Colton Hills Community School
Teaching and Learning Policy

From Summer 2021

The Colton Hills
Way of Teaching

Maximum Learning
at Colton Hills Community School

Contents

Our Teaching Principles

A Knowledge-Rich Experience

Our curriculum vision is based around the principle of us delivering and students remembering the powerful knowledge which will be so important for the rest of their lives. We ensure that our curriculum is knowledge-rich, and so we have developed teaching approaches in the classroom which support this aim, enabling our students to get the most from each lesson.

Knowledge and Assessment Organisers

and Knowledge Books

One of the key elements of learning at Colton Hills are our Knowledge and Assessment Organisers, which students are given for each topic that they study in all subjects.

Students keep them all with them every day in their folders, so that they can always have access to knowledge. These booklets contain key subject knowledge, extended reading opportunities, access to cultural capital materials and examples of examination excellent. It is worth noting that all students have access to the same knowledge – we believe in parity of experience and high expectations of all our students.

We support our knowledge-rich teaching with proven teaching and learning strategies which enable our teachers to be as successful as possible in delivering excellent lessons. We call this philosophy Maximum Learning, and it underpins everything that we teach.

Maximum Learning at Colton Hills

Maximum Learning is a concept that is at the heart of all teaching and learning at Colton Hills. For teachers this is about making the learning process as efficient as possible so that no time is wasted. From a student point of view, it is about giving your all in every lesson, every day and knowing that teachers will not accept work that is less than their best effort.

The school's knowledge rich approach fits with Maximum Learning as a student can only get the most from their learning if they have access to the all the knowledge for each topic and this is one of the reasons why the Knowledge and Assessment Organisers have been designed in a way for students to have easy access to the essential knowledge.

Maximum Learning
at Colton Hills Community School

The Colton Hills Way of Teaching

The teaching that we do is designed to ensure that these curricular aims are achieved.

We call this our Colton Hills Way of Teaching, and we ask that our teachers refer regularly to this policy in order to continually refine and their practice for maximum impact. This policy underpins our teaching strategies, our CPD offer and our quality assurance of the school.

C	ontext	Know the Big Picture. Be clear about why you are teaching what you are teaching. Not just exam results – why is this important? How will it make a difference to students' lives? Give all lessons clear significance and purpose. Demonstrate your strong subject knowledge in exploring wider contexts.
O	rganised	Create seating plans which aid efficient teaching and sets the right atmosphere. Ensure that resources are ready and pre-distributed where possible. Organised lessons have focus and allow thinking to flourish.
L	ong term	Place all learning into the context of past and future learning and consider the genre. Recall, retrieve and revise, linking areas of the curriculum and call back to previous experiences in your lessons and those of others. No lesson is an island.
T	ransitions	Create sharp transitions which have impact and signify changes. Use voice, a hand up, countdowns and silence to stop work, and countdown into new activities. Inject pace to get them working and slow down for deep thinking.
O	ptimistic	Have high expectations of all students of all abilities. Show high professional values and give your classroom an aspirational feel. Praise effort, not achievement, and get them to dream big whenever possible.
N	o hands up	Target your questions to ensure student accountability and inclusive teaching. Look out for and identify 'hiders' and challenge them first. Probe students to develop their answers. Create a culture in the classroom where students are able to critique and develop the answers of others.
H	ello	Set the tone for the lesson from the very start. Have a high quality, consistent greeting routine which promotes punctuality, calmness and purpose. Be welcoming, but establish authority from the start of the lesson. Make this consistent, and it will soon become a routine part of lessons.
I	ndividual	Know the class inside out. Who are the PP/SEN/EAL students? Where do they sit and what special provision is required for them? Be aware of what individual students respond well to. All students need to be stretched and challenged. Add more layers of support rather than make the work easier.
L	earn together	Use group work to aid learning, assist in social and linguistic development. Set up interdependence, so that students feel that their success is built upon the need to work together. Ensure accountability by assigning specific roles. Set up tasks that encourage students to 'think together'.
L	ove reading!	Include demanding texts in lessons and make sure reading activities are planned carefully, using tools such as the PLANETS template. The more that reading is practised, the quicker students move through texts and are able to summarise pieces of writing. We are all teachers of reading.
S	peaking and Listening	Use talk to promote reasoning, conceptual understanding and reading comprehension. Model good talk skills in whole class discussions. Ensure students are able to rehearse answers with another student before giving a detailed answer to the class. This is also a prerequisite for good writing.
W	ork through	Any high challenge skill should be modelled before students attempt it. Use academic language to show the standard you want. Once they've done it, draft and redraft. Never accept poor work from students – give it back if it is still not up to your standards.
A	sk, ask, ask	Mix your questions, asking for simple answers for concrete facts and open-ended questions to promote deep thinking. Build up questions to your big question. Give thinking time to develop quality responses to questions, and give quality feedback in books to demand even more.
Y	ou	The quality of the lesson starts with you. You are the defining factor in the classroom. You make the weather. Never allow yourself to make excuses for poor learning in your lesson. Be reflective and demand more.

