible, this should be a retrieval task and is done strictly from memory (no looking back in books). For example, filling in a blank knowledge organiser.</li> <li>Observe actively - be seen looking and check for any pupils not completing</li> </ul> <p>If you have an additional adult working in the class they can support with the process but must not give pupils any answers or direct them to the answers in books etc.</p>
High Frequency Errors
<ul style="list-style-type: none"> <li>Silence not insisted upon</li> <li>Pupils are not completing for memory, for example looking back in books for answers</li> <li>The teacher is not checking for completion leading to pupils that are not completing the Do Now not being challenged</li> <li>Teacher is not on the door to direct pupils</li> <li>Pupils just write the question and do not answer it.</li> <li>Do Now takes up too much of the lesson</li> </ul>

## 2. Secure Attention – Guidance Card

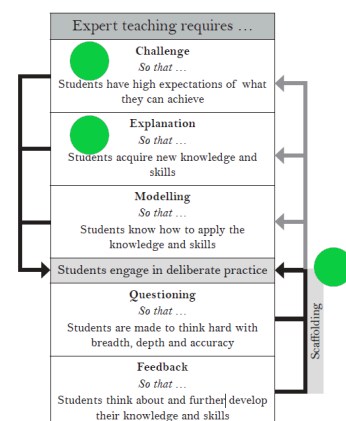
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Ensuring what pupils attend to is what we want them to learn.</li> <li>SLANT helps us make a social norm of paying attention: <b>Sit up straight - Listen carefully - Ask and answer Questions - No interrupting - Track the speaker</b></li> <li><a href="#">Video exemplar</a></li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The geography teacher gives brilliant, spellbinding explanations based on the rich and diverse knowledge he has of his subject. Too often however, these explanations are missed or misinterpreted because the attention of the pupils in the room is elsewhere.</i></p>



Why?
<ul style="list-style-type: none"> <li>Attention is the gatekeeper of learning so without it children won't learn effectively.</li> <li>It gives the social cues that the words said in a classroom are important.</li> </ul>
How?
<ul style="list-style-type: none"> <li>We do not expect teachers to ask pupils to "SLANT" as a single instruction. Instead SLANT provides us a framework for what strong attention looks like. We will ask for elements of SLANT as required.</li> <li>Instruct pupils that you want full attention: <ul style="list-style-type: none"> <li>Expect all pupils to give you their full attention. Use a combination of least invasive strategies and <b>narrating your countdown or instructions until all pupils are sitting up straight and paying attention.</b></li> <li>E.g. "Pens down and looking this way in 5, 4, 3, all hands should be empty now or just two more pens to go down now, in 2, and ready to listen in 1..."</li> </ul> </li> <li>Set the conditions <ul style="list-style-type: none"> <li><b>Reinforce that you want everyone to continue paying full attention</b> during the next part of your teaching.</li> <li>E.g. "I don't want anyone to miss this next bit of information, so let's keep this 100% attention on me."</li> </ul> </li> <li>Be seen looking <ul style="list-style-type: none"> <li>Do not assume pupils will maintain this attention while listening or working so <b>be seen looking frequently</b> to ensure all are on task.</li> </ul> </li> <li>Correct and reinforce <ul style="list-style-type: none"> <li><b>When a pupil visibly loses attention, intervene swiftly.</b></li> <li>E.g. "A reminder that you need to stay focused on me, head up please and listen carefully to this next part."</li> </ul> </li> <li>Brighten lines <ul style="list-style-type: none"> <li><b>Make transitions between activities crisp and clear.</b></li> <li>E.g. When I say go and not before you will {instruction} ...ready, go."</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Expectations are not universally enforced.</li> <li>Language is confrontational or punitive rather than aimed at social norming.</li> <li>Teaching starts before attention is secured.</li> <li>Only negative observations from the teacher, with no positive narration</li> </ul>

### 3. Means of Participation – Guidance Card

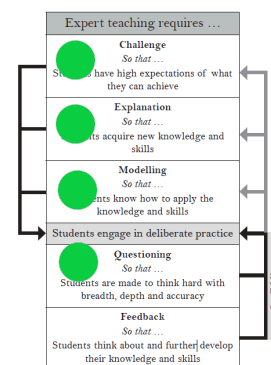
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Communicating clearly and unambiguously to pupils how you expect them to participate/contribute during a particular phase of a lesson.</li> <li><a href="#">Video Exemplar</a></li> </ul>	<p><i>This History teacher had spent time carefully planning the questions they would ask to check understanding. They wanted to ensure high participation and thinking ratio so planned to set the pupils up into talk pairs, however this plan quickly went awry as many of the pupils sat silently waiting for their partner to say something or knowing that once they came back as a class one of their peers would shout out an answer anyway.</i></p>



