



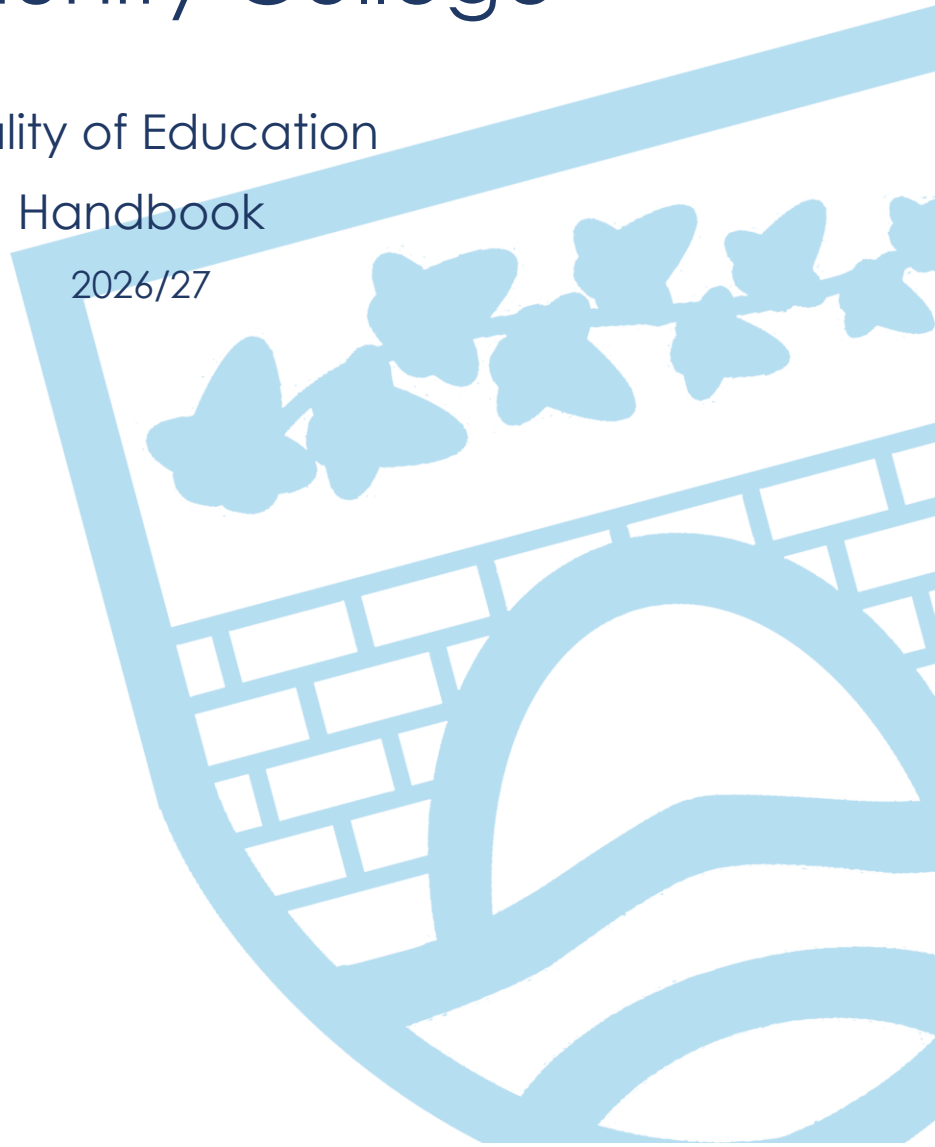
Ivybridge

Community College

Quality of Education

Handbook

2026/27



Contents

Contents	2
Vision	3
Values	3
Red Lines	4
Collective Knowledge	5
Glossary	6
A Shared Model of Learning	8
Knowledge Rich Curriculum	8
The Novice vs the Expert	11
Ratio	12
Cognitive Load Theory	13
Collective Habits: The Principles of Excellent Teaching	14
The Ivybridge Community College	17
Learning Cycle	17
Standard Operating Procedures	18
Non-negotiables: What We All Do	18
Core Teaching Techniques	18
02. Threshold - Exit routine	20
03. Silent Starter	21
04. Common Silencing Strategy	22
05. Silent Independent Practice	23
06. 100% Disruption Free Learning - Warn; Remove	24
07. See; Stop; Secure	25
08. Silent Paired Transitions	26
09. Tutor Time Reading – The Literary Canon	27
Open Questions	29
Checking for Understanding: Mini Whiteboards	32
Checking for Understanding: Think-Pair-Share/ Write-Pair-Share	33
Golden Silence and 3:30:30	34
Circulated Support	35
Live Marking	36
Teaching - What we don't do	37
Assessment	38
Home Learning	41
SEND Strategy	45
Seating Plans	48
Literacy Strategy	51
Collective Improvement – How we all get better.	52
Cover work	56

Vision

We are a College that strives for
academic excellence,
develops character and provides
exceptional opportunities
for all.

Values

Respect
Aspiration
Integrity
Compassion

Golden Rules

I do not disrupt the learning of others.

I follow the instructions of all staff first time.

I am in the right place at the right time.

We are committed to 100% disruption free learning for all.

Red Lines

Students will occasionally get things wrong. It is our role to teach young people how to behave.

As well as teaching positive behaviours, our community being clear on what is wholly unacceptable is essential. Students will be regularly reminded of the expectations through assemblies and our PHSE program, to include these 5 red lines.

- Students will not walk away from members of staff.
- Students will not swear in the presence of an adult.
- Students will not engage in physical aggression of any kind.
- Bullying is not tolerated.
- Prohibited items are not tolerated.

Should students choose to cross one of the redlines, staff should record the event as soon as is possible in as much detail as possible on Class Charts in the first instance. For red lines 3, 4 and 5, the same accurate record should be recorded on CPOMs and reported to the safeguarding team.

Achieving High Standards of Student Behaviour

For more information on the detail of the policy and guidance pertaining to the high expectations of student behaviour or the detail behind the consequences of various behaviours, please see the Standards and Expectations Handbook.

The Ivybridge approach to maintaining high standards for student behaviour is underpinned by the following key principles.

- Every student can display excellent behaviour.
- Excellent behaviour must be taught.
- We promote what we permit. We accept the standards we walk past.
- We connect before correct.
- We never challenge hot.
- Immediacy, and certainly of a consequence are more important than severity.
- We always secure the standard expected before moving on.
 - See. Stop. Secure
- Warm; Strict

It is our collective responsibility to ensure we always maintain the high standards of behaviour at Ivybridge Community College. Staff are expected **to never turn a blind eye to poor behaviour** but to always address it in a calm, warm manner. We are only as strong as the weakest link in our expectations and as a team must hold the line to achieve the desired standards. Students that behave excellently are more able to access their learning, are safer, calmer and more productive.

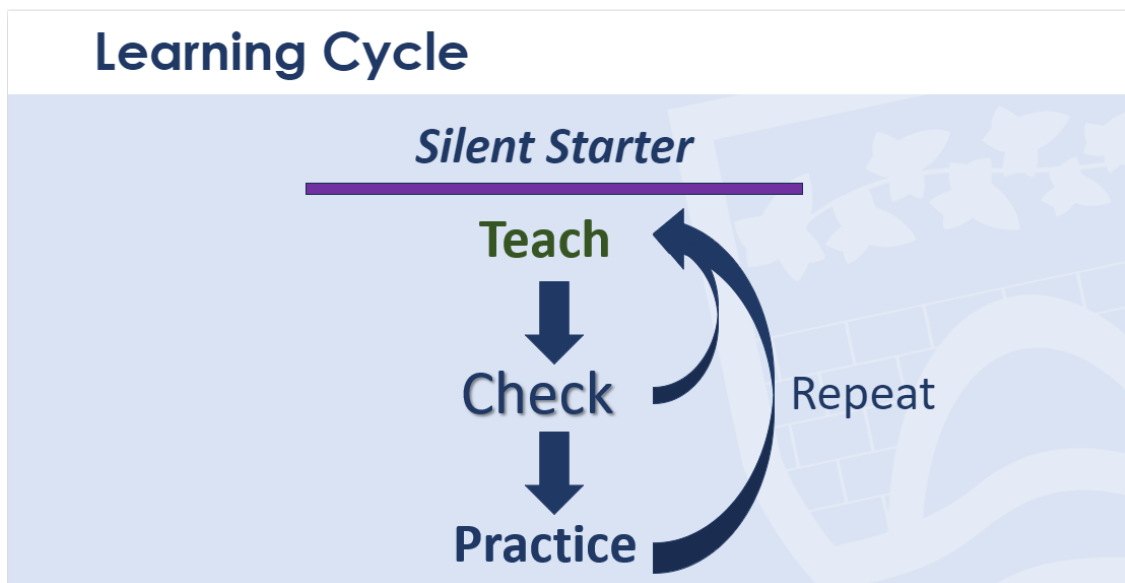
Warm = With compassion and respect in a calm manner. Never shouting.

Strict = Adhering to the policy. Not turning a blind eye. Treating all with equity.

This working environment ensures our most vulnerable learners, with disadvantage or students with SEND, have an excellent experience of education in our care.

Learning Cycle

1. **Retrieve:** Testing to improve retrieval.
2. **Teach:** Explaining hard things well.
3. **Check:** Message in = message received?
4. **Practice:** Embedding knowledge and skills to mastery.



Collective Knowledge

"Classroom teaching is perhaps the most complex, most challenging, most demanding subtle, nuanced, and frightening activity that our species has ever invented."

Lee Shulman, The Wisdom of Practice



In his 2018 update to Visible Learning, John Hattie ranks 252 factors relating to students' achievement. Topping that list with an effect size of 1.57 is 'Collective Teacher Efficacy'.

Whilst everything may work somewhere, and anecdote may tell us that some strategies may work for some students, it is desirable for us to base our teaching and curriculum on that which evidence and research tells us works for **all** students. We know that suboptimal pedagogy, and a poor curriculum disproportionately impacts students with SEND and those already socially, economically or otherwise disadvantaged.

It is our moral imperative therefore to continue to build our own knowledge and practice of curriculum and pedagogy for the good of all children in our care.

Teaching can be a complex activity with a nuanced vocabulary and unlimited conflicting agendas to be prioritised. In our large setting, it is essential we have a collective understanding of what we are intending to achieve and how we achieve the delivery of our curriculum, including that which we must keep consistent from classroom to classroom.

Key Terminology

Our consistent use of accurate language and a common understanding throughout the staff body is essential for us to talk about and improve what we teach (curriculum) and how we teach it (pedagogy).

The definitions of key terms below are by no means the only definitions of these words.

They are the definitions that are the most useful to us intellectually in our setting.

When we are discussing teaching, curriculum and learning, it is imperative we have a shared vocabulary to do so.

Glossary

Learning – A permanent change to long-term memory.

How children learn:

Schema – A web of knowledge organised in the mind; cognitive architecture; a framework or concept that helps organise and interpret information; the interconnectedness of knowledge in a long-term memory. (See fig. 1)

Working Memory - The temporary store of a small amount of information in a readily accessible form. This represents three to five meaningful items in young adults.

Long Term Memory - The permanent store of unlimited amounts of knowledge, and record of prior events.

Retrieval - The process of moving information from long term memory to working memory; remembering.

Encoding - The conversion of a sensory input into a form capable of being processed and deposited in long term memory.

Accommodation - The modification that occurs to a schema when new knowledge is added to it. (See fig. 2)

Assimilation - The process of adding new knowledge to an existing schema. (See fig. 2)

Ratio – The number of children thinking **X** How hard is each child thinking (See fig. 6)

Instruction – A synonym for ‘teaching’, commonly used in US research about teaching. The act of imparting new knowledge by an expert to a novice.

Explicit Instruction - Highly structured direct teaching where students are explicitly taught everything that they need before being asked to apply it in gradually wider and freer contexts. Often exemplified by Input (I Do); Guided Practice (We Do); Check for Understanding; Independent Practice (You Do).

Dual Coding – The theory hypothesizes that information can be represented in two forms, verbal and visual. The visual system deals with graphical information processing and the verbal system deals with linguistic processing. It is best to present new information to students in both of these forms to maximise mental processes.

Curriculum:

Curriculum – The knowledge we have chosen for students to learn, structured over time. The sum of the experiences and learning.

Rationale: The deep thinking that underpins the curriculum that you have carried out as a team.

Powerful knowledge – the 'better' knowledge that takes students beyond their own experiences and enables them to predict, explain and envisage alternatives (Young, 2014)

Substantive Knowledge - the **content** of the subject that pupils need to think well and communicate well in the subject; the knowledge that we teach as **established fact** (Counsell, 2018)

Disciplinary knowledge - knowledge of how a discipline generates knowledge or meaning in the world (Ashbee, 2021) E.g. How Science works; sources analysis in history; proofs in maths.

Declarative Knowledge - 'Knowing-that'. Knowledge that can be stated, such as facts, ideas, and opinions (Ashbee, 2021) e.g. Functions of organelles; Pythagoras theorem; The names of key historical figures; key theories in psychology.

Procedural Knowledge – 'Knowing-how' (also known as skills). Being able to do something or carry out a process. e.g. Performing a titration; writing an essay; serving a tennis ball; playing a scale on a piano.

Core Knowledge - What ALL students need to remember, the residue. What is left behind in long term memory.

Hinterland Knowledge - The knowledge that supports and feeds the comprehension of core knowledge.

Prerequisite Knowledge - The knowledge that students need to already have in their long-term memory before learning the knowledge we are teaching today.

Skills – The enactment of procedural knowledge/the capacity to perform.

Progress – Knowing and remembering more of the curriculum. Knowledge stored in Long Term Memory

Interleaving- switching between different types of problem or different ideas within the same lesson or study session (EEF)

Interweaving - the process, in curriculum design, of planning the explicit teaching of links across disparate parts of the domain (Ashbee, 2021)

Spaced learning- distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice (EEF)

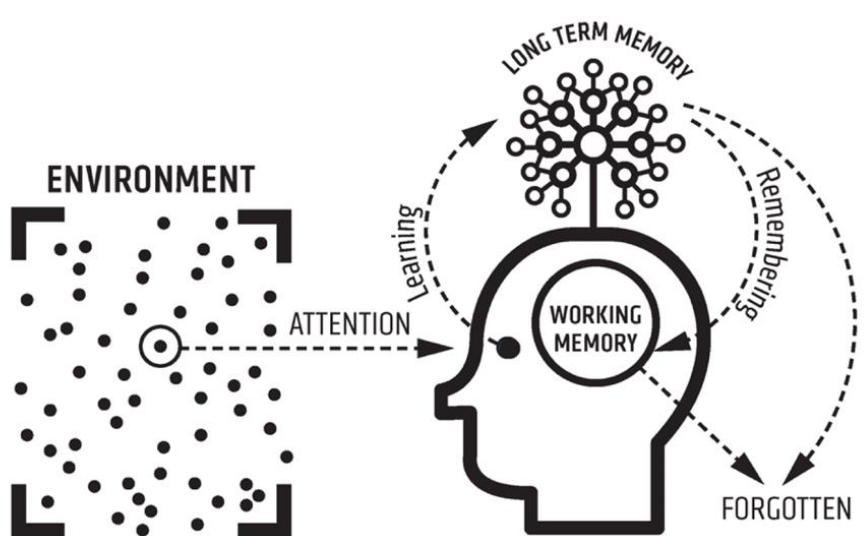
Disadvantage – Defined by the DfE as students who receive Free School Meals or are Looked After Children. Social, Economic and Cultural factors that can significantly influence the outcomes of some of these children.