The Expected Five

Our Colton Hills Way of Teaching policy has been influenced by a range of different educational thinkers, but most central is the work of Doug Lemov and his book 'Teach Like a Champion'. The book contains many excellent practical teaching strategies, and focuses on lessons which create engagement, pace and depth and where all students are expected to participate well. We are confident that our teachers have a good grounding in these strategies and support this further by ensuring that all teacher development activities link back clearly to this policy, creating consistency in teaching across the whole school.

Even within this policy, however, we go further to focus on the most key elements of successful teaching with our Expected Five. These are the five strategies that we believe make the most difference in creating a high-challenge learning environment and we ask our teachers to make these their highest priority in every lessons. We focus on creating lessons with pace and energy where questioning is paramount and where all students are expected to regularly being involved. This, we are confident, will enable our students to achieve well.

Classroom Routines

To ensure consistency across the school there are set routines for lessons that must be followed in all lessons, and that our students should come to expect at all times.

In summary, they are:

1. Meet and greet students from a safe distance as they enter the classroom (uniform to be corrected on entry if necessary).
2. Students to get out their equipment out place on the desk, bags underneath tables and coats on the back of their chairs.
3. Formal greeting routine where students are asked to stand BEHIND THEIR CHAIRS and are asked to be seated by the teacher-shows a clear start to the lesson.
   "Year …. Please stand, good morning/afternoon year … Class reply – good morning Mr/Mrs …… Teacher – please take a seat"
4. Students to sit in their seating plan, with an appropriate starter activity (on screen) ready on entry wherever possible.
5. Lessons should be taught with doors open (unless it's a fire door) to allow for our open-door philosophy.
6. Routine for full engagement – **"STOP (Hand up), COUNT DOWN 3, 2, 1, EQUIPMENT DOWN, Track the teacher, Listen to the speak and sit up straight."**

Lesson Structure

This recommended approach that works well, rooted in ideas about the brain, long-term memory, cognitive load and the science of how the mind works. Each topic of work has a 'Big Question' that can only be answered when all of the 'small questions' have first been covered. The small question would therefore be the title of each lesson and would be shared with the students alongside the lesson objectives and success criteria.

Retrieval Phase

This is where students are asked to recall and use information from previous lessons. This helps students to understand where lessons fit into the overall sequence with the wider Big Question and sets them up well to acquire new content that builds on where they left things from the previous lesson or homework. Lessons where Knowledge Books are used have five questions that relate to the prior learning but other strategies for different groups are equally effective, such as asking questions from 'Last lesson, Last Topic, Last Year'. This should be a short activity that builds students' confidence and memory skills.

Knowledge Phase

New information is shared with the students from range of sources such as teacher presentation and exposition, Knowledge and Assessment Organisers or video clips. This phase would include the teaching of new vocabulary which should be taught through text to give context and with examples of usage. This knowledge should be cultural capital-rich, and made as relevant to the real world as possible.

Application Phase

Once the task has been modelled by the teacher and the success criteria is clear, the students complete the task. Speaking