Why?
<ul style="list-style-type: none"> <li>Provides pupils with explicit instructions on how they are expected to contribute to lessons</li> <li>Clarity and predictability around Means of Participation results in more efficient use of lesson time</li> <li>Means of Participation allow teachers to establish an environment in which all pupils are challenged and have to think hard.</li> </ul>
How?
<ul style="list-style-type: none"> <li>Plan your instructions; <b>break the procedural instructions into manageable chunks</b> – if more than 4 steps in the task complete it in different steps. <ul style="list-style-type: none"> <li><b>Be very specific about the action(s) pupils should undertake</b> – for example “start by doing....” Or “in silence....”</li> <li>Reaffirm verbal instruction with simple written prompts on the board that pupils can refer to once they begin working on their own</li> </ul> </li> <li><b>Deliver clear instructions</b> <ul style="list-style-type: none"> <li><b>Insist on attention before giving instructions</b></li> <li><b>Deliver instructions when standing at the front of the room.</b></li> <li><b>Be clear on the role pupils will take and the time scale they will have to complete the task</b> – e.g. in a “paired talk” activity clearly state that “<i>the window partner will speak first for 2 minutes, during this time the door partner should write down 3 key points....</i>”</li> <li><b>Be clear on the actions and outcomes of the activity</b> – e.g. “<i>you now have 1 minute to think in silence, and then you will have 30 seconds to write your answer on your MWB. Nobody should write anything until I tell them.</i>”</li> <li><b>Check understanding of instructions before starting</b> – e.g. “<i>What is the first step.... Freddie?</i>”</li> <li><b>Give a clear signal to start</b> – e.g. “<i>ready to start in 3,2,1...</i>”</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Attention not gained prior to giving instructions</li> <li>Giving out instructions while doing other tasks (i.e. handing out worksheets)</li> <li>Instructions are unclear – pupils unaware if silence is expected etc</li> <li>Teachers assume pupils have understood instructions without checking.</li> </ul>

## 4. Drive Thought – Guidance Card

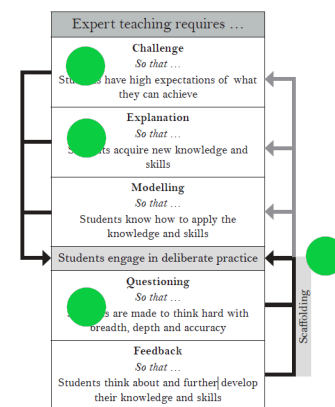
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Driving and directing pupils to think hard about what we want them to learn.</li> <li>Supporting pupils' metacognition and self-regulation.</li> </ul>	<p><i>When sitting down to plan her lessons, the SME teacher's first thought is always: "What will the pupils be thinking about during this part of the lesson." Planning for thinking rather than doing in this way ensures learning is directed at exactly what she wants them to learn.</i></p>



Why?
<ul style="list-style-type: none"> <li>Memory is the residue of thought: we remember what we think about.</li> <li>Curriculums and lessons need to be designed to make pupils think hard about the knowledge we want them to learn.</li> <li>As teachers we can have a large effect on what pupils think about.</li> </ul>
How?
<ul style="list-style-type: none"> <li>Plan lessons around what pupils will be thinking about, rather than the activities they will be completing.</li> <li>Retrieval practice: <ul style="list-style-type: none"> <li>Often, we will direct pupils to retrieve knowledge from their long-term memory. This ensures they remember and make links within the curriculum we deliver.</li> <li><b>We must ensure retrieval is done strictly from memory</b> with no checking notes or books or sharing with a partner beforehand.</li> </ul> </li> <li>Questioning: <ul style="list-style-type: none"> <li>Asking questions, particularly <b>elaborative questions</b> (often 'why' or 'how') is a reliable way to drive thought towards specific sections of knowledge and deepen thinking around it: e.g. "To what extent is Scrooge the villain of A Christmas Carol?"</li> </ul> </li> <li>Cognitive load theory: <ul style="list-style-type: none"> <li>Working memory has a limited capacity. Any extraneous cognitive load that directs thinking away from the content we want pupils to think about will inhibit hard thinking. For example, talking to the class while pupils are working independently or an overly busy powerpoint slide will increase extraneous cognitive load.</li> </ul> </li> <li>Metacognition: <ul style="list-style-type: none"> <li>Ultimately, we want pupils to purposefully direct their own thinking as they plan, monitor and evaluate their learning. We can support this by <b>explicitly teaching metacognitive knowledge and metacognitive regulation</b>.</li> <li>E.g. "A really effective planning tool in this situation is to..."</li> <li>E.g. "Why do you think we do tasks like this..."</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Planning is activity led and considers what pupils will be doing rather than what they will be thinking about.</li> <li>Challenge is too low, not requiring hard thinking.</li> <li>Extraneous cognitive load is not managed, meaning thinking is inhibited.</li> <li>A lack of formative assessment means teachers are unaware of what pupils are thinking.</li> </ul>

## 5. Build on Prior Knowledge – Guidance Card

What?	Supporting vignette
<ul style="list-style-type: none"> <li>When introducing something new to the pupils, whether it be a word, topic, concept or idea; tether this information to the pre-existing information pupils already hold.</li> <li><a href="#">Video exemplar.</a></li> </ul>	<p><i>The PE teacher articulated a wonderful explanation coupled up with some superb modelling of a new topic. However, it was lost on the pupils as the new concept had not been built upon what the pupils already knew and could do. Therefore the explanation and expertly crafted model were far harder to grasp.</i></p>