A Shared Model of Learning



“The near inevitability of forgetting, the role of retrieval, the need to connect new learning to prior knowledge and a whole host of other issues can be explored in some depth where we have a shared focus for framing the discussion.”

Tom Sherrington



Knowledge Rich Curriculum

“Factual knowledge is not in opposition to creativity, problem-solving and analysis, or indeed meaning and understanding. Factual knowledge is closely integrated with these important skills. It allows these skills to happen. In a sense, these important skills are the functions of large bodies of knowledge that have been securely committed to memory.”

Daisy Christodoulou

We are committed to teaching a knowledge rich curriculum. By exposing our students to **powerful knowledge** they should be able to make greater sense of the world around them and engage fully in a democratic society as responsible citizens. In principle this means that the knowledge that we teach our students is strategically planned, carefully sequenced, built on prior knowledge. The learning journey is clear and enables students to make links between their areas of study. Therefore, the subject knowledge that students are expected to know is made explicit (**core and disciplinary**). They will be expected to learn it and regular assessment is planned (for instance low stakes tests/quizzes and questioning) to ensure that they have learnt it.

The core knowledge will be selected using subject expertise drawing on, as applicable, the National Curriculum, specifications and scholarship through links to subject communities and the wider trust.



1. Subject **substantive** and **disciplinary** knowledge is respected.
2. The knowledge we want students to learn is specified in detail.
3. Knowledge is taught to be remembered, not merely encountered.
4. Knowledge is sequenced and mapped deliberately and coherently.

Mastering the recall of basic facts on the road to deep understanding.

Schema

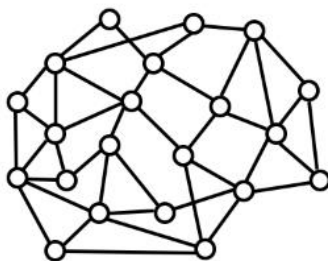


"We need to build schemas carefully and systematically so that students can learn important ideas regardless of their everyday experiences."

Greg Ashman

A term originating in cognitive psychology, approaching teaching and curriculum design with an understanding of 'Schema' can help us to conceptualise the web of knowledge and connections between this knowledge in long term memory. It is useful in teaching because understanding that different learners in our classes have differently developed schema depending on their prior learning and experiences is important.

We can represent "schema" using this image.

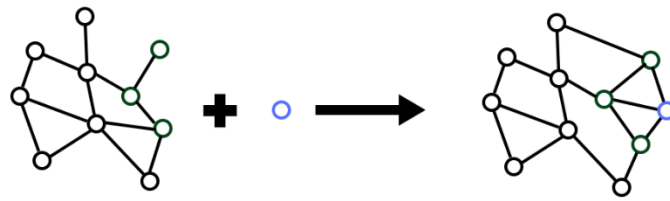


- Each circle represents a unit of knowledge.
- Each line represents the interconnected nature of that knowledge.

More circles, and more lines enable students to think.

Our intention is to add new knowledge from our curriculum, connecting it to existing knowledge as efficiently as possible, in order that over time, we can add more knowledge and draw more connections.

Adding new knowledge to a **schema (Assimilation)** alters the structure and other connections within that schema (**Accommodation**) and can be represented with this diagram.



For us to be able to do this, there must be sufficient knowledge in the child's schema so that the new knowledge can be added. This is defined as **Prerequisite Knowledge**.

Example 1 – Mathematics

In order for students to be able to understand and use the quadratic formula...

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

...they must first know basic algebra, square and square roots, BIDMAS, and rearranging equations.

Example 2 – Biology

For students to be able to understand and evaluate the use of different types of microscope...

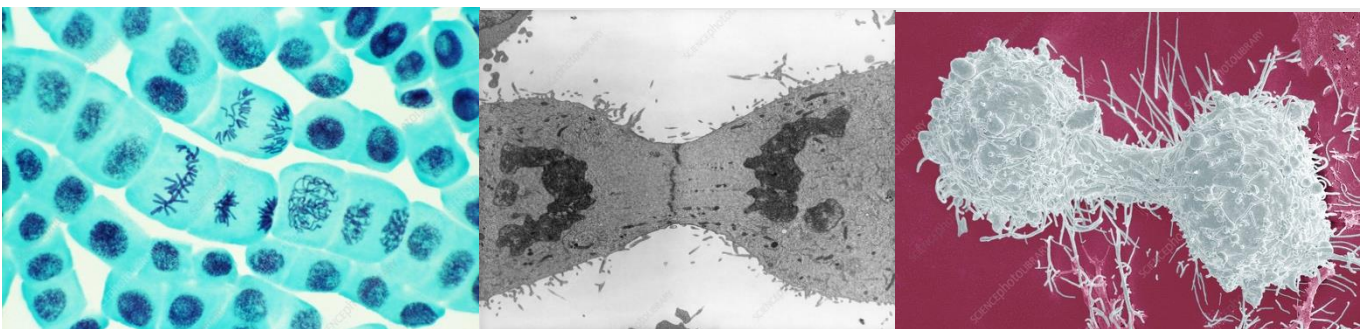


Figure 3

...they must first know the names of the various types, understand the terms magnification and resolution, how the samples are prepared, and have an appreciation of the reason we need to look at small samples in the first place.

Example 3 – History

For students to be able to analyse the utility of a historical source, they must have seen an expert model this to them, have a cognitive framework for doing so (disciplinary knowledge) and know the historical context to which the source relates. Therefore, they need to be able to make inferences from the source, along with being able to unpick the nature (type of source), origin (dates - where it fits within the chronology), purpose (the intention) and the emphasis for the audience (the original recipients of the source).

The Novice vs the Expert



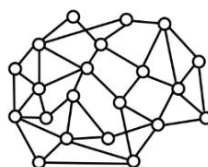
Knowledge is sticky; meaning the more we know and the larger our schema, the easier it is to learn new things. We can relate only new knowledge to that we have already learned; we can understand new knowledge through the connections it can make with the existing knowledge in our schema.

Teaching students who do not have as well-developed schema (The Novice) requires deliberate explicit teaching (instruction), addressing common misconceptions explicitly before/as they arise and carefully selected guided practice to embed knowledge in students' long-term memory.

With a novice, the clarity of our instruction, where this piece of information fits in with their prior learning and what is to come next, is paramount and should be a major consideration when planning explanations and learning sequences within a curriculum.



Novice Schema



Expert Schema

Example 1 – Health and Social Care

When learning development throughout a human lifespan, students performing this as a *research task* are unlikely to possess the procedural knowledge (skills) and prerequisite knowledge to be able to learn exactly the subject matter that we as experts have decided is important. Students are likely to focus on superficial details, or at worse, the wrong content. Even if they learn what we intend them to, it is likely to take longer, and therefore limit future learning opportunities.

Example 2 – Chemistry

In a Sixth Form class it can be tempting for us to ask students to research to learn an area of our curriculum independently, (e.g., ionic and covalent bonding), for them to then teach this to each other in the class. As still relative novices, this can compound any misconceptions and is time inefficient. Better would be for the **expert in the room** – the teacher – to skilfully explain and add this new knowledge to the students' existing knowledge, carefully navigating the misconceptions, and adding clarity to what can be a difficult concept to understand.

Example 3 – Physical Education

In a Year 7 Rugby lesson, we would expect that most students would have little prior knowledge or practice in playing rugby. Whilst some may, and might regularly watch, play or have experienced rugby in primary phase or at home, there would be an expectation that Tier 3 Rugby vocabulary would be needed to be taught explicitly to the whole cohort (22, drop kick, names of positions, scrum, maul, ruck etc) and that these learning opportunities would be deliberately planned for, and built upon prior learning in the subject in order that students could make progress in both their procedural and declarative knowledge.

Ratio

"Learning is the residue of thought... ... Here's how you should think about memory: [sic] the more you think about something, the more likely it is that you'll remember it later."

Daniel T Willingham



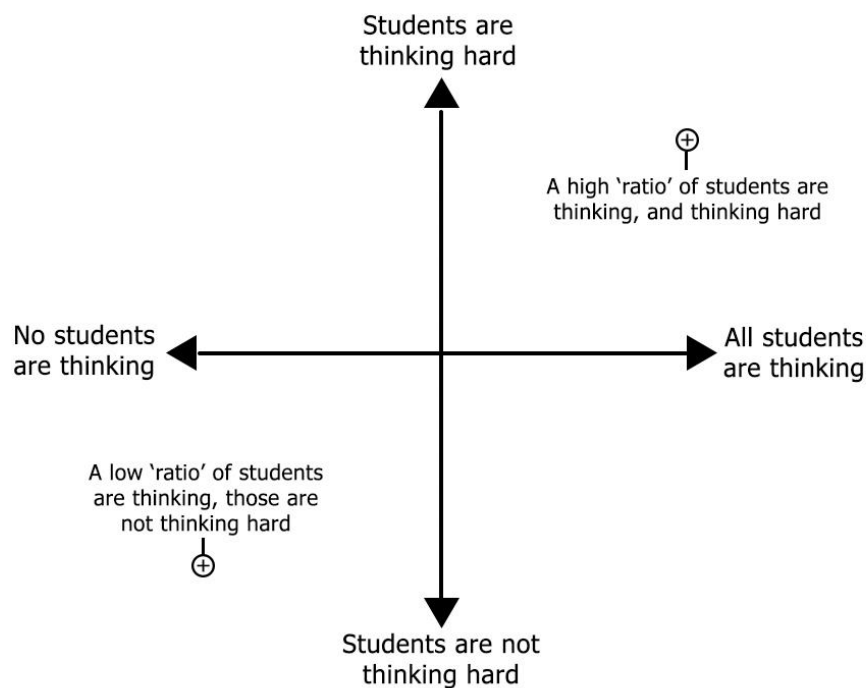
"Learning is the residue of thought" - In this now a famous quote from Psychology Professor Willingham, it seems obvious that if a student is not thinking about something, they are very unlikely to learn it. Therefore, one of our key roles is to ensure that A) As many students as possible are thinking about what we want them to learn and B) When they are thinking, they are thinking hard.

Pitching how hard we want students to think relies heavily on the teacher's skill in understanding their classes' strengths, alongside thoroughly checking that the students have the prerequisite knowledge to make the thinking achievable.

Likewise, make the thinking too easy, something the student can already do or understand, and the students are not likely to learn anything new.

Asking ourselves "How many of my students are thinking?" and "How hard are they thinking?" can be called the "Ratio".

Achieving a high ratio is good - if more students are thinking hard, then more students are learning, making progress, and remembering more of the core knowledge that is planned in our curriculum.



Cognitive Load Theory

"I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know."

Dylan Wiliam



There are 3 main issues with managing student cognitive load. **Distraction, forgetting and overload.**

Issue	Solution
Distraction	Improving learning environments, presentation material, slides and explanations.
Forgetting	Regular well planned spaced retrieval.
Overload	Reducing distraction, chunking tasks, common habits, check for listening.

Intrinsic Load - Generated by the inherent complexity of material. This could be the **quantity** or **quality** of the task given.

Intrinsic load should be **optimised** as it should challenge each learner.

E.g. Providing supporting materials; scaffolding; "pitching" the content correctly; delivering new material in small, management chunks, ensure pre-requisite knowledge has been mastered before moving on.

Extraneous Load - Generated by the way information is presented. This type of load does not aid learning.

Extraneous Load should be **minimised** as it hinders learning.

E.g. Reducing low level disruption; minimising overly complicated displays; minimizing content on one slide; keeping explanations concise; building collective routines and habits so students do not have to think about what to do in each classroom.

Germane Load Cognitive load that directly facilitates schema construction and automation.

Germane Load should be **promoted** as it directly contributes to learning.

E.g. Explicitly teaching how to solve a problem and giving lots of worked examples to demonstrate and support understanding.



Collective habits support reduction of cognitive load, allowing students to think about the curriculum. This is our collective responsibility.

Students, especially students from disadvantaged backgrounds and those with a special educational need, benefit most from predictable, habitual classroom routines; reducing students' extraneous cognitive load and focusing it towards the planned for curriculum benefits these learners the most.

Collective Habits: The Principles of Excellent Teaching

The non-negotiables

1: Routines of collective responsibility to maximise learning time.

By:	So that:
a. Silent Starter Having a Silent Starter activity, consisting of closed questions, visible to students at the beginning of every lesson.	Students know exactly what to do and are directed to begin learning as soon as they enter the classroom.
b. Threshold (Entry and Exit) Standing on Threshold, warmly greeting students and checking their uniform is correct before they enter the room.	Students are reminded of our high standards and expectations before they enter the room.
c. See; Stop; Secure Using 'See; Stop; Secure' to ensure uniform corrections are made.	Students make the corrections necessary before they enter the room, preventing further disruption.
d. Common Silencing Strategy Using the 'Common Silencing Strategy' to ensure the students are silent before the teacher begins to talk.	All students can hear what the teacher is saying and are able to pay their full attention to it.
e. 100% Disruption Free Learning Using 'Warn; Remove' if a student is disrupting the learning of others.	Expectations are consistent throughout the College and students are able to learn in a disruption-free environment.
f. Silent Independent Practice Setting tasks as 'Silent Independent Practice' by default. Teachers circulate.	Student learning is not interrupted.
g. Silent paired transition Moving around the building in silence and in pairs from venue to venue.	Students in classrooms do not have their learning disrupted.

Teach	
2. Running the Room	
By:	So that:
a. Always applying the behaviour policy (Warn; Remove).	All students can learn in a disruption-free environment.
b. Establishing the 'Common Silencing Strategy' as the default mode of securing attention.	Learning time is maximised and cognitive load is optimised for every child, including those with SEND.
c. Establishing 'Golden Silence' as the default mode for independent practice.	Students are able to fully concentrate and teachers can assess the abilities of individual students.
d. Ensuring calm and purposeful entry and exit by greeting students at the door and dismissing one row at a time (Threshold).	We ensure safe and efficient starts and ends to lessons; we check and insist on the highest standards of uniform.
e. Brighten the lines between phases of lessons and while setting and ending tasks by routinely using the 'Common Silencing Strategy' and 'T.O.R.N'.	Transitions between explanations, instructions and tasks are smooth, optimising learning time.
3. Explicit Instruction: Just Tell Them	
By:	So that:
a. Giving exceptionally clear explanations, using the most concise language possible.	Students have clarity on the important core knowledge and skills, and how to apply them successfully.
b. Use direct and explicit instruction to introduce new knowledge including narratives, concepts, events, topics, theories, rules and vocabulary.	Experts bring students into contact with the powerful knowledge prescribed by the curriculum.
c. Breaking learning down into manageable, logically sequenced steps.	Cognitive load is optimised, allowing students to form and build schema, and experience success in the classroom.
d. Giving clear explanations using examples and non-examples, gradually moving from concrete to abstract.	Students develop understanding of the boundaries and edges of concepts, preventing over-generalisation.
e. Providing high quality model answers and worked examples while deconstructing the process of creating them.	Students are aware of what a good response looks like and explicitly told how to produce one.
f. Avoid including seductive details and comments which distract from the knowledge being taught.	Extraneous load is reduced, allowing students' working memories to attend to the most important information.
g. Knowing our learners and their MyPlans and adapting our teaching to meet their needs.	Every student has the greatest opportunity to overcome their specific challenges and experience success.
4. Driving thought	
By:	So that:
a. Share learning intentions with students, establishing the curriculum context and wider importance.	Students are explicitly told what they are learning, how it connects to prior learning, and why it is important.

b. Setting frequent, purposeful practice tasks which align with the learning intentions.	Students will think hard, rehearsing and consolidating knowledge and skills, strengthening long-term memory.
c. Planning tasks which increase ratio.	All students are thinking hard about the learning.
d. Planning for high quality talk, modelling the use of high-quality subject specific vocabulary.	Students can practice their knowledge and articulate this as a subject expert would.
e. Setting frequent retrieval practice in the form of low-stakes quizzes.	The knowledge taught is committed to long term memory by all students; the process of forgetting is slowed.
f. Producing and narrating worked examples to students, describing thought processes.	Students know what success looks like and understand how experts think in each subject.

Check

5. Assessing learning and giving feedback

By:	So that:
a. Using frequent low-stakes quizzes.	Students apply their knowledge of and retrieve taught content.
b. Checking for listening (CfL) of all students using closed questions and whole class response mechanisms.	Students are held accountable for paying attention to the expert and not allowed to opt out of listening to explanations and instructions.
c. Checking for understanding (CfU) of all students and identifying misconceptions and successes after teaching new content.	Misconceptions can be addressed; teachers can respond to students' learning needs and adapt future teaching.
d. Integrating feedback that is timely, precise, and explicitly describes how to improve.	Students know where and why they have been successful or unsuccessful and are shown how to improve.
e. Adapting to data gathered by deferring, re-teaching or moving on in accordance with students' needs.	Teachers are responding to students' understanding and strategically address misconceptions.

Practice

6. Setting and monitoring purposeful practice

By:	So that:
a. Setting independent practice tasks which are aligned with the shared learning intentions and teaching input.	Opportunities are created for students to consolidate and apply the knowledge taught in that lesson or learning cycle.
b. Gradually fading support/guidance as student expertise increases.	Independence is fostered and challenge is increased proportionately to students' knowledge.
c. Expectations for independent, deliberate practice are front-loaded using T.O.R.N (Time, Outcome, Resources, Noise Level).	Students know what is expected of them during periods of independent practice, including what scaffolds are provided as support.
d. Carefully monitoring lesson structure and timings.	Students have enough time to practise what they have learnt.
e. Aligning class practice with examination assessment objectives when appropriate.	Students are aware of how they are assessed and build automaticity to increase performance in formal assessments.

The Ivybridge Community College

Learning Cycle



Preferred Learning Sequence/ Cycle

Teachers follow this default sequence so that our curriculum is delivered effectively, and every child receives excellent teaching.

1	Entry routine – A calm purposeful predictable entrance. - Threshold – One foot in; one foot out - Book distribution - Silent Starter - Register	These steps take place every lesson	↑ Monitor learning and give feedback throughout ↓
2	Retrieval – Silent Starter - Review prior learning/activate prior knowledge - Check prerequisite knowledge		
3	Teach – Explaining hard things well - Explicitly share learning intentions - Build on prior knowledge - Give clear, direct explanations - Break down learning into small steps - Introduce new keystone vocabulary explicitly - Study model examples and non-examples (worked example effect) - Work through/co-construct models with students (I do; We do) - Gradually fade out support	These steps might be repeated numerous times within a lesson or might take place over a series of lessons	
4	Check – Message In = Message Received? - Assess all students’ understanding of the content. - Judiciously select how we want students to participate (e.g. mini whiteboards/ write in books/ turn and talk/ write-pair-share etc.). - Ask planned open questions to check deeper understanding. - Check that students understand the task.		
5	Practice – Embedding student knowledge and skills to mastery. - Plan for extensive periods of practice. - Set the conditions for silent independent practice. - Allow students to practise without support in silence and use techniques which maintain this. - Use live marking to continually assess student performance.		
6	Exit routine - Threshold - One foot in; one foot out. - Silent exit. - Calm purposeful exit. - Corridors Monitored	This step takes place every lesson	

Standard Operating Procedures

The following are Standard Operating Procedures for ALL staff and students to follow. This enables us to have a consistent set of expectations to support each other's practices and ensure students have clarity of expectations to reduce extraneous cognitive load and maximise time spent learning.

Non-negotiables: What We All Do

1. Threshold – Entry Routine
2. Threshold – Exit Routine
3. Book Distribution
4. Silent Starter
5. Bright Lines – Securing 100% Attention - Common Silencing Strategy
6. Bright Lines – TORN
7. Silent Independent Practice
8. 100% Disruption Free Learning - Warn; Remove
9. See; Stop; Secure
10. Silent Paired Transitions

Core Teaching Techniques

“Techniques don’t inhibit – they liberate. With strong techniques to rely on and strong core habits, you have the confidence to drive the learning process forward, to be creative and bring your character to the fore, supporting every child to learn whilst being yourself.”

Tom Sherrington

1. Principles of Expert Questioning
2. Open Questions
3. Closed Questions
4. Checking for Understanding: Cold Call
5. Checking for Understanding: Mini Whiteboards
6. Checking for Understanding: Think-Pair-Share and Write-Pair-Share
7. Golden Silence and 3:30:30
8. Circulated Support
9. Live Marking
10. Teacher Led Reading

01. Threshold - Entry Routine

Purpose (Why?)	We want to embed clear routines that create a positive learning environment. We want safe corridors, orderly and purposeful lesson entry and make sure every minute of the lesson counts. We want students to have to learn one way of entering lessons that all teachers use, not a different method for each teacher, this reduces cognitive load and ensures everyone knows where they stand. We want students to understand they enter our classroom at our behest and adopt our high standards and routines on entry.
Procedure (What?)	1. Teacher ensures the Silent Starter task and equipment required for the lesson is ready. 2. Teacher stands at the door (one foot in, one foot out) observing the nearby corridor or outside area, actively intervening in any uniform/ conduct issues. 3. Students line up silently in single file before the member of staff admits them (as quickly as possible - no extended line-ups). 4. Teacher admits the class one at a time, greeting students and checking uniform: blazers on; shirts tucked in; skirts unrolled; 5 stripes tie; no jewellery; shoes not trainers. 5. Each student enters calmly and is instructed to sit in their designated place as per the seating plan (on Class Charts). 6. Teacher enters the room when satisfied the corridor is clear and their students have all entered. 7. Teacher completes register (names are called aloud) and follows the alert procedure.
Narration (How?)	Corridor • <i>"Please walk on the left"</i> • <i>"Calm and quiet in the corridors please, no raised voices"</i> • <i>"Thank you for walking calmly and quietly"</i> • <i>"Respectful at all times please"</i> • <i>"Just wait to one side and smarten up- lanyard on, shirt tucked in, thank you."</i> • <i>"Coats off before you enter, thank you."</i> • <i>"Remember to sit in your seating plan places"</i> • <i>"That wasn't a calm entry, ___ and ___ come out and try again."</i> In the classroom • <i>"Thank you everyone, for coming in exactly as requested and getting straight on with the silent starter."</i> • <i>"I appreciate the way you came in calmly."</i> • <i>"Excellent and respectful entry. Thank you everyone."</i> • <i>"It's great to see everyone's pens to paper."</i> • <i>"--- has made a great start to the silent starter activity."</i>
Through the lens of SEND: A calm predictable entrance to each lesson with staff making personal connect to students on entry, setting a purposeful welcoming tone and ensuring students are checked in on upon entry. Corridor safety and experience is positive for students and expectations of culture and conduct are maintained for all	

02. Threshold - Exit routine

Purpose (Why?)	We want to embed clear routines that create a positive learning environment. We want an orderly and purposeful lesson exit with calm, safe corridors. We want students to have to learn one way of leaving lessons that all teachers use, not a different method for each teacher, this reduces cognitive load and ensures everyone knows where they stand.
Procedure (What?)	1. Students pack away equipment and stand behind their desks in silence using Common Silencing Strategy – 'Eye's on me and Silence in 3-2-1' 2. Teacher informs class of the Star Student for the lesson 3. Teacher checks uniform meets expectations, and that the classroom is tidy. Uniform check blazers on; shirts Tucked in; skirts unrolled; 5 stripes tie; no jewellery; shoes not trainers. 4. Teacher stands at the door (foot in, foot out) observing the nearby corridor or outside and actively intervening in any conduct issues. 5. See; Stop; Secure on threshold 6. Students released row by row, teacher checks uniform again as students leave the room. 7. Teacher narrates the positive as students exit.
Narration (How?)	Corridor • <i>"Please walk on the left"</i> • <i>"Calm and quiet in the corridors please, no raised voices"</i> • <i>"Thank you for walking calmly and quietly"</i> • <i>"Respectful at all times please"</i> In the classroom • <i>"Thank you everyone, for packing away your equipment calmly and for standing behind your desks in silence."</i> • <i>"Front row/back row please leave the room in silence. Thank you."</i> • <i>"Make sure you are still looking smart- lanyards on, shirts tucked in, thank you."</i> • <i>"Thank you for such a great lesson- super listening skills demonstrated today! Well done- enjoy the rest of your day."</i>
Through the lens of SEND: Students are checked in on upon exit with staff ensuring calm purposeful corridors and safe transition between lessons. Students are praised and thanked for efforts in the lesson building confidence and making connections between staff and students.	

03. Silent Starter

Purpose (Why?)	We want our students to engage in productive and high-quality work straight away as every minute counts. A Silent Starter is an independent task that develops students' ability to retrieve knowledge from memory. By being consistent the Silent Starter will become a habit and greatly support our students' learning.
Procedure (What?)	1.The Silent Starter is based on knowledge retrieval of previous learning, and it is designed to be completed independently. 2.The Silent Starter will be on the smartboard ready for the students as they enter. 3.The activity will be completed in the front of exercise books in silence and should not impede on the timings of the rest of the lesson (i.e. aim to be fully completed within 10-12 minutes.) 4.Students write responses in the front of their books. 5.Once the register is complete and alerts sent the teacher circulates looking for areas of strength and common misconceptions (active observation/ treasure hunting). 6.Teacher asks for responses to the questions (based on what they have seen during circulation). Due to active observation the teacher can Cold Call students they know will contribute strong answers, as well as being able to quickly address misconceptions. 7. Staff displays the answers, only going through the common misconceptions. There is no expectation that every question should be fully reexplained to students. NOTE – Silent Starter questions should ensure no ambiguity in answers. Silent Starter questions should ensure a student can self-mark (using a purple pen).
Narration (How?)	• <i>"It's great to see everyone's pens to paper."</i> • <i>"(NAME) has made a great start to the Silent Starter activity."</i> • <i>"Well done for starting quickly, you have 3 minutes left, at the end of 3 minutes I will Cold Call."</i> • <i>"Well done, there are great responses to questions 3 and 4. ____ please can you read out your answers."</i> • <i>"____ please read your answer to question 1."</i> • <i>"I noticed that some of us are confused by question 3, so let's quickly look at this..."</i> • <i>"We have identified that A is incorrect. Why is it an error? How did we make this mistake?"</i> • <i>"Answer C is correct. Please amend your answer with purple pen."</i>
Through the lens of SEND: Frequent retrieval of core knowledge, and early opportunities for success in a low stakes method, give students satisfaction and positive experiences which can be carried on into the lesson. Students have a regular habitual, calm and predictable start to every lesson.	

04. Common Silencing Strategy

Purpose (Why?)	We want our students listening fully to our instructions and explanations. We want this to be 100% observable and for 100% of students to be silent whilst teachers are teaching.
Procedure (What?)	1. Common language used to gain silence. "Pens down, eyes on me, silence in 3, 2, 1. Thank you." 2. Teacher cans the room using TLAC technique - Be seen looking (deliberately scanning the classroom while looking, to doubly check everyone is silent). 3. Teacher uses corrections to gain silence as needed. 4. The teacher starts the explanation only when 100% silence and attention is achieved.
Narration (How?)	• <i>"Pens downs, eyes on me, silence in 3, 2, 1. Thank you."</i> • <i>"Eyes on me, silence in 3, 2, 1. Thank you."</i> (Teacher uses this phrase when student is coming out of a discussion or practical task for which they do not have pens in their hands). • <i>"Windows D, eyes on me, silence in 3, 2, 1. Thank you."</i> (In ICT suite). <i>"Waiting on one"</i> (if a correction is needed). • <i>"Hands Free, eyes on me, silence in 3, 2, 1. Thank you."</i> (In a Practical Subject). <i>"Waiting on one"</i> (if a correction is needed). • To get it perfect: <i>"That time was a lot better, but a couple of us forgot to put down our pens. Let's try again, but even better. Pens down, eyes on me, silence in 3,2, 1. Thank you that was much better."</i>
Through the lens of SEND: Students cognitive load is reduced as staff habitually use the same method of securing attention. Students know what to expect of every classroom and lost learning is reduced by students swiftly attending to the learning.	