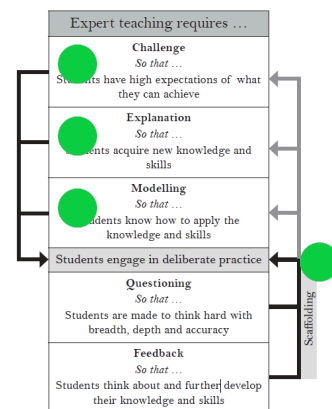


Why?
<ul style="list-style-type: none"> <li>We learn in relation to what we already know.</li> <li>When we gain new knowledge we attempt to connect it to our pre-existing schema.</li> <li>Strong schema and therefore prior knowledge is important in allowing pupils to think about new knowledge.</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>Check what pupils already know and can do.</b> <ul style="list-style-type: none"> <li>Use mini white boards, questioning or low stakes quiz to check what pupils can remember from previous lessons or tasks.</li> <li>E.g. "Before we start the next topic on your mini white board I want you to write down the equations for aerobic and anaerobic respiration on your own from memory."</li> </ul> </li> <li><b>Explicitly link new material to previously acquired information.</b> <ul style="list-style-type: none"> <li>When introducing a new topic, be explicit about the previously acquired knowledge it links to.</li> <li>E.g. "Last lesson we discussed the equations for respiration, today we are going to build on this and start to look at some examples of both aerobic and anaerobic respiration."</li> </ul> </li> <li><b>Use concrete examples to secure pupils understanding wherever possible</b> <ul style="list-style-type: none"> <li>In order to support the schema development teachers should link abstract concepts to examples pupils will know and understand.</li> <li>E.g. "A second class lever system has the load in the middle with the fulcrum and the effort at either end. This is the same as a wheelbarrow where the load is what you are carrying in the well of the wheelbarrow, the fulcrum is the wheel and the effort is the person moving the wheelbarrow."</li> </ul> </li> <li><b>Factor in practice of the new material – let pupils use the new material.</b> <ul style="list-style-type: none"> <li>Plan opportunities for purposeful practice into lessons to allow pupils a range of tasks focused on using the new concept, idea or material.</li> <li>Draw a diagram of a second class lever, identify sporting examples, answer some exam questions on second class levers and describe an advantage of a second class lever.</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Not activating prior knowledge before teaching new material.</li> <li>Making assumptions that pupils already know or can do something and therefore not building on what the pupils already know or can do.</li> <li>Not considering the potential differences in background knowledge between disadvantaged and non-disadvantaged pupils.</li> </ul>



## 6. Think & Participation Ratio – Guidance Card

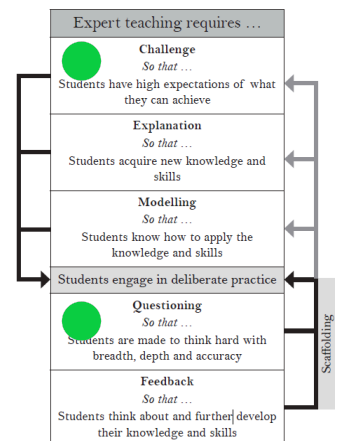
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Think &amp; participation ratio refers to the number of pupils either thinking about content directed by the teacher, or participating in giving answers to questions.</li> <li>Building in opportunities for lots of pupils to be thinking and participating in activities</li> <li><a href="#">Video exemplar MWB</a></li> </ul>	<p><i>The year 9 pupil knows that they need to think hard during the lesson and that they need to pay attention. Their teacher ensures they regularly have to participate in tasks that check their understanding.</i></p>



Why?
<ul style="list-style-type: none"> <li>Learning happens when people think hard about the content.</li> <li>To maximise the number of pupils who are actively participating in the lesson- participation ratio</li> <li>Making sure pupils are being challenged to think hard and deeply- think ratio</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>Cold calling</b> questioning</li> <li>Having the expectation that all students think of the answer to every question asked <ul style="list-style-type: none"> <li>Provide think time of at least 3 seconds</li> <li>Have a no opt out culture</li> <li>Checking for participation (be seen looking)</li> </ul> </li> <li><b>Mini white boards</b> <ul style="list-style-type: none"> <li><b>Clear routines for using mini whiteboards</b> <ul style="list-style-type: none"> <li>Explain to pupils you want them to answer the question on their whiteboards</li> <li>Tell them to cover their answers once they have written them and only share them once they have been told to, to avoid any copying</li> <li>Ask the question</li> <li>Count pupils down and tell them to show their boards in 3..2..1</li> <li>Pupils should keep their answers on their boards until you tell them to wipe them off.</li> </ul> </li> </ul> </li> <li><b>Follow up questions</b> <ul style="list-style-type: none"> <li>Following a question, ask a pupil to elaborate on the previous answer</li> <li>Ask another pupil to build on the previous answer</li> <li>Ask another pupil to repeat the previous answer or summarise it.</li> </ul> </li> <li><a href="#">Paired talk</a></li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Challenge of questions is too low, there are lots of pupils participating but not thinking hard</li> <li>Not challenging pupils that have not participated in a task</li> <li>Using name then question, so only 1 pupil is participating and thinking hard</li> <li>Asking 2 or 3 pupil questions with the teacher only looks at each pupil in turn pupil so all other pupils are excluded from the conversation and are neither participating or thinking</li> </ul>