05. Silent Independent Practice

Purpose (Why?)	We want to give our students the opportunity to practise independently without distraction. We will plan Silent Independent Practice tasks that include the same knowledge and vocabulary as the teaching and guided practice. The goal is for students to eventually work with no assistance (fade away scaffolds). It is important that our students learn to work independently and build their resilience in attempting tasks so that the teacher can assess which students can and cannot/ do and do not know what is intended.
Procedure (What?)	1. Prior to the lesson the teacher meticulously plans the opportunity for students to independently practise, carefully considering the level of scaffolding required (over time the scaffolding will fade away.) 2. Teacher sets the conditions for Silent Independent Practice, making the expectations clear: use TORN (time, outcome, resources, noise level). 3. Teacher sets timer to make sure that students know precisely how much time they have. 4. Teacher starts the Silent Independent Practice and observes from Pastore's Perch, so all students are 100% observable. 5. After 3 minutes the teacher circulates the room checking for understanding and live marking. If a teacher must interact verbally with a student, they need to whisper to avoid interrupting the other students. The teacher follows 3:30:30. 6. Teacher works the clock letting students know the amount of time at key points. 7. Teacher closes task, makes sure that 100% of students are listening and thanks students.
Narration (How?)	Teacher uses TORN (time, outcome, resources, noise level) <i>"You have 10 minutes To complete... You may use... You must work independently, in silence"</i> • Teacher observes from Pastore's Perch. After 3 minutes (a short time) the teacher circulates. The teacher is following the 3:30i:30g model (30: monitoring and supporting individuals, 30: group monitoring). • Teacher works the clock: <i>"You have 5 minutes of time remaining."</i> • <i>"You have one minute remaining - make sure you are bringing your answer to a close." "Finishing the sentence, you are on."</i> • <i>"Pens down, eyes on me, silence in 3, 2, 1. Thank you."</i> • <i>"Thank you everyone, it was great to see..." "I noticed ..."</i>
Through the lens of SEND: Students are clear on the expectations for a practice task and the method of hand over is consistent from classroom to classroom. Students are only thinking about the task not the format and cognitive load is reduced. Tasks are clear and students know what to do to be successful.	

06. 100% Disruption Free Learning - Warn; Remove

Purpose (Why?)	We want to deliver disruption and distraction free learning, so every child is able to contribute and learn to the best of their ability. We want to create a predictable environment, which particularly benefits students with SEND. When every teacher uses Warn; Remove effectively, teachers are able to teach and students are able to learn.
Procedure (What?)	Know your students: - Read all of your SEND students' Passports. There may be some students who cause a distraction without wishing to, or for other reasons need careful consideration before being given a warning. For example, we have a student who has Tourette's Syndrome; one of her ticks is an involuntary whistle. Warn 1. The warning needs to be: - Written on the board, with reason (Lilly – Talking) - Non-invasive, so it doesn't disrupt the flow of the lesson by distracting other students. - Without emotion - the student is not in trouble at the verbal warning. - Without apology. - Quiet. - Swift. 2. Consider your body language. Once you have delivered the warning, swiftly but subtly turn away, to show that there needs to be no further discussion. Remove 3. If the student argues, don't engage. Clearly state that they now need to go to Reset and log it onto Class Charts immediately. 4. If the warning has not been written on the board, or the student's Passport requirements have not been met; they will return to learning the next lesson.
Narration (How?)	Scenario – during independent practice [Student disrupts learning, e.g. chewing, head on desk, distracting others, not engaging] Teacher walks over discretely and speaks quietly. <i>"[Student name], this is your warning. Chewing."</i> Write name on board, with brief reason. (Lilly – chewing) Continue teaching. [Student persists in disruptive/distracting behaviour] <i>"[Student name], you now need go to reset."</i> Teacher does not apologise, engage in further discussion or argue with the student about their behaviour.
Through the lens of SEND: We know some students find paying attention and concentrating hard more difficult than others. Learning can be lost to disruption which accumulates over time, disproportionately affecting students with SEND and their achievement. As a tool, Warn:Remove enables staff to consistently ensure classrooms are free from disruption.	

07. See; Stop; Secure

Purpose (Why?)	- We maintain the highest standards expected for uniform. (See Uniform SOP) - We maximise the safety of our corridors and open spaces. - Support students to develop positive social behaviours. - Support students to adhere to policies and rules.
Procedure (What?)	100% Uniform = <i>Blazer on; unrolled sleeves; unrolled skirt; shoes not trainers; one pair of studs and no other jewellery; natural nails and lashes; lanyard on; no hooded jumpers.</i> <pre> graph LR A[Expected standard is SEEN not being met.] --> B[Staff member politely instructs the student to STOP] B --> C[Reflection if student refuses to stop] B --> D[Staff member SECURES the communicated standard.] D --> E[Student continues.] D --> F[Reflection if student refuses to secure] </pre>
Narration (How?)	All responses to student behaviour are calm, confident, swift and void of emotion. Scenario 1 – Correct uniform worn incorrectly; Scenario 2 – Fixable – e.g. Untucked shirt/ rolled skirt/ <5 stripes on tie/ rolled up blazer sleeves. The student complies and 100% uniform is secured. Student continues. Scenario 3 – e.g. Trainers/ false nails or lashes/ non-acceptable hair style. Student will be asked to remain in reflection until the issue is resolved/ item removed. Scripted <i>Good morning, (insert name if known). Could you quickly stop there/ pause/ for me, thank you. You are looking exceptionally smart except for (Item to be Secured). Can you now (Fix item/ remove and hand in). [Student fixes item/ hands in]. Thankyou. Have a great day.</i> <i>Good morning, (insert name if known). I have noticed you are wearing trainers. Do you have permission from college to wear these? [Check permission from SEND/ Safeguarding/ Pastoral]. Can you please head to reset so you can get the issue fixed now. Thank you.</i> <i>Students with adjusted uniform allowance will have a note signed by a member of SLT/ SEND.</i>
Through the lens of SEND: ICC is a college of high expectations – this benefits all students – 100% uniform is a visible demonstration of this and puts students in the right mindset to approach learning in the right mind frame. All students who have medical need of a temporary or permanent adjustment to the uniform policy carry a uniform adjustment card to show staff when required. This avoids conflict and uncertainty.	

08. Silent Paired Transitions

Purpose (Why?)	• Maintain the highest standards for behaviour around the College. • Maintain the highest standards for safety and wellbeing. • Ensure that lessons are not disrupted as students move to alternative learning spaces (IT, PE, Assembly etc).
Procedure (What?)	Silent Paired Transitions: the silent movement of students to alternative learning spaces during lessons.
Narration (How?)	Prepare to move: • Teacher gives explicit instructions: • <i>"Thank you all. We are now going to prepare to move to the IT suite".</i> • <i>"When I tell you to, you will stand silently behind your chairs and I will dismiss you to the corridor from the Threshold"</i> Move into the corridor: • <i>Teacher moves to the Threshold:</i> • <i>"Ok students thank you. When I tell you to do so, please gather your belongings and line up in pairs as per your desks, in the corridor.</i> • <i>"Ok. This row, please tuck your chairs under your desks and move outside the room"</i> • [If space does not permit lining up outside, student can line up in pairs inside the classroom]. • Students pass the teacher at the Threshold in silence and line up as requested. <i>"Please keep moving down to ensure that all others can join behind."</i> • Last student passes teacher at the threshold. • Teacher ensures that the classroom is empty and locks room if necessary. Prepare to transition: • Teacher moves to the middle side of the line. • Teacher instructs next steps and expectations explicitly; • <i>"Ok students thank you. When I say, we will move in silence to the IT suite to ensure that we do not disrupt any lessons that we pass. Please stay in pairs and move silently. I will stop the line and apply warnings to any students that are not in pairs or are not silent".</i> Start moving: • Teacher instructs the front pair to lead on: • <i>"That's great thank you team. John and Sarah, please lead the way"</i> • Teacher stays beside the line. • Teacher walks next to students most likely to disrupt the effective transition. • Teacher stops the line when silence breaks or pairs are compromised. • <i>"Ok students. Stop there. Gary, silence please. That is a warning that will be written on the board when we arrive. Thank you, Gary. Ok. Let's go."</i> • <i>"Ok students. Stop there. Becky, please get back into line. That is a warning that will be written on the board when we arrive. Thank you, Becky. Ok. Let's go."</i> Arrival at the destination Threshold: • Teacher moves to the front of the line as they approach the destination. • Teacher instructs front students to stop at the Threshold. • <i>"Ok students. This is great. Please stop at the Threshold and stay in silence in pairs."</i> • Teacher moves to the Threshold. Entering the classroom: • Threshold Entry Routine • Students enter silently and correctly dressed. • Students sit silently and prepare for next instructions. • Teacher adds warnings to the board: Gary – talking in line or Becky – not in line
Through the lens of SEND: Disruption to learning can happen from within the class or without, via corridor distraction and noise. During lessons, corridors should be silent so that all students, especially those with SEND are not disrupted in their learning. Students moving around the College during lessons should not be distracting the learning of those in lessons learning.	

09. Tutor Time Literary Canon – Teacher Led Reading

Why?	Why read...		Why read to children...	
	• Develop and deepen vocabulary. • They perform better academically. • Develop imagination. • Develop skills of visualisation. • Develop skills of creativity. • Develop social and emotional intelligence. • Increase experiential mobility. • Deepen cultural understanding. • Develop concentration and focus. • Support positive mental health.		• Provide a purposeful start to the day. • Remove anxiety. • Demonstrate the enjoyment of reading. • Demonstrate fluency. • Increase the challenge of text that can be read. • Increase level of context that can be explored. • Guarantee flow. • Support momentum. • Develop comprehension skills. • Accentuation of grammatical features – Prosody.	
What and How?	Time	Activity		
	Pre-08:45	PowerPoint synopsis slide displayed and page frozen; recap page number shown. Register ready. Books on individual student desks; all have a ruler in them. Every student has their own book.		
	08:45	Threshold Entry Routine; Students enter silently with correct uniform.		
	08:46	Students directed to read previous page silently. "Morning team, please sit silently and read page ##### to recap where we finished".		
	08:47	Register taken over silently reading students.		
	08:48	Prepare students to track. "Ok Year 8. Stay silent with eyes on me in 3, 2, 1...Thank you". "Let’s prepare to read...Books flat on desks. Sit up nice and straight. Have your tracker beneath the first sentence". "You need to use the tracker to support me to know that you are following and so that we can isolate any difficult vocabulary that we may encounter".		
	08:49	Tutor starts reading.		
	08:50	Maintain engagement:		
	08:51	➤ Circulate throughout - Keep the narration moving around the room.		
	08:52	Maintain Reading Readiness:		
	08:53	➤ Circulate throughout - Books flat on desks. Students sat up straight.		
	08:54			
	08:55	Foster enjoyment; the desire to track;		
	08:56	➤ <i>Pitch</i> : The musicality of the reading voice – including tone and intonation.		
	08:57	➤ <i>Power</i> : The strength given to the reading voice – including volume and stress.		
	08:58	➤ <i>Pace</i> : The speed and rhythm at which we read.		
	08:59	➤ <i>Punctuation</i> : The adherence to and understanding of the marks an author has placed upon the page.		
	09:00	➤ <i>Pause</i> : The knowing of when not to read and for how long.		
	09:01	➤ <i>Passion</i> : The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word.		
	09:02			
	09:03	Support student tracking:		
	09:04	➤ Support by moving their ruler beneath the correct sentence if lost.		
	09:05	➤ When changing page – “Jack and Jill...top of page 21...went up the hill...”		
		➤ Move to known areas needing support when teammate comes in to switch.		
		Maintain reading focus:		
	09:05	➤ Use Warn; Remove to maintain standards; e.g. students not following staff instructions.		
		Bringing reading to a close:		
		➤ "Ok team, eyes on me and silence in 3, 2, 1. Thank you".		
	09:06	Equipment check - resupply.		
	09:07			
	09:08	Key notices read out by Tutor.		
	09:09	Reading books to the end of each row of desks.		
	09:10	Threshold Exit Routine.		

Principles of Expert Questioning

Purpose (Why?)	Purpose To check for understanding. To illicit thought. To inform next steps. So teachers can... • Diagnose student understanding of knowledge. • Rapidly identify whole-class misconceptions. • Rapidly identify students' individual 'stuck points.' • Adapt to students' needs in real time. • Ensure all students are participating in the learning. • Build student confidence.
Procedure (What?)	What are effective questions? • Specific and explicit – they isolate the knowledge being assessed. • Challenge students but are not too difficult. • Strategic – what, who, when and how (My Plans – who not, when not and how not). • Pre-planned questions – those designed into the lesson where common misconceptions exist. • Emerging questions – informed by circulation or by answers received from students. • Closed Questions – binary responses for rapid check of group understanding. • Open Questions – probe depth of understanding and elicit extended responses.
Narration (How?)	Principles of effective questioning • High Ratio – All students thinking hard • Clear Mode of Participation – (mini whiteboards, Think-Pair-Share, write answers in books etc.) • Right is right – Be clear when answers are incorrect. • Reject Self-Reporting – Allowing students to know without testing that they do. Conditions for effective questioning; • Inclusive – never just those with hands up or the 'most vocal' - My Plan details known. • Safe – students are confident to contribute and get it wrong. • Expected – questioning is viewed by students as an exciting part of the learning process. • Efficient – established routines elicit accurate data on student understanding. Routines for effective questioning: • Share the expectations for the response (Mode of Participation) – who will answer and how. • Ask the question. • Give thinking time. (Minimum 7 Seconds) • Ask for the response (whole-class or individual). • Assess and respond accordingly; <i>"No, thank you for trying. The answer is..."</i> ... <i>"Yes. Why?"</i>. • Adjust teaching as needs emerge.
How not?	• Question students to hunt for an explanation when the teacher's explanation would be more effective. • Permit background noise from other students. (Warn;Remove). • Allow students to shout out. (Warn; Remove). • Ask only those students with their hands up. • Using Cold Call without allowing students time to process and think about their answers. • Use random name generators, lollipop sticks, etc. • Interrogate few students at the expense of the many. • Create anchor bias with, <i>"Nearly..."</i>, responses to inaccurate/incorrect answers. • <i>"I'm going to pick on someone to answer the question..."</i> • <i>"Come on, you should know the answer to this, we did this last lesson"</i>. • <i>"It starts with the letter..."</i>; <i>"It rhymes with..."</i> • Fill in the missing letters on the board. • Mouthing the answer. • Accept, <i>"I don't know"</i>, responses or blank student mini whiteboards. • <i>"Come on... I want to see more hands up..."</i> • <i>"Everybody understand?"</i> - self-reporting understanding.

Open Questions

Purpose (Why?)	Purpose: • Used to check for deeper understanding. • To develop deeper understanding through thought. • To practise and rehearse new knowledge including vocabulary. • To check individual understanding. • To develop oracy and writing. So teachers can... • Diagnose students' deeper understanding of content. • Assess the depth of understanding to inform response. • Identify common misconceptions. • Create opportunities for student rehearsal and practice through discussion. • Create opportunities for student rehearsal and practice through writing. • Stimulate curiosity, creativity and critical thinking.
Procedure (What?)	What are effective open questions? • Specific and explicit – they isolate the understanding being assessed. • Challenging, but not too difficult. • High ratio: all students are thinking hard about the question. • Strategic – who and when? (MyPlans – who not?). • Pre-planned – teachers plan for moments of open questioning to explore content in depth. • Aspirational and achievable. What are ineffective open questions? • Vague or unclear – students given a topic but little direction of how to respond successfully. • Asked when students do not have the prerequisite knowledge to attempt. • Too easy or too difficult (low think ratio).
Narration (How?)	Planning effective open questions: Open questions often begin with the following words/phrases: Why...? How...? How far do you agree ...? Describe... Explain how... Explain why... Evaluate... Prove... Justify... To what extent...? Suggest... What might...? How might you approach this question? Example: English literature <i>"How might a politician behave to be described as a tyrant?"</i> What makes this a good question? • Question opening that harvests deeper thought and more developed responses by inviting students to consider the hypothetical. • Question provides an opportunity to explore the new vocabulary: tyrant/tyranny. • Question is a) open: numerous possible answers/ways a politician might behave, but b) precise and clear. • Question is deliberately planned so students experience and consider the word tyrant in a new context. • Question elicits deeper thought, introducing tyrant in the context of 'Macbeth' and then requiring students to apply it to a hypothetical question about politics.
Through the lens of SEND: Students with processing issue will require longer time to get to a conclusion or consider a response. Therefore it is essential we give ALL students sufficient processing time to elicit responses. Asking students to jot initial thoughts is essential to ensure all students have this think time.	

Closed Questions

Purpose (Why?)	Purpose: • To check understanding. • To retrieve core declarative (factual) knowledge. • To identify student misconceptions. • To diagnose errors for responsive teaching. • To embed knowledge in the long-term memory (the testing effect). So teachers can... • Diagnose students' understanding of content after explanations. • Check understanding of the whole class. • Identify common misconceptions. • Respond to errors effectively. • Ensure that students are ready for independent practice. • Ensure that students possess the factual knowledge to complete open/extended tasks.
Procedure (What?)	What makes effective closed questions? • Isolate the knowledge/understanding being assessed. • Focus on knowledge recall. • Gauge student understanding at planned checkpoints. • Elicit specific answers: one-word, short response, multiple-choice, true/false etc. • High ratio: all students are thinking about the question. • Strategic – who and when? (MyPlans: who not?). What might ineffective closed questioning look like? • The question is not aligned with the precise knowledge taught. • Asked when students do not have the prerequisite knowledge to attempt. • Students can guess the answer for reasons such as: • The question itself is leading. • Alternative multiple-choice answers are implausible. • Students simply guess between true/false with reasoning not interrogated. • Unplanned: rigorous checks for understanding and retrieval practice work best when prepared. • Asked in the middle of a teacher explanation, disrupting flow and clarity.
Narration (How?)	Planning effective closed questions: • Decide on the knowledge you are checking/retrieving – start with the end in mind. • Closed questions often begin with the following words/phrases: <i>identify, list, name, give, what, when, state</i>. • Ensure there is a clear, succinct, correct answer to the question. • If relevant, use plausible alternative answers for multiple-choice questions. What does Macbeth have a vision of before killing King Duncan? a. A dagger. b. Bloody hands. c. A sword. d. A crown. Which monarch was forced by the barons to sign the Magna Carta in 1215? a. King Stephen b. Empress Matilda c. King Henry II d. King John

Closed Questioning



Whole Class Response



Mini Whiteboards

"Hover 3-2-1 Show Me"

Write in Book

Open Questioning



Individual Response



Think • Pair • Share

Write • Pair • Share

Checking for Understanding: Mini Whiteboards

Purpose (Why?)	We want to be able to check prior and prerequisite knowledge and check for understanding quickly and efficiently in lessons. Using mini whiteboards (MWB) is an immediate way of checking discrete knowledge of the whole class and is therefore a high impact technique to master. MWBs increase the ratio of students thinking and thinking hard. We want a consistent approach, so students only have to learn one way to use them. This reduces cognitive load and ensures everyone knows the expectation at ICC.
Procedure (What?)	1. MWB pack on each desk. 2. The teacher explains that they will ask a question and that the students will be given time to think before writing their answer. 3. At the end of 'think time' the teacher says BEGIN. 4. Students write their answers on their boards. To avoid the quickest students showing their answers before all have time to finish, instruct students to 'HOVER' their boards (holding MWB in the air but facing down). 5. Teacher counts down the last 3 seconds, "3, 2, 1, SHOW ME" 6. Students turn over their MWB to reveal their answer, all at the same time. 7. Teacher reveals the answer on their own MWB as the students show theirs. This is a powerful way to ensure that all students see what the successful answer looks like. 8. Depending on the class's success rate, the teacher will decide whether to move on (to increased independence or next stage of learning), re-teach (e.g. providing another model or explanation), or defer to another time.
Narration (How?)	• "We are about to use our mini whiteboards. I am going to ask you a question. You will have __ seconds to think, at the end of this you will then be given __ time to write. Remember to hover your boards until I ask you to show me." • Ask the question – for example: What is the difference between...?" • "You have 10 seconds to think" • "Begin" (Give the students 10 seconds to write the answer). • "Hover..." • "3, 2, 1, show me" • The MUST teacher simultaneously reveals their correct answer) • "Great answers, I am really impressed by..." • "Lids on pens, boards placed to the side. Thanks."
Through the lens of SEND: So to gauge the learning of students, especially of those with SEND< it is essential in a low stakes environment that all students are asked. This lowers the stakes and ensure teachers can observe responses of those with SEND as a priority.	

Checking for Understanding: Think-Pair-Share/ Write-Pair-Share

Purpose (Why?)	When asking open questions, we want to be able to check students’ deeper understanding. By using Think-Pair-Share (TPS) and Write-Pair-Share (WPS), we allow all students time to practise discussing and rehearsing their answers, before we sample individual students using Cold Call. By frontloading independent time to think and write - and then allowing the opportunity for controlled discussion - we ensure students have had the chance to formulate their thoughts before they are asked to share them to the class. These techniques will develop students’ knowledge, contribute to inclusive classrooms where students have a voice, and have a positive impact on their written work.
Procedure (What)	1.The teacher frontloads the expectations for paired discussion (see below). 2. The teacher ensures that every student has a partner to discuss the task with <i>before</i> setting students off. 3. The teacher asks the question. 4. The teacher allows students to think or write before turning to their partner. This step increases student participation and accountability. 5.The teacher sets the time limit for discussion and begins the controlled discussion. 6. The teacher circulates as students are discussing in pairs to check they are on topic (only intervene to get the discussion flowing). The teacher also listens for effective answers ready for Cold Call. 7. The teacher uses the Common Silencing Strategy: “Eyes on me, silence in 3, 2, 1, thank you.” 8. The teacher uses Warm Call for answers, using Warm Call strategy.
Narration (How)	• “I am going to ask you an important question. I am going to give you 30 seconds to jot down your initial ideas in silence, and then 1 minute with your partner to discuss the answer.” • Teacher asks the question. • “Jot down your initial ideas.” • “You now have 1 minute with your partner to discuss. "Turn and Talk in 3-2-1 go!" • “Eyes on me, listening in 3, 2,1. Thank you.” • “Well done. I heard some great answers”. Teacher uses Cold Call.

Golden Silence and 3:30:30

Purpose (Why?)	When we first achieve silence in the classroom, the silence is fragile and easily disrupted. The idea of Golden Silence suggests that after a sustained period of silence – while students are engrossed in a task – the room reaches a form of silence which is secure and more difficult to disrupt. There are many times during our learning cycle when Golden Silence is desirable (e.g. during independent practice). We want students to be able to work uninterrupted in an environment free from distractions. We acknowledge that there are occasions when – despite our best intentions – the teacher can be a distraction in the room. It is only when we believe a state of Golden Silence has been reached that we live mark and have quiet conversations with individual students.
Procedure (What?)	Using our Common Silencing Strategy, 3:30:30, and Doug Lemov's 'Be Seen Looking' are useful in achieving and maintaining Golden Silence in our classrooms. The process might look like this: 1. Clearly and explicitly tell students that your expectation is that the next task will be completed in silence. 2. Be clear that for the first few minutes, you are going to let them try to 'unstick' themselves if they struggle with the task. 3. Clearly and explicitly instruct students to begin the task. 4. Use non-verbal signals if students put their hands up or look to you for help. 5. For 3 minutes, observe students from the front of the classroom. 6. Only when you believe students are engrossed in the task, circulate to support a student for 30 seconds. 7. Return to the front of the room; observe the students again to ensure the silence and concentration has not been disrupted. Be Seen Looking for another 30 seconds. 8. If you believe that Golden Silence has been achieved, circulate and live mark to hunt for misconceptions and provide feedback (see Live Marking).
Narration (How?)	<i>'You will be working in silence for 10 minutes'.</i> <i>'I will give you time to make a start before coming around to help.'</i> [Set students off on the task.] Stand in the corner of room, using 'Be Seen Looking' techniques. Use non-verbal prompts to encourage students to focus (30 secs). Support a student; consider the best place to stand, with maximum visibility of other students (30 secs). Return to observing whole class (30 secs). Support (and repeat).
Through the lens of SEND: A calm predictable classroom environment can be essential for students with processing issues or struggle to regulate their attention. Ensuring students can work on their own in a disruption free environment builds resilience and enables the teacher to see what the student can achieve so to help them nudge past their stuck point.	

Circulated Support

Purpose (Why?)	To check that students understand their instructions. To identify rapidly if/when students get stuck. To identify exactly where students became stuck – ‘The Stuck Point’. To identify if the barrier is shared by other students. To inform their next steps in response to ‘Stuck Points’ identified; Support individual students. Reteach or refine their instruction to the whole-class. To ensure that all students are supported to behave really well. To find examples of brilliant student responses; rewards and praise. To inform their questioning; • What to ask?. • Who to ask?. • When to ask?.
Procedure (What?)	The movement of support around the classroom throughout the lesson. Proactive Knowing who might need additional help and encouragement to support understanding. Knowing when barriers could occur – usually as difficulty increases. Reactive. Allows teachers to see quickly which students have their hands up and are in need of help. In response to student’s answers shown on mini-whiteboards. In response to whole-class questioning. • Have a planned route for circulation (particularly considering SEND) • Read students' answers. • Search for common misconceptions • Target key students • Respond to students' answers • Whisper suggestions for improvements
When?	Throughout the Silent Starter; Knowing where to focus their follow-up questioning. When students are practicing new skills. When students are securing new knowledge. Whenever students are working independently. During focussed group activities; Making sure all students can contribute.
Narration (How?)	Frontload how you want students to participate: <i>‘You will be working in silence for 10 minutes’.</i> Be explicit: <i>‘I will give you time to make a start before coming around to help.’</i> Set students off on the task. Stand in the corner of room, using 'be seen looking' techniques. Non-verbal prompts for students to focus (3 mins). Support a student; consider the best place to stand, with maximum visibility of other students (30 secs). Return to observing whole class (30 secs). Support (and repeat).
Through the lens of SEND: Whilst independently practicing, it is essential that all students are supported emotionally to be successful, staff understand stuck points, can give individual or group feedback and react accordingly. This ensures students with SEEND are able to access support without being singled out or feeling different to their peers.	

Live Marking

Please note: there will be times when live marking is not appropriate (e.g. when students are completing in-class assessments).

While live marking is our default mode of feedback, it is essential that we only do this when the classroom conditions permit. If we encounter disruption – or feel the silence is fragile* – we focus our attention on ensuring the environment exists for independent practice (see Golden Silence).

**There will be some subjects in which independent practice and live marking does not take place in a silent environment (e.g. in a PE lesson or a technology practical). The principles outlined below will be followed and adapted in most cases when teachers are giving live feedback to students.*

What we do:	So that...
1. When students are writing, we're reading it.	a) We can give in the moment feedback to students, closing feedback loops. b) We reduce workload because the majority of marking we do takes place during lessons.
2. Actively search for common misconceptions while students are working.	We can identify errors and respond accordingly using live, whole-class feedback.
3. Have a planned route to circulate our classrooms while students are practising.	We ensure that we feedback effectively to target students who require quality feedback the most (e.g. students with MyPlans, PP, low prior attainment etc.).
4. Provide students with immediately actionable targets and extension tasks which improve work produced and guide future learning.	We stretch and challenge all students to further their learning and be accountable for their own improvement.
5. Use strategies such as precise praise, acknowledgement of effort, prompting questions and simply telling students the answer.	a) Our feedback is efficient, and the time students spend responding to it is optimised. b) We create desirable difficulties for students to respond to.
6. Stop the class to provide examples and non-examples using our visualisers and discuss why these are effective/ineffective (the worked-example effect).	Students know what success looks like and are explicitly taught how to achieve it.

Teaching - What we don't do

Our students only get one attempt on their educational journey. The most effective method for efficient transfer of knowledge is through Direct Instruction; Expert teacher delivering well planned knowledge explicitly.

Every minute we are with students is an opportunity for learning and must not be wasted. Every second counts.

The following are examples of practices whose use is not supported by research evidence and therefore **we do not do**.

1. Use praise over lavishly.
2. Allow learners to 'discover' key ideas/knowledge for themselves.
3. Group learners by ability in most subjects or too early
4. Encourage re-reading and highlighting to memorise key ideas.
5. Address issues of confidence and low aspirations before you try to teach content.
6. Present information to learners in their preferred 'learning style' e.g., VAK.
7. Ensure learners are always active, rather than listening passively.
8. Waste time at the end of term or in lessons with non-curriculum video/ poster lessons.

Do not use activities which prioritise the task over the learning.

e.g. Crosswords, word searches, making posters, making PowerPoints, research lessons (FOFO).

These types of activities should not be used at ICC as they waste students valuable time and do not fulfil our mantra of every minute of every day spent doing worthwhile things.

Question Led Teaching

One of our hardest habits to break is the previously taught method of Question Led Teaching. This method of teaching involves the teacher asking the students what they think the new content is with vague broad questions, and exposes students to an inefficient and often confusing experience of gaining new knowledge.

Staff asking students the definitions to key terms they haven't been introduced to, what they think happens next, when they don't know, and selecting students using a cold call to give answers without think time or the relevant knowledge is unfair, inefficient and often builds misconceptions into other students' knowledge.