## 7. Cold Calling – Guidance Card

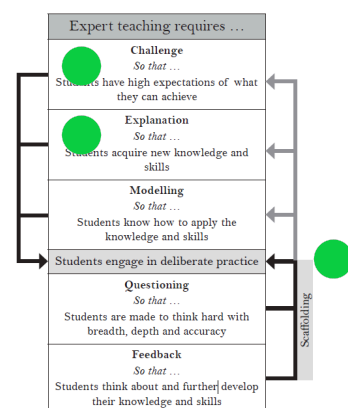
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Cold Calling is a technique that involves posing a question, then pausing to give thinking time before selecting pupils to respond. It increases think and participation ratio.</li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The maths teacher had spent time carefully planning the questions they would ask to check understanding. They believed they were challenging questions, but the problem was that many of the pupils in the class seemed to give very little attention to the question, the same hands would always go up and the teacher could never be sure how many of the pupils had actually been thinking about the answer.</i></p>



Why?
<ul style="list-style-type: none"> <li>Cold calling boosts participation ratio; by posing the question and then pausing to allow “thinking time”, every pupil understands that they could be called upon and has to think.</li> <li>Cold calling prevents classroom questioning phases being dominated by a small number of the class and therefore gives you an insight into the understanding of the whole class.</li> </ul>
How?
<ul style="list-style-type: none"> <li>Plan your questions: <ul style="list-style-type: none"> <li>Plan key questions so that they are precise and allow you to assess learning. Ask a range of question types, including elaborative and metacognitive questions.</li> </ul> </li> <li><b>Pose and Pause:</b> <ul style="list-style-type: none"> <li>Ask the question first and then pause for around 3 seconds <b>before choosing someone to answer</b> – make it clear to pupils that they have time to think. E.g: “What are the main causes of tropical rainforest deforestation... I’m going to give time for everyone to think of an answer...”</li> <li>You could use physical prompts such as “while thinking write down one of your answers on your MWB” to further increase participation.</li> </ul> </li> <li><b>Pre-warn:</b> <ul style="list-style-type: none"> <li>Tell pupils that you will be expecting some of them to contribute afterwards (but do not say names!); e.g. “I will be asking <b>at least 3</b> you to share your answer”.</li> </ul> </li> <li>Take responses and ask elaborative follow up questions <ul style="list-style-type: none"> <li>E.g. “Okay that’s time up... David, let’s start with you, could you share your answer?... Could you explain why you chose that reason?”</li> <li><b>Teach pupils to listen to each other’s responses</b> by sometimes asking them to build upon a peer’s answer.</li> <li><b>Expect complete answers</b>, support and scaffold pupil responses if necessary, but do not fill in the gaps in pupils answers yourself.</li> <li><b>If a pupil responds with “I don’t know” use scaffolds such as an either or to help them reach the answer:</b> E.g. “Is one the main causes cattle ranching or house building?”</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Saying the name first, followed by the question – this creates low participation and thinking ratio as other pupils switch off.</li> <li>Pause time too short- many teachers think they pause for longer than they actually do</li> <li>Teachers still select pupils that put their hands up</li> <li>Teachers accept incomplete answers and fill in the gaps that pupils didn’t include</li> <li>Only selecting high attaining students to answer</li> </ul>

## 8. Vocabulary Instruction – Guidance Card

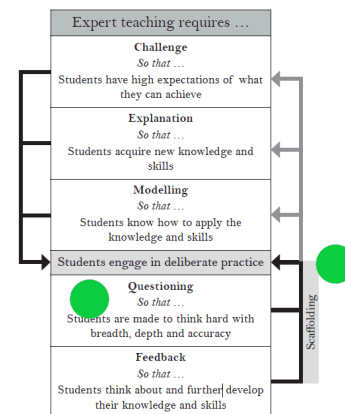
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Subject areas will choose high-frequency, high-utility words for consistent explicit instruction. These Tier 2 and Tier 3 words will also be available on word lists and knowledge organisers.</li> <li><a href="#">Video exemplar</a></li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The English teacher has planned to teach three challenging new concepts. The teacher shares a dictionary definition of the new vocabulary which pupils dutifully write down in their exercise books. By the end of the lesson, only half of pupils know and understand the words completely, whereas the other half do not.</i></p>



Why?
<ul style="list-style-type: none"> <li>Mastering new vocabulary supports pupils in developing general and disciplinary literacy skills.</li> <li>Pupils are more likely to retain a new word when they practise saying it aloud and have an instant opportunity to think deeply about it.</li> <li>Pre-planned pupil friendly explanations are usually more effective than dictionary style definitions.</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>Say it after me:</b> <ul style="list-style-type: none"> <li>Teacher says the word slowly and exaggerates each syllable: e.g. <i>chi-as-mus</i>.</li> <li>Pupils are then directed to repeat this in chorus.</li> <li>Two or more repetitions until pupil pronunciation is accurate and confident.</li> </ul> </li> <li><b>Explain it:</b> <ul style="list-style-type: none"> <li>Teacher shares a pupil-friendly explanation in simple, straightforward language which avoids other complex Tier 1 and 2 words: e.g. <i>chiasmus is a way of talking or writing where you say something, and then you say it again, but in reverse order.</i></li> </ul> </li> <li><b>Two examples:</b> <ul style="list-style-type: none"> <li>Give at least two examples of the concept from different contexts within the subject domain or presented in different formats – e.g. <i>in maths, as an equation(s) alongside a word-based definition.</i></li> </ul> </li> <li><b>Non-example or misconception:</b> <ul style="list-style-type: none"> <li>Give at least one non-example that helps pupils to better understand the boundaries of the concept: e.g. <i>fish, scorpions, lizards, frogs and woodlice are not types of mammals because ...</i></li> </ul> </li> <li><b>Practise with a high participation ratio:</b> <ul style="list-style-type: none"> <li>This task must involve all pupils. It could involve writing or <a href="#">paired talk</a>.</li> <li>This could be test sentences, sentence stems, MCQs or a one minute image.</li> </ul> </li> <li>Extend it (optional):           <ul style="list-style-type: none"> <li>A task allowing pupils to further develop their use of the new vocabulary word.</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Too many new words are delivered at once leading to cognitive overload.</li> <li>Too few practice opportunities mean that words are misunderstood or not retained.</li> <li>Definitions are confusing, incomplete or use other tier 2/3 vocabulary as a result of not being pre-planned.</li> <li>Teachers ask pupils for their own definitions of new words prior to explicit teaching.</li> </ul>