Students remember the first answer rather than the right answer (The Proximity Effect). We should always give the right answer before letting students guess something they haven't been taught.

The teacher is the expert and should be confident always in explaining hard things well while students listen. This is not lecturing, as the staff member will move onto Check and Practice phases of the lesson.

Question Led Teaching often looks like...

Teachers hunting for the answer to questions students don't know, based on guessing.

"Can anyone tell me..."

"What do we all think..."

"It begins with a..."

Assessment

“Assessment is not delivered in isolation from the educational environment within which it resides. Practitioners usually have an underpinning motivation for why they are using an assessment at a particular time. This may be to either inform a judgement or to help them make an educational decision.”

Simon Child and Paul Ellis

There are two types of assessment: ‘Assessment **of** Learning’ and ‘Assessment **for** Learning.’ The former, summative assessment is regarded higher stakes, and happens at the end of a teaching and learning experience or sequence, whilst the former is incorporated into the teaching and learning experience. In either case, assessment of students current knowledge, understanding and skill must be used to adapt the next instructional steps in the classroom.



‘Assessment of Learning’

This type of assessment should be **planned for in advance** and is largely summative assessment through:

- Written examinations
- Broad Spectrum Multiple Choice Quizzing
- Practical examinations
- Coursework (NEA)
- Controlled assessment

Curriculum leaders must decide which type of assessment is most appropriate. When devising an assessment, the purpose of the assessment - including what will be done with the data gained - must be considered.

Assessment data should be used formatively to evaluate the effectiveness of the curriculum. It can tell us where students/classes/cohorts have weaknesses. We can then ask questions of our curriculum and its implementation to address this.

Assessment data must be fair and reliable with common assessments being used across classes in order to create a comparable data set. Assessments should not set out to ‘trick’ the students. Students should know what to expect in terms of format and how to prepare in terms of content. Summative assessment should be appropriate in terms of difficulty, question style, format for their year group.

Standardisation and moderation should always be planned into curriculum development time to support assessments. Assessment should test whether core concepts have been learnt, allow for application of knowledge, allow for retrieval opportunities, allow for challenge but also high levels of success. Question level analysis is an effective way to analyse assessment data; this can be used formatively to inform future teaching and curriculum planning.

‘Assessment for learning’

To be effective in our teaching, we must ‘Check for Understanding’ – That is “*how deeply, have how many children understood what I wanted them to understand?*”



We must regularly ask students what they have understood, rather than if they have understood. Opportunities to check for understanding should be explicitly planned for in lessons.

Self-reporting – where students themselves tell you they have learned (“*do we get it?, All ok? Etc*”) should be replaced with opportunities for staff to assess this for themselves.

Teachers need to have mechanisms to check that material has been understood and ‘learnt’ (not just ‘covered’). Teachers must provide feedback and be responsive in their planning and teaching to help learning move forward.

This might include:

- Use of mini whiteboards – All students - Hover 3-2-1 Show Me
- Low stakes quizzes
- Questioning – Open and Closed
- Warm call (Students being able to think in advance)
- Turn and talk
- Think-Pair-Share / Write-Pair-Share
- Repeat instructions back
- Summarise so far

Live Marking and Whole Class Feedback

Live marking is marking students’ work during a lesson. At Ivybridge Community College, we do not expect teachers to take books home to be marked, ticked and flick or “verbal feedback given” stamps. This form of assessment practice is time consuming, creating excess workload for staff and provides too long a feedback loop to be meaningfully useful.

Staff are expected to circulate whilst students independently practice, giving verbal and written feedback where necessary to move student learning forward. Live marking reduces staff workload and reduces the time which misconceptions can fester in student understanding.

We should aim to visit as many students as possible during independent practice tasks and set the expectation that students respond to our feedback immediately, by amending or adding to their work. Largely, students with SEND will be checked in on first with ‘Priority Check In.’

Live marking is:

- based on our planned priorities (knowledge or skills) for that lesson.
- based on something we can observe the student doing.
- planned to address **common misconceptions** or high frequency errors.
- strategically targeting students to check-in with first (PP, students with SEND, low prior attainment etc.).
- positive; we use lots of praise, combined with feedback for improvement.

Live marking is not:

- general, commenting on everything; this could result in us spending too much time with too few students.
- vague, for example “great work, well done”.
- so brief that the students don’t know what to do to improve.
- only visiting students with their hands up.
- criticism only; any feedback should be positively phrased, & move learning forward.

When Live Marking, we may see a common misconception and decide to provide whole class feedback. This involves gathering data from the whole class, such as what they understood well, or were doing successfully, the gaps in their knowledge or skills we have noticed, and examples of misconceptions. It helps to make notes as we circulate, about those aspects, plus the names of students whose work we would like to show the class, in the Teach Like a Champion technique ‘**show call**’.

Before we begin feeding back to the class, we ask students to get their purple pens ready and make it clear that we expect them to amend their work at the time. We could team this up with ‘**narrate the positive**,’ for example, “thank you to those of you who are now improving their work.”

In ‘**show call**,’ we select a student’s work to show the class. If it is not yet an established routine, we could tell the student in advance, so it doesn’t come as a surprise. For example, we may say “I really like the way you... and I’d love to show the class.” Very quickly, students will become familiar with this practice and will not worry at all when we take their book.

We may wish to show an excellent example and highlight its strengths or call on students to do it. We can then ask the students to check their work and use that feedback to improve it. We may wish to show a misconception, and using ‘**culture of error**’ techniques, such as saying “I’m really glad I spotted this, because it gives me a chance to...,” clarify the misconception with the class using direct instruction. We may wish to show an error and ask the class to help diagnose and correct the error, again being grateful to the student who made that error, for the chance to deepen learning.

Home Learning

Why?

Home Learning has a positive impact on average (+5 months) with pupils in secondary schools. It is imperative that we optimise every opportunity to embed core knowledge into the long-term memory of our students, and that we guide them throughout the process of home learning and revision to reduce cognitive load, whilst ensuring that Home Learning achieves the following 5 principles.

Principle	Home learning is...	...By...	...So that.
1	Accessible to all	Using easy to access online platforms where possible.	No students are disadvantaged.
2	Reliably set and communicated	Setting on Class Charts	Students know what it is and when to do it.
3	A form of practice	Guiding students to retrieval or fluency practice	Students build long term memory Students develop well embedded skills
4	Part of the learning	Dedicating time in class for whole class feedback	Students know how to improve/ what they got wrong.
5	Acknowledged on completion	Recording on Class Charts	Students are motivated to continue completing/ parents are aware of completion issues.

What?

No student should be disadvantaged within the curriculum by not having the capability to consistently complete learning at home, however students who complete the learning will further embed the core knowledge of their subjects into their long-term memory.

For Key Stage 3 all work completed at home will be referred to as '**Home learning**'.

For Key Stage 4 it will be referred to as '**Practise** - Exam Practise, Retrieval Practise, Fluency Practise etc'.

Key Stage 3 – '5 in 5 days'		Key Stage 4	Key Stage 5
Set every week			
Maths (1 Hr/ week) English Science		Maths x2 English Biology Chemistry Physics Option A Option B Option C Option D	Subject 1 x 2 hrs per week set Subject 2 x 2 hrs per week set Subject 3 x 2 hrs per week set (Subject 4 2 hrs per week set) Plus 3 hours of independent revision/ Cornell notes/ extra practice/ consolidation per subject per week
Week A	Week B		
History Art	Geography MFL		

How?

Home learning will always;

- Be logged on Class Charts. *“Not on Class Charts, student does not need to complete.”*
- At Key Stage 3 and 4 Be given a week from setting to completion.
- Be completed online/submitted online prior to the lesson/ brought to lesson for submission.
- Take a sensible/ achievable time to complete. (<45 mins per evening).
- Form some part of the lesson on the date of submission through addressing common misconceptions and inaccuracies in knowledge.

Home learning will often;

- Make use of an online platforms – Seneca, SPARX, Educake, UpLearn etc
- Be self-marking – to aid in workload reduction for staff.
- Link directly to the core knowledge of the subject curriculum.
- Retrieve core knowledge of upcoming assessments or mock exams.
- Be stipulated across the department.
- Be planned/ set centrally by Subject Leadership

Students should expect regular but not onerous home learning every day.

A guide of the length of time spent on home learning is...

	Daily Home Learning (Monday – Friday)
Year 7	1 subject x 30 mins per day (Maths one hour)
Year 8	1 subject x 40 mins per day (Maths one hour)
Year 9	1 subject x 45 mins per day (Maths one hour)
Year 10	2 subjects x 30 mins per day
Year 11	2 subjects x 40 mins per day
	Home Learning per subject per week (Not including NEA components or coursework)
Year 12	2 x 60 mins per week
Year 13	2 x 60 mins per week
Plus 3 hours of independent revision/ Cornell notes/ extra practice/ consolidation per subject per week	

Enrichment Home Learning

Optional home learning can be set from other subjects as appropriate to the subject and curriculum sequence. E.g. Music, drama, technology.

This home learning is for enrichment purposes only and will not be graded as part of the lesson.

This home learning will always have the word “Enrichment” in the title.

There will never be sanctions for students not completing enrichment home learning.

Year 11 – January onwards (Term 3 – 6)

To prepare for the spring examination series and their final exams, the schedule for setting and completing home revision will change after Christmas. Starting in Year 11, students must organise and prioritise their time to complete the official NEA elements of their course and begin increasing the volume of past paper practice.

The most successful students supplement their home learning and revision during this period by attending Block 6 sessions from 15:30 to 16:30 in the Haring Block. Year 11 students are also expected to complete the revision homework assigned by their class teachers, as this will best aid their progress in their specific areas of need.

Key Stage 5

At Key Stage 5, students are expected to manage their own workload and home learning more independently. The times when students will need to complete their work will be dependent on their own personal commitments, study blocks and timetables.

Every student at ICC is taught explicitly how to manage their time through our personal development programme. As part of this, using the VESPA program running through tutor time, students will be expected to produce their own schedule of work to include time spent completing independent study and home learning.

Submission – Subject Dependent

Online – Using the App/Website e.g. Educake/ Sparx etc

In Class – Submission should be a regular routine for students and teachers.

And then –

Best practice – Staff should briefly acknowledge well completed learning, general misconceptions, common wrongly answered questions. Staff will record submission and lack of submission on Class Charts.

Traditional longer form ‘Homework’

We avoid setting written or longer form homework due to the significant workload it places on staff, the increased likelihood of students making excuses for non-completion, and the recognition that some students may lack sufficient support at home to effectively complete these assignments. This approach ensures fairness and practicality.

What do we do for students without access to devices?

For students without access to devices, we offer a home learning club, provide dongles for internet access, and lend devices to ensure they can complete their assignments. These measures ensure that all students have the necessary tools and support to participate fully in their education, regardless of their home circumstances. If this is you, please do not hesitate to contact us for support.

Non-submission

In the event of non-submission of Home Learning, the teacher notifies students and parents via Class Charts using the Home Work completion

Class Charts will be updated with any late submissions.

High quality submission will be rewarded with positive points on Class Charts under ‘Home Learning’.

One negative point will be given on Class Charts, under the ‘Demerit’ button. An accumulation of negative points will result in an after-college detention during which time students will be supported to complete their homework and remove any barriers to future non completion.

Parents of students who persistently do not submit home learning will be contacted by the pastoral team, with the aim of identifying barriers to home learning completion.

Students who persistently do not submit home learning will jeopardise their opportunity to represent the College or attend enrichment opportunities, such as enrichment week and prom.

Praise

Teachers will recognise effective home learning through positive points on Class Charts.

Students who are exceptional completers of Home Learning will be praised at a College level through the character development programme.

For programs used by the whole cohort, top 100 performers will be displayed fortnightly in prominent positions on Rank Order displays.

Support

Home learning support will be available daily after college in Home Learning Club.

This will be housed in the computer suite in the Library, manned by a member of staff for support.

Year 11 support and Revision Space

Year 11 students will have a dedicated space for support before, during and after college in the Neil Maythorn study space.

Minibus provision will be sought for disadvantaged students in Key Stage 4 who require additional support after college.

Parent support evenings will explicitly guide on how to approach home learning, with the Self Testing Toolkit an essential focus.

In exceptional circumstances there will be adapted pathways for those students who cannot access home learning expectations.

Further reading**Summary of EEF findings on home learning**

The Education Endowment Foundation (EEF) provides resources and evidence to improve educational outcomes. Their analysis on home learning highlights:

Impact and Effectiveness:

Home learning has a positive impact, especially in secondary schools, adding on average five months of learning.

Primary school home learning shows smaller gains (three months).

Quality of home learning is more crucial than quantity.

Effective home learning is linked to classroom learning and includes high-quality feedback.

Closing the Disadvantage Gap:

Disadvantaged pupils often face challenges like lack of a quiet space or learning resources.

Home learning clubs can mitigate these issues by providing support and resources.

Implementation:

Schools should focus on well-designed tasks, clearly communicate home learning purposes, address barriers, and avoid using home learning as punishment.

Regular monitoring and feedback are essential.

Cost and Evidence Security:

The cost of home learning implementation is low, involving teacher training and resources.

The evidence supporting home learning's effectiveness is limited, with many studies lacking rigorous, independent evaluation.

Overall, while home learning is beneficial, its success relies on thoughtful implementation and addressing potential barriers to ensure all students benefit equally.

SEND Strategy



E – EHCP (Class Charts/provision mapping)

K – SEND register (Class Charts/provision mapping)

MM – Medical plan

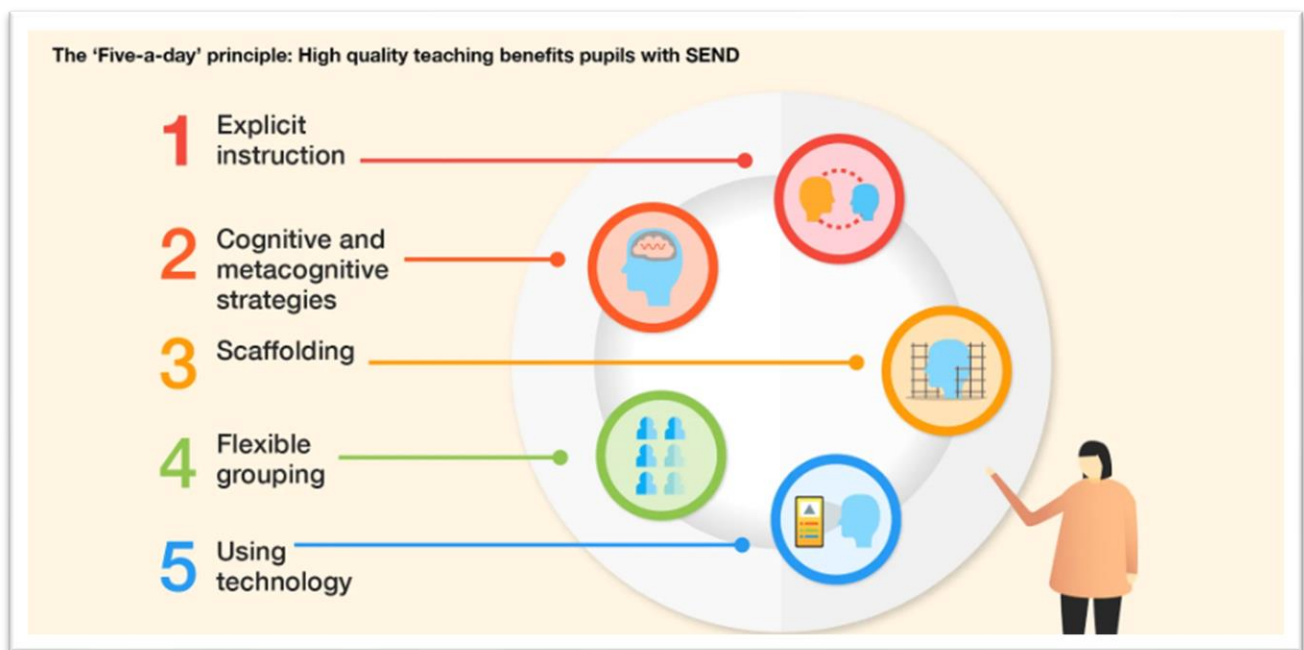
H – Health Care Plan/Anaphylaxis

Vision for Inclusive Culture

Children with SEND have no significant difference in outcomes to students nationally without SEND.

The Education Endowment Foundation Recommendations

The Education Endowment Foundation (EEF) is a UK charity focused on improving educational outcomes for disadvantaged children, particularly those with Special Educational Needs and Disabilities (SEND). It aims to close the attainment gap through evidence-based research and practical guidance for educators.



Key SEND Priorities

- Teachers know their learners with SEND.
- Our curriculum is ambitious for best outcomes and for all learners.
- Adaptive teaching strategies as part of our universal provision.
- Assessment and identification is rigorous and ongoing.
- Students with SEND are included in all aspects of school life.

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

Great Teaching disproportionately improves outcomes for students with SEND.

Better teaching for all is our key strategy for improved SEND provision.

All of The Ivybridge Way Standard Operating Procedures and Principles of Excellent teaching have been developed using research in how best to support our students with SEND. We start with SEND in mind.

The full EEF Guidance Report can be found here:



Every teacher MUST:

- Know the students that you teach, as learners and readers.
- Understand our students and their bespoke areas of need.
- Access and follow the recommendations of a student's **Individual Support Plans (ISPs)**
- Use a SEND referral for those we believe have an unidentified need.
- Proactively plan adaptations to support all students learning, especially students with SEND.

For example

- Planning worked examples to allow students to focus on specific steps.
- Pre-teaching key language.
- Provide visual framing/word banks (for example, Frayer models).
- Avoiding yes/no questions.
- Checking that SEND learners have understood classroom instruction through Instructional repeat.
- Live marking and circulating with purpose.
- 100% silence when giving instructions and whilst students are working on independent tasks.
- Using sentence stems to help students practice using new information.
- Ensure that students are supported in connecting new information to their prior learning.
- Resources are presented free from distraction to avoid cognitive overload.

Assistive Technologies.

Seating Plans

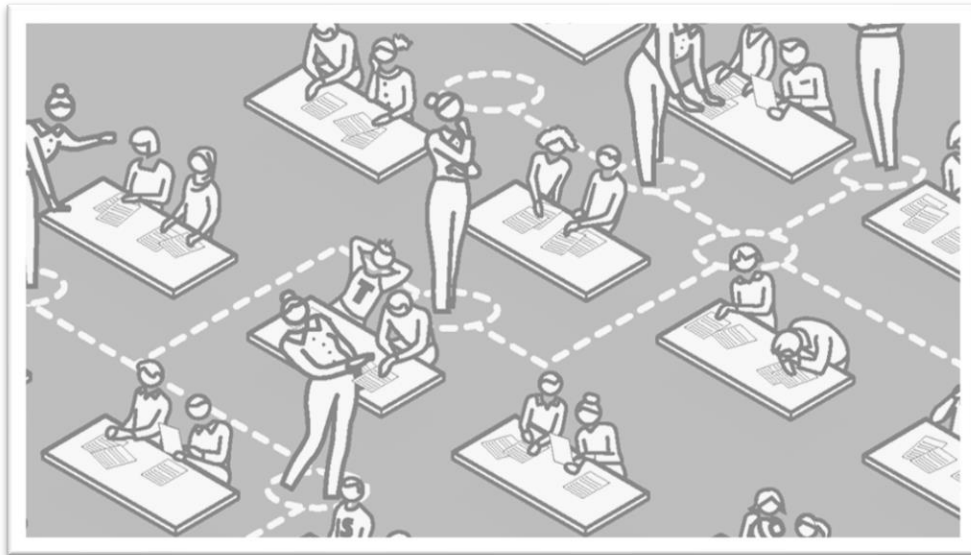
Every planned for, timetabled, taught class must have a seating plan by the end of Week 2. 4pm Friday 18 September.

These should be completed on Classcharts. There is no requirement to have them printed.

Seating plans are accessible to all on ClassCharts under Cover Class or Seating Plans.

Seating plans are essential to...

- Establish the teacher authority in the classroom.
- Give students a reliable, predictable experience.
- Ensure students with SEND have been prioritised for teacher access (if appropriate)
- Ensure staff have considered positive behavioural combinations in the classroom to be proactive in ensuring children can make good choices and display excellent behaviour.
- Ensure staff have an effective route to support those who need it most whilst circulating during Silent Starters/Silent Independent Practice



Principles to underpin the design of your seating plans...

1. Room Layout – Are all students facing a direction which provides no distractions?
2. Student My Plans
3. NGRT Scores
4. Proactive Behaviour Management
5. Negative Point interactions
6. Circulation Routes
7. Live Marking Opportunities
8. Prioritising the front of the room – teacher access.
9. Ensuring no gender imbalances
10. Dynamic – Change it whenever you feel you need to

SEND Areas of Need

Communication and Interaction May have difficulty communicating with others. May include learners who have speech and language difficulty and/or autism. What behaviours might I observe? Group work challenging, prefer to work alone Will not volunteer answers and feels anxious if cold called Will struggle with transitions May question perceived injustice May mask true emotions May appear tired/disengaged/fidget Strategies Use visual prompts to support explanation Explicit classroom routines Unambiguous language Positive redirection/restorative conversations Sensitively group collaborative work	Cognition and Learning Specific learning difficulties could include a range of conditions such as dyslexia, dyscalculia and dyspraxia. Developmental Language Delay. What behaviours might I observe? May struggle to maintain focus Might not start tasks independently Unlikely to ask for help and support Poorer working memory Can show frustration through behaviours – giving up easily Struggle to complete home learning Strategies Chunk information and instructions Dual coding of key vocabulary Oracy opportunities Guided reading for decoding, comprehension and inference Modelled writing and enhanced opportunities to check understanding Clutter free learning spaces A adjustments for Exams Access considered and practiced in the learning environment	Social, Emotional and Mental health difficulties This could mean mental health difficulties such as anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. A diagnosis may include A.D.D, A.D.H.D or attachment disorder. What behaviour might I observe? Seeking frequent adult reassurance Visibly frustrated Difficulty with concentration Inconsistent attendance Signs of self-harm Easily upset, worried, takes time to calm down Difficulty coping with pressure Memory difficulties – storing and retrieving information Strategies Develop a supportive relationship Remain calm and be consistent in your approach Regular communication with parents/carers Reward achievements and praise successes	Physical and Sensory Children with sensory or physical needs may have a disability, such as: • physical disability • visual impairment • hearing impairment • multi-sensory impairment (both hearing and vision difficulties) What behaviour might I observe? Difficulty accessing resources Lack of engagement with assessments Unfinished work and poor organisation Over reliance on adults in the classroom (even though they do not need it) Heightened senses resulting in sensitivity to: temperature, smells, sounds, light and textures Bespoke needs highlighted in individual plans May struggle with home learning due to fatigue Strategies Constant reassurance Positive praise for effort as opposed to attainment Encouraging independent practice A adjustments for Exams Access considered and practiced in the learning environment
--	--	---	---

English as an Additional Language (EAL)

EAL in the National Curriculum

There is no specific EAL curriculum. The DfE expect that effective teaching and learning for EAL learners happens through the National Curriculum:

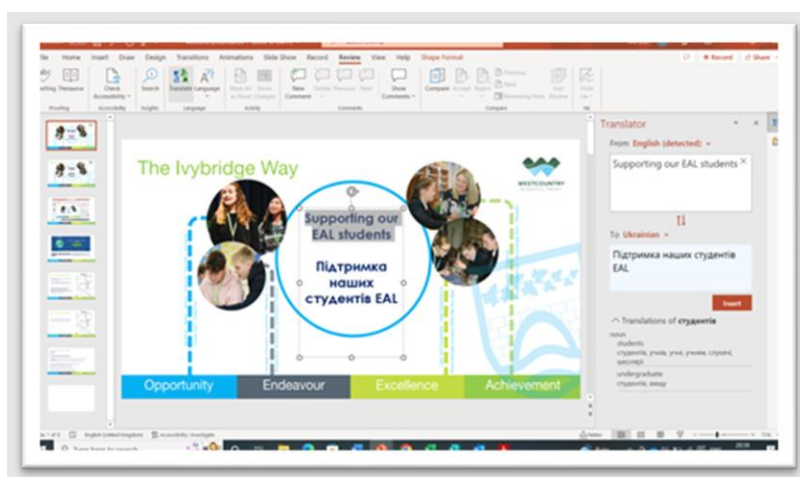
4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

The revised [Education Inspection Framework](#) (EIF) from Ofsted makes no reference to pupils who use English as an Additional Language as a distinct group.

Instead, the Quality of Education judgement focuses on a school's ability to offer [high-quality, inclusive education](#) and on the extent to which they construct a curriculum that gives [all learners the knowledge and cultural capital they need to succeed in life](#).

Guidance for lesson adaptations:



Powerpoint offers a simple way of providing translation in a variety of languages. Click on 'review' and 'translate'.

Other adaptations could include:

1. Opportunities to use exploratory talk by working collaboratively with a positive peer.
2. Provide models through speech and writing.
3. Pre-teaching key words and phrases. Teaching key phrases rather than just key words will help learners to use target language appropriately. So not just "boat", "shore" and "circles", but "a little boat", "the shore of the lake" and "small circles in the water".
4. Show examples of what learners should aim for, such as modelling answers to exam questions.
6. Speaking and/or writing frames

Fostering independence

Encouraging EAL learners who are literate in their first language to use and build on their language skills is an important way of enabling them to work independently, both in class and at home.

Literacy Strategy



All teachers are teachers of literacy.

Literacy can be further broken down into students' knowledge and skills within:

1. **Reading** – Word recognition; fluency; comprehension.
2. **Vocabulary** – Tier 1 (Frequent in talk); Tier 2 – (Non domain specific – often in written text); Tier 2 – (High Frequency words frequently seen in an academic setting); Tier 3 – (Domain Specific/ Key Subject Vocabulary).
3. **Oracy** – Fluent self-expression in speech; skilful in the art of discussion and debate.
4. **Writing** – Fluent self-expression in written form, varying the form dependent of the discipline.

There are many strategies to improve literacy, and we know there are compelling arguments to do so. Students' life chances, future earnings, successes in **all** subjects and even future mental and physical health can be impacted on by poor literacy.

Therefore we focus initially on screening ALL students for their reading ability and focus on **sustained improvement** in outcomes of our students' **reading ability**, with the vision that all students will be able to read at an age-appropriate level or above.

This academic year, we have a further Trust-wide focus upon writing – again with a vision that all students will be able to write at an age-appropriate level or above.

To achieve this, we have carefully selected high impact strategies at three levels;

- Whole College strategies
- In-class strategies
- Interventional strategies

Every subject has forms of reading unique to the domain of the subject that must be taught explicitly and practiced often.

It is for all staff to take responsibility in the improvement of literacy through everyday interactions and opportunities in lessons. We can see every interaction as an opportunity for intervention to improve students' literacy.

Our chosen strategies are:

- **Literary Canon:** Tutor time reading programme. High fluency expert reader modelling reading. Post 16 students will be read high quality non-fiction texts with a more interactive approach.
- **Bespoke 1-2-1 Intervention**
- **Extended Embedded Disciplinary Reading:** The teacher reads all new subject content as the expert reader.
- **Explicit Vocabulary Instruction:** SEEC/ Frayer models – these will be embedded into PSHE lessons, within the tutor time behaviour curriculum and within subjects.
- **Structured Writing:** There should be opportunities for all students to engage with extended writing including use of excellent **SPAG**.

Analysis and use of students reading ability.

Use of the New Group Reading Test (NGRT) data can help inform teachers of more specific literary concerns/approaches for our high tariff students.

Relationship between scores

Description	Very Low			Below Average			Average			Above Average			Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9				
Standard Age Score (SAS)	70	80	90	100	110	120	130						
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Collective Improvement – How we all get better.



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

D William

How do we all get better? – A little better, every day.

It is our mission that through excellent teaching and a world class curriculum, Ivybridge Community College strives for academic excellence, builds character and provides exceptional opportunities for all students.

Our best resource to achieve this is us, the staff body.

We are all on a continual journey of developing our curriculum knowledge, pedagogical knowledge and classroom implementation, aiming to be better every day.

We achieve this through...

- Granular, collaborative planning
- Curriculum evaluation – Look Backward – Look Forward
- Deliberate Practice – Whole staff body
- Deliberate Practice – Department Focus
- 1-2-1 Instructional Coaching Program.
- Open Door - Drop-Ins celebrating effective practice.

Granular Planning

Why?

Effective teaching happens following effective planning. Often, we have our whole college routines and the curriculum knowledge is in a Scheme of Learning but the process of planning the explanations, transitions, instructions, and practice tasks is done behind closed doors.

We use granular planning sessions to ensure staff collaborate to plan the best possible lessons, both in terms of teacher in put, visuals, practice etc.

What?

One teacher prepares a normal lesson. It could be one they have already delivered or better, one to be taught in the near future.

Staff meet to line by line go through the lesson using the Granular Planning documentation – this guides conversation and the completion of the paperwork is not the aim.