## 9. Paired Talk – Guidance Card

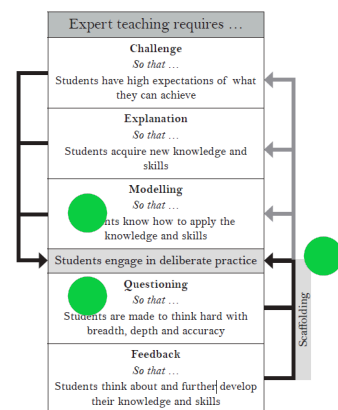
What?	Supporting vignette
<ul style="list-style-type: none"> <li>'Paired talk' intervals are short structured opportunities for pupils to discuss subject-related problems or generate new ideas collaboratively with one other pupil.</li> <li><a href="#">Video Exemplar</a></li> </ul>	<p><i>Pupils in this class are very quiet and the teacher tells his colleagues that they are 'too passive and too shy'. Invariably, only one or two pupils give thoughtful and well-reasoned answers to his questions. Even though all pupils participate in cold-calling, their responses are invariably limited or half-hearted.</i></p>



Why?
<ul style="list-style-type: none"> <li>Supports the development of subject-specific oral language skills.</li> <li>Increases participation ratio and think ratio.</li> <li>Pupils can trial new ideas before sharing with the class, therefore increasing confidence and self-efficacy.</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>Pose a question:</b> <ul style="list-style-type: none"> <li>Use 'paired talk' to support questions and tasks that require pupils to think hard or metacognitively – e.g. questions requiring analysis, evaluation or comparison.</li> <li>State the question verbally. Repeat the question again in a slower tone. Ensure that the question is also visible.</li> </ul> </li> <li><b>Set means of participation:</b> <ul style="list-style-type: none"> <li>Time: dependent on question but can vary from 20 seconds to 3 minutes</li> <li>Behaviour expectations: knees/eyes facing talk partner; only talk to that person; allocate roles: e.g. who will talk and who will write.</li> </ul> </li> <li><b>Build in accountability:</b> <ul style="list-style-type: none"> <li>"Once you have finished, I will ask at least 3 pupils to share ideas with the class." (Not 'three pairs' – all individuals must be accountable.)</li> <li>Set success criteria: e.g. <i>answers must be in full sentences using at least two words from your knowledge organiser.</i></li> </ul> </li> <li>Brighten lines (optional):           <ul style="list-style-type: none"> <li>Ask one pupil to explain the 'paired talk' expectations back to the class.</li> </ul> </li> <li><b>Monitor and scan:</b> <ul style="list-style-type: none"> <li>Once started, adopt Pastore's Perch and scan each pair to check for compliance.</li> <li>If any pair/individual is not complying, intervene by redirecting them back to their talk partner. If larger numbers are not complying, stop the whole class: <i>"It is great that 90% of you have your eyes facing your talk partner. I now need 100%. Thank you."</i></li> </ul> </li> <li><b>Hear pupil ideas:</b> <ul style="list-style-type: none"> <li>Countdown with microinstructions: e.g. <i>"Three, all legs turned round; two, eyes this way; one, all voices quiet. Thank you."</i></li> <li>Choose three pupils to share ideas: e.g. <i>"Can we start with Dexter, please."</i></li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Paired talk intervals last for too long leading to off-topic discussions or other distractions.</li> <li>Means of participation are not insisted upon for all pupils and some do not talk or listen.</li> <li>Seating plans are not as effective as they could be. All pupils need a 'talk buddy', most especially those with SEND or underachieving disadvantaged pupils.</li> </ul>

## 10. Guided Practice I / We / You – Guidance Card

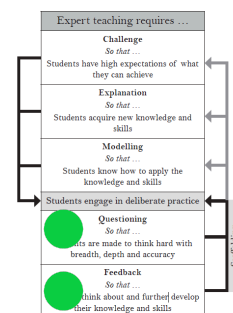
What?	Supporting vignette
<ul style="list-style-type: none"> <li>I / We / You is a staged procedure for introducing new procedures and solving problems in every subject. <b>I do</b> refers to the teacher's modelling; <b>we do</b> refers to the way the teacher and the pupils co-construct a model; <b>you do</b> refers to pupils working and thinking independently.</li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The year 7 geography pupil has been asked to write an extended answer in response to a task. As this pupil has had limited exposure to the thought processes behind geographical writing, they struggle to compose their ideas into the structured sentences required for rigorous geographical writing.</i></p>



Why?
<ul style="list-style-type: none"> <li>Guided practice assumes an expert / novice relationship between teacher and pupil when pupils are learning a new procedure or skill.</li> <li>It develops disciplinary writing in each subject and creates exemplar models for reference.</li> <li>I / We / You reduces cognitive load, thereby increasing the likelihood pupils will retain procedural knowledge and apply it effectively in new contexts.</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>I do - Introduce the modelling sequence.</b> <ul style="list-style-type: none"> <li>The teacher should make it clear that an I/We/You modelling sequence is about to take place. Teacher should explain the 'why' and make success criteria clear: e.g. <i>"This particular skill is essential because ... I will show you how to do x, y and z."</i></li> </ul> </li> <li><b>I do - Live modelling</b> <ul style="list-style-type: none"> <li>Set means of participation to emphasise attention and reduce cognitive load. E.g. <i>"While I am modelling, you must have full attention on me and listen very carefully ..."</i></li> <li>During live modelling, the teacher's role is to shed light on the metacognitive thought processes of an expert in the first person: e.g. <i>"I am doing it like this because ..."</i> <i>"When I encounter a difficulty like this I use this particular strategy ..."</i></li> </ul> </li> <li><b>We do - Share the thinking load through co-construction</b> <ul style="list-style-type: none"> <li>This involves completing a similar problem to that modelled in the 'I do' phase using questioning to involve pupils, ideally through cold calling and questions that assess pupil understanding - e.g. <i>"What is the first step, Iman?"</i> <i>"Why do we do that step first, Charlie?"</i> <i>"I have made a deliberate mistake here. Can you spot it ... Elise?"</i></li> </ul> </li> <li><b>We do - Call the shots</b> <ul style="list-style-type: none"> <li>Once co-construction is completed, the teacher should formatively assess pupils by asking for two or three 'take aways', potentially through the use of mini-whiteboards.</li> </ul> </li> <li><b>You do - Introduce scaffolds</b> <ul style="list-style-type: none"> <li>Scaffolding will sometimes be necessary to support cognitive load for the whole class or individual pupils - e.g. worked examples, sentence stems, writing frames, etc.</li> </ul> </li> <li><b>You do - Set means of participation</b> <ul style="list-style-type: none"> <li>To include time frames, success criteria and silent working conditions.</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Imbalance of time between <i>I do</i> and <i>You do</i>. Independent practice is a crucial lever of success.</li> <li>Not having enough opportunities for <i>We do</i> before setting pupils off on <i>You do</i></li> <li>Using pre written exemplars rather than live modelling in the <i>I do</i> phase.</li> <li>Pupils become overly reliant on models and scaffolds and fail to develop independent expertise.</li> </ul>

## 11. Live Marking- Guidance Card

What?	Supporting vignette
<ul style="list-style-type: none"> <li>A straightforward yet impactful method where teachers assess pupil work during a task</li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The year 11 pupil feels confident starting the independent extended writing task because they know their teacher will come over regularly to give them precise feedback on how to improve.</i></p>

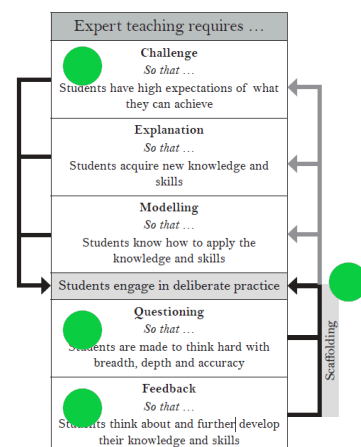


Why?
<ul style="list-style-type: none"> <li>Allows you to see how well the class is understanding whilst in real time, whilst they are still doing it. This allows you to see where you have to re-teach concepts if the class is struggling.</li> <li>Allows teachers to provide targeted and meaningful feedback either to individuals or the whole class.</li> <li>Helps reduce teacher workload</li> </ul>
How?
<ul style="list-style-type: none"> <li>Time is set aside each lesson for pupils to apply what they have learnt.</li> <li>The teacher uses pastore's perch to check all are on task before they start circulating.</li> <li>When the class is on task, the teacher moves around the classroom checking pupils' work.</li> <li>The teacher identifies any errors/misconceptions and points the pupil in the right direction.</li> <li>Every 10-20 seconds the teacher looks up to scan the rest of the class.</li> <li>The pupil responds immediately to the feedback and corrects their work.</li> <li>Where lots of pupils are struggling on the same question, the teacher can pause the lesson and either clarify the question or reteach that small section.</li> <li>When a pupil has the correct answer or has completed the task, the teacher can ask them an additional question or ask for more detail to stretch the pupil.</li> <li>Once the task is over, the teacher feeds back to the whole class on the work completed and provides feedback on the most common mistakes or areas of improvement.</li> <li>Leave a mark in the book to show where live marking has occurred, this can be a tick, a cross, a circle or quick notes. This is useful as a record for pupils/teachers to monitor when their books have been marked.</li> <li>Live marking should also pick up issues around the presentation of student work.</li> <li>In a practical subject the teacher circulates around the room and gives feedback on the aspect of work/skill the pupils are focusing on in that particular task.</li> <li>Aim to mark 1/3 of the class each lesson.</li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>The teacher only live marks the do now task.</li> <li>The teacher supports 1 pupil for a long time and does not see anyone else's work.</li> <li>The teacher moves around their classroom in the same way every-time and so some pupils do not get their work checked.</li> <li>Similar to above but instead the teacher moves around their classroom in the same order each time so some pupils only have 1 question checked whilst others that are visited later on in the task get more feedback on their work.</li> <li>Not regularly scanning the rest of the class to check behaviour and engagement</li> </ul>



## 12. Gathering Responses – Guidance Card

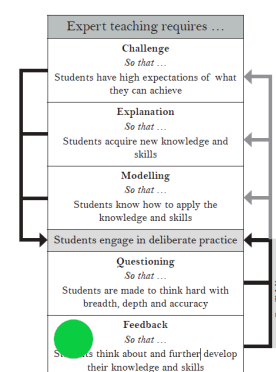
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Gather responses from as many pupils as possible when checking their understanding of a topic, concept or idea. This information can then be used to shape the lesson to ensure the teaching is responding to the pupils and their needs.</li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The science teacher needed to check that their class had understood the concept from the previous lesson. If the class had the teacher could move on, if they hadn't it would need to be retaught. The teacher expertly checked the understanding of all pupils with some diagnostic questioning through the use of MWBs. The teacher could then move on safe in the knowledge that all their pupils fully understood the concept covered in the previous lesson.</i></p>



Why?
<ul style="list-style-type: none"> <li>Teaching needs to be responsive and adaptive.</li> <li>Teachers need to check what pupils know, understand, can do and then use this information to decide on what to do next. Gathering responses from pupils is one of the vehicles we can use to do this.</li> </ul>
How?
<ul style="list-style-type: none"> <li>Through the <b>use of mini white boards (think and participation ratio)</b> <ul style="list-style-type: none"> <li>Teachers can use MWBs to ensure all pupils provide a response to the question in hand. This information can then be used by the teacher to support their decision on the next phase of the lesson.</li> <li>The routine around MWBs needs to be one where all pupils complete the task from memory, there is no opt-out or copying.</li> </ul> </li> <li><b>Diagnostic questioning.</b> <ul style="list-style-type: none"> <li>Teachers can use elaborative questions to check for deeper understanding and whether pupils know why the answer is correct. E.g. "Can you explain why that is the most important reason for the start of WWI?"</li> </ul> </li> <li>Paired talk. <ul style="list-style-type: none"> <li><a href="#">See separate guidance card</a></li> </ul> </li> <li><b>Reading or observing pupil work</b> <ul style="list-style-type: none"> <li>Teachers should circulate the class reading or observing pupil work giving them a sense of pupil responses</li> </ul> </li> <li>Multiple-choice questions <ul style="list-style-type: none"> <li>These can be a highly effective way of gathering response quickly.</li> <li>Distractors should be close to the correct answer and reveal common misconceptions.</li> <li>MWBs can be an efficient method of gathering answers.</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Teachers don't check what pupils know, understand and can do, they then move on with the planned lesson and leave the pupils behind.</li> <li>Only a small sample of pupils are checked before making decisions about the whole class's competency.</li> <li>Teachers rely too heavily on summative assessments and do not formatively assess regularly.</li> <li>Teachers don't change the lesson based on responses.</li> </ul>

## 13. Whole-class Feedback – Guidance Card

What?	Supporting vignette
<ul style="list-style-type: none"> <li>Delivering feedback to all pupils rather than individually.</li> <li><a href="#">Video exemplar</a></li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>While marking the latest year 10 assessments, the teacher makes a note of the common misconceptions that exist for each question. Over the next few lessons they plan their lessons to incorporate the re-teaching of these concepts to ensure pupils understand them.</i></p>

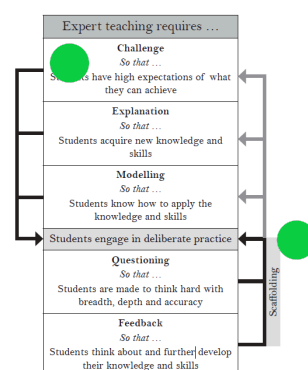


Why?
<ul style="list-style-type: none"> <li>There is strong research evidence that providing effective feedback is essential in supporting learning.</li> <li>Whole-class feedback is a time efficient way of delivering feedback.</li> <li>Where common misconceptions exist addressing them with the whole class makes greater sense than addressing individually.</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>Collect and correct common misconceptions</b> via: <ul style="list-style-type: none"> <li>Mini-whiteboards</li> <li>Summative assessments</li> <li><a href="#">Live marking</a></li> </ul> </li> <li>Ask pupils to compare and contrast the quality of two pieces of work: <ul style="list-style-type: none"> <li>E.g. "Which of these answers shows the most complete answer to the question? Talk to your partner and decide..." (<a href="#">see paired talk guidance card</a>)</li> </ul> </li> <li>Use a whole class feedback template. These should share common strengths and weaknesses and allow pupils an opportunity for metacognitive evaluation.</li> <li>Use pupil exemplars and ask pupils to identify one or two areas of improvement having given clear explanations of what specifically you want them to correct and look for.</li> <li><b>Re-teach the common errors and misconceptions.</b> Once your assessment reveals that a certain error and misconception is common to the majority of the class, address this via whole-class feedback rather than individually.</li> <li><b>Give pupils a chance to practice once the whole-class feedback is complete.</b></li> <li>Have a gallery of exemplary work to discuss as a class.</li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Whole-class feedback is used exclusively, and entirely replaces individual feedback.</li> <li>Pupils are not given a chance to use the feedback to correct errors and practice.</li> <li>The feedback is too generalised and does not allow pupils to see the connection to their own work and knowledge.</li> <li>Too much feedback is delivered at one time, making it difficult for pupils to act on and respond to it.</li> </ul>



## 14. Presentation of Work – Guidance Card

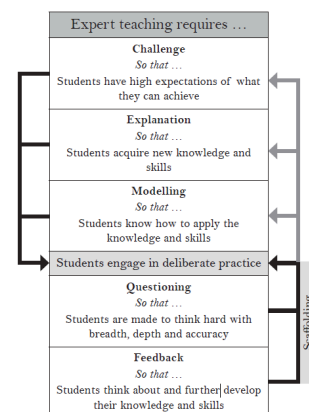
What?	Supporting vignette
<ul style="list-style-type: none"> <li>Ensuring work is presented with pride and in a manner that meets the highest expectations of what pupils are capable of.</li> </ul>	<p><i>The year 8 pupil has struggled in the past to keep their book neat, ordered and free from doodles. However, in English this year it is a different story. Titles are underlined, work is carefully presented and there are no doodles to be seen. This student knows the teacher cares deeply about this book, and, so do they.</i></p>



Why?
<ul style="list-style-type: none"> <li>The manner in which students present their work, and what we as teachers accept, sends a strong message in terms of our level of expectations.</li> <li>We want pupils to have pride in all they do and meet the highest expectations that we hold of them.</li> </ul>
How?
<ul style="list-style-type: none"> <li><b>Teacher behaviours:</b> <ul style="list-style-type: none"> <li>Teachers are explicit with students about the expectations around the presentation of work in their subject. This is done regularly and not just in the first lesson of the year.</li> <li>Teachers live mark (see separate guidance card) and use this as an opportunity to comment on and correct work presentation.</li> <li>Necessary equipment is to hand, ensuring that the expectations in that classroom can be met. For example, whiteboard packs also contain rulers and gluesticks.</li> <li>Teachers regularly look in books. Though not producing written marking, teachers regularly look through sets of books and provide whole class feedback (see separate guidance card) to reinforce to pupils that their books are valued. <ul style="list-style-type: none"> <li>Best examples are shared with the class. Can be achieved with a gallery or using a visualiser.</li> </ul> </li> </ul> </li> <li><b>Pupil behaviours.</b> These behaviours are likely to vary according to subject, but some non-negotiables are: <ul style="list-style-type: none"> <li>Handwriting is legible</li> <li>All titles and dates are underlined</li> <li>Pupils write in blue or black pen</li> <li>Pupils draw in pencil and use a ruler where necessary</li> <li>Books and folders are neat, well presented and free from doodles</li> <li>Pupils follow presentation instructions provided by the teacher</li> </ul> </li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Teachers do not regularly look in books leading to a devaluing of the work pupils produce in them.</li> <li>Accepting lower standards due to the profile or characteristics of the pupil.</li> <li>Mistaking correction for poor presentation. Pupils must be allowed to make mistakes in their books and cross out etc while struggling.</li> </ul>

## 15. Orderly Dismissals – Guidance Card

What?	Supporting vignette
<ul style="list-style-type: none"> <li>Ensuring a calm and well-ordered end to lessons by ensuring a school-wide routine is followed to dismiss pupils from lessons.</li> <li><a href="#">Video exemplar</a></li> </ul>	<p><i>The department works hard to get consistent orderly dismissals, training pupils over time to leave their classrooms in the right way. This means that the end of lessons are calm and purposeful and the department is always a safe and settled environment for both pupils and staff.</i></p>



Why?
<ul style="list-style-type: none"> <li>Orderly dismissals keep pupils safe. It means that pupils leave the classrooms in a safe and settled way.</li> <li>They reinforce that it is the adults who are in charge – we decide when and how pupils leave our rooms.</li> <li>We are controlling the flow of pupils out into the corridor, avoiding large groups moving into the corridor at the same time.</li> </ul>
How?
<ul style="list-style-type: none"> <li>Pupils stand behind their desks in silence at the end of the lesson – for all lessons, including period 1.</li> <li>Teacher dismisses one row at a time – in silence.</li> <li>Teacher stands at the door as they are doing so, so that the orderly exit continues into the corridor – pupils are verbally reminded (with any physical gestures also guiding this) to keep left.</li> <li>Teacher does a visual check of uniform as they leave</li> <li>If you have an additional adult working in the class with you please direct them to leave before the class. They should position themselves a short distance from the classroom door. They too will then provide clear direction &amp; reminders to pupils about expectations (we walk on the left, move on to your next lesson quickly please)</li> </ul>
High Frequency Errors
<ul style="list-style-type: none"> <li>Pupils are not dismissed row by row</li> <li>Teachers do not position themselves by the exit and pupils change their behaviour as they leave.</li> <li>Silence is not insisted upon.</li> <li>Standards drop over time.</li> </ul>