The presenting teacher will often go into character and teach the other staff present to practice – not talk about practicing – the elements of the lesson.

Other staff feedback and any amendments are made in the moment in order that they happen.

How?

[CPL Team → Deliberate Practice](#) for all the documentation

Look Back; Look Forward Meetings – Curriculum Evaluation

Why?

- To prioritise subject pedagogical and curriculum discussions
- To connect experts
- To support staff CPD
- To improve classroom practice
- To improve outcomes
- To improve resourcing
- To align subject vision and practices

What?

- Monday meeting – 3.30pm – 4.30pm in departments.
- Head of Department puts out in advance the agenda and focus for the week.

How?

Look Back

Prior to the meeting

HOD instructs which Year and Topic to **Look Back**

Teachers bring the full set of books of the Year and Topic

During the meeting...

Scheme of Learning on the board. The content? The sequence?

You have just taught this. WWW-EBI? How can we improve this scheme of learning?

Look at the books – Full boxes – Use book check list for criteria.

Questions to be asking...

Do the books show the higher skills of this aspect of work? Peer Comparison

What activities do we expect to see that would demonstrate higher demand AOs

To what extent has the curriculum landed.

Are we seeing evidence of work that means students will be successful in an exam?

Peer Support and Challenge.

Look Forward

Prior to the meeting

HOD instructs which Year and Topic to **Look Forward**

One teacher is prepped with given a well-crafted explanation

During the meeting

A prearranged upcoming Scheme of Learning projected on the board

Discuss - How can we improve this Scheme of Learning?

Expert modelling of an explanation.

Discuss the practice required in the lesson.

Check and share the resourcing.

Deliberate Practice

In golf, the golfers practice golf.

In playing the piano, piano players practice playing the piano.

In teaching we do lots of talking about the teaching but we rarely practice.

Deliberate Practice

Deliberate Practice involves practicing techniques and procedures outside of the classroom. It is important because when we are in a lesson, our cognitive load is taken up with accurate articulation, the recall of what comes next on our lesson plan, assessment, feedback and the monitoring of student conduct. We therefore have little ability to try something new for the first time *and* get it right.

When we practice outside of the classroom, for example exact phrases and how we will say them, where to stand, or how to circulate with purpose, we gain confidence in the use of the techniques before using them in front of our classes. We are able to make consequence-free mistakes, with the knowledge that we can just try again.

Deliberate Practice involves the following:

- Sharing values and rationale
- Sharing the precise technique or procedure
- Modelling non-examples
- Modelling examples
- Deconstructing models
- The practice

This works because...

- A. Practice makes perfect.
- B. Being in the position of the students gives teachers insight
- C. Getting feedback off our colleagues is meaningful.
- D. We have centralized systems and practices that are not yet habit for all staff
- E. Staff have embedded habits as developed over teaching practice

All Staff – Tuesday 0825 – 0845 - Practicing Whole College Routines

Department – Thursday Week A 0825 – 0845 - Practice of Whole College Routines in Situ or Practice of Teaching as defined by curriculum Lead

Open Doors

Knowing that we all benefit from each other's knowledge, skills, strengths and experiences, please do feel like you arrange to go and see colleagues teaching. Our open-door policy has been instrumental to our improvement over the recent years and we know our culture of open support and challenge will continue to drive collective improvement for our students experiences.

Never interrupt the learning.

Acknowledge the teacher during your visit.

Celebrate effective practice using StepLab shout outs or just send them an email!

Challenge practices not aligned with College procedures either face to face or via email. If you would like coaching in how to do this effectively, please email DCR or the LP team for support.

1-2-1 Instructional Coaching



We are a large community of professionals, all with different strengths and areas for improvement. We therefore use Instructional Coaching to provide individualised professional development.

Coaching is centred around Action Steps; they are small, incremental, precise, concrete and achievable. Every fortnightly cycle, your Coach will come into your lesson at a previously agreed time. After that, you will have a coaching conversation in which you and your Coach will review your progress towards your Action Step, before deciding to remain on the same Action Step, or to move on. You will practice your Action Step in a safe space where you are able to refine the technique before you use it in the classroom. The coaching conversation is supportive and non-judgemental, forming a fundamental part of our culture of continual improvement.

We coach using an online platform called 'Steplab' and our Action Steps are based on our Principles of Excellent Teaching. Every teacher is involved in the coaching programme and it is not linked to Performance Management. You will be coached by somebody other than your immediate Line Manager.

Coaching <u>is</u> about:	Coaching <u>is not</u> about:
Developing all teachers	Making judgements about teachers
Improving outcomes for our students	Graded observations
Practicing and rehearsing	Appraisal or performance management
What happens inside and outside of the classroom; for example, it can be useful for improving lesson planning as well as lesson delivery	Solely improving 'struggling' teachers
Being responsive to the needs of the coachee	Hierarchy

Cover work

There will also be occasions where you will not be able to teach your class.

Guidance for setting short term cover work (e.g., a couple days)

All Cover Work to be placed in the Cover STAFF Team under the correct week and day. Create a folder with your initials to place the work in so that cover staff can easily find your work. To support our cover teachers please can we make sure that the work that we set is achievable and give our students a sense of success.

In many cases the cover teacher is working out of specialism and even if they are a specialist, they will not have as secure knowledge of the curriculum sequencing and the nature of the class as the regular teacher. Consequently, the more straight forward we can make the lessons the better supported the cover teacher will feel.

Effective Cover work will...

- Consolidate prior knowledge.
- Involve lots of practice of prior skills and knowledge.
- Be achievable by all
- Provide sufficient practice for the time available.
- Be easily prepared by the cover staff

Cover work will not...

- Be relied upon to effectively deliver new knowledge unless arranged with a subject specialist.
- Require the cover staff to deliver what you would deliver if you were in the classroom. *(Unless previously arranged in person with the qualified subject specific staff covering.)*
- Be whole lesson long activities.

Chat GPT/ Co-Pilot

Use a prompt such as...

[Create a comprehension piece of no more than 400 words on [Insert Specific Topic] which has 20 Questions and Answers for a [Insert Class Year group] cover class to be run by a non-specialist teacher to last 60 mins. The set is [insert appropriate set ability]. The students have recently been learning about [Insert recent prior learning] which could be incorporated into the activities.]

Please also set the following cover work if the classroom resources allow...

- A remote lesson from the Greenshaw Learning Trust or Oak National remote learning curriculum resources. These are curriculum coherent, and can be played by the cover teacher during the class.
 - <https://www.greenshawlearningtrust.co.uk/virtual-curriculum>
 - <https://teachers.thenational.academy/subjects/combined-science/key-stages/key-stage-4>

Best Practice

- **Silent Starter** - A silent starter activity on paper or easily accessible Powerpoint (so that it gives the cover teacher time to prepare and take a register without interruption).
 - The answers need to be provided for the cover teacher.
- **Online High-Quality Resources** – GLT/ OAK National/Seneca/Language Nut etc
- **Reading Comprehension** - Reading with comprehension questions. The cover teacher should be provided with a completed answer sheet, so that in key moments of the lesson they can check students' answers. Students can then use purple pens to correct errors.
- **Videos with questions** - An appropriate programme on Clickview with questions to answer. The cover teacher can be instructed at key points in the programme to go through the answers with the students. The cover teacher will need a completed answer sheet.
- **Text Books** – Use text books for comprehension/ practice tasks etc.
- Achievable independent practice tasks with self-checking ability on a subject matter that has already been taught.
- Revision/ core knowledge questions with support materials.
- Additional practice questions on a topic that they have already covered with the answer sheet provided for the cover teacher. The cover teacher can go through the answers at key points in the lesson.

Teach – Explaining hard things well.				
What we do			What we don't do	
Give students information directly using well planned... - Sharing of Learning Intentions. - Explicit Instruction. - Modelling - Live Models/ Premade Models. - Great Live Diagrams/ Premade Diagrams. - Worked examples/ Effective Examples and Non-Examples. - Explicit teaching of new technical vocabulary. - Using a Relatable Analogy.			Allow students to discover learn by... - Asking students questions to direct the teaching. - Researching their way to success. - Copy excessively. - Guess what's coming up next questioning. - Figuring it out for themselves before being shown by an expert. - Being ambiguous in the knowledge we want students to know. - Students are copying whilst teachers are explaining.	
Named strategy	What we do	So that...	What we don't do	Because...
Share Learning Intentions	Share with students what they will be learning in a lesson, why and how this fits in with the bigger picture.	Students are clear about their learning and where today's learning fits into the sequence.	Hide the learning intentions or journey from students either explicitly or implicitly.	Students need to see where the learning is going and how it links to that which they already know.
Explicit Instruction (Just tell them)	Give exceptionally clear explanations, using the most concise language possible.	Students have crystal clarity on the important core knowledge and skills.	Ask loads of questions/ Hunt for the ends of our sentences/ Guess what I'm thinking questions.	We don't outsource explanations of hard things to students as this will create misconception and is time inefficient.
Modelling	Live model how to do something like an expert. On a board/ under a visualiser/ using well planned examples. Worked examples are recorded in books.	Students can see what a good one looks like with narrative of the thought processes that an expert would have.	Instruct/ allow students to copy extensively while we are writing answers or drawing diagrams. Not copying whilst teacher instructing.	We want students' attention to be entirely on our model and explanation, not the copying (avoid the split-attention effect).
Disciplinary Reading	Staff as experts, model the fluent reading of quality texts to students whilst checking for comprehension in the check phase.	Students can see how an expert would read these texts in the context of their subjects – with the purpose of learning new content.	Not ensure 100% attention and tracking during reading.	Students will miss vital content. High stakes – students may misread or not read correctly and therefore create misconception for others.
Using Relatable Analogy	Use relatable analogy to link new knowledge to student's pre-existing schema; working from concrete to abstract.	Students can see how new knowledge fits in with their existing schema and understanding of the world.	Asking students to read. Make up analogies on the spot. Rattle on about personal anecdotes or unrelated stories.	Analogy less unlikely to be useful. Student will remember the story not the link to the analogy.
Use of Examples and Non-Examples	Use well planned examples and non-examples working from concrete to abstract.	Students can see the edges of the new concept or understanding starting with their existing schema and understanding of the world.	Make up the examples on the spot. Use few examples. Use examples which do not typify the understanding. Jump quickly from one example to the next.	Examples made up on the spot are often inaccurate and create misconception. Students need time to assimilate the new examples into their schemas.
Explicit Vocabulary Instruction	Explicitly deliver the meaning, context, pronunciation and use of new T3 Technical Terminology / key stone vocabulary.	Students have clarity on the precise meaning of words, how they are spelt, said and when to use them in the context of our subject.	Encourage students to devise their own definitions using discovery approaches/ get definitions from the web/ students to copy Frayer models etc.	We don't want students to get the wrong meaning of the key terminology in the context of our subjects.
Great Visuals	Display images clearly, free from visual clutter. Slides are infinite. Reveal information step at a time – produced live where possible.	Attention of students is on the thing we want students' attention to be on. There is no extraneous cognitive load for students to have to filter out.	Clutter slides/ materials with images or needless words. Ask students to have to ignore some of the visuals until they need them. Relying on videos to replace teacher explanation.	Student working memory is finite and students with SEND especially will require energy to ignore extraneous information.

Check – Message in = Message received?				
	What we do	So that...	What we don't do	Because...
Students try it in their books	Ask students to have a go giving an answer in their books.	We can see if students are able to do the new skill or articulate the new knowledge.	Miss this step out; ask students if they get it without checking; Do this step over and over to replace practice.	Students need to get on with practice or need reteaching if they cannot.
Hover 3-2-1 Show Me	Don't test one - test all. Ensure high levels of thinking ratio and sample understanding from more students rather than less using the Hover 3-2-1 Mini White board SOP.	The quality of feedback we receive about learning is accurate. More students are required to think.	Ask students to answer open questions with long answers on their boards/ allow students to show their answers before 'show me' / allow students to not show their answers.	We are not able to check and give feedback as to the quality of their answers accurately.
Think/ Write Pair Share	Get students to jot down their initial thoughts in their books before sharing their ideas with a partner, (Turn and Talk) then select students to share their answers with the class. (Cold Call).	All students are expected to think hard and can discuss their thoughts prior to feedback. Students understand the process and modes of participation.	Get students to Turn and Talk for closed questions. Ask students to catch them out. Have no wait time for students to think or prepare their own ideas.	We want to give students the opportunity to think as memory is the residue of thought. We do not want student participation in our lessons to be high stakes.

Practice – Rehearsal until students can't get it wrong.				
Practice Type	Definition	So that	Examples	
Drill the Skill	Repetitive practice of the same skill or action to reinforce memory or accuracy and improve fluency.	Skills and knowledge are retrieved with automaticity in order that new tasks are built on solid foundations. Mastery/ Fluency are built.	SLOP Passing a ball off right and left hands Musical Scales Answering lots of similar maths questions Labelling a cell	
Retrieval	Rehearsing or recalling information from memory to strengthen retention and recall abilities.	Students are regularly brought back to that which is important - our core knowledge - to ensure high retrieval strength	Silent Starters White board quizzing - Hover 3-2-1 Exit quizzes	
Progressive Challenge	Practicing a skill with gradually increasing levels of difficulty to build proficiency over time. Removing scaffolds to increase independence.	Students build up their ability to tackle harder tasks. This enables teachers to see student 'stuck points' and test the range of their knowledge or skills.	A series of well sequenced questions in maths which increase in complexity of number and function. A series of exam questions moving from AO1 state to AO3 analyse for the same content. An essay writing practice in history where less scaffold is provided over time. Walk Through/ Thud/ 80%/Full Contact. Less I do/ We do - More you do.	
Stamina	Repeatedly practicing a skill over an extended period to develop endurance and sustained performance.	Students can apply their knowledge or use their skills beyond the requirement of a future exam.	Extended writing Playing full games Performing a whole piece without stopping Answering a full past paper Focussed artistic practice	
Application	Using a learned skill or knowledge in a new or unfamiliar context to deepen understanding.	Students develop transferrable knowledge and skills which benefit them beyond the immediate school-based use.	Applying mathematical formulas to solve different types of problems. Exam questions with differing biological examples to the one's learned (carrots and potatoes). Applying knowledge of source analysis to a new unseen source. Applying knowledge of poetry analysis to new unseen poetry.	
Dress Rehearsal	Simulating real-world conditions or final performance scenarios to practice under authentic constraints, aiming to consolidate learning and build confidence.	Students can experience what it is like to perform their skill or knowledge in as close to the real conditions as possible.	Dress rehearsal of musical or dramatic performance. College Exam Series rehearsal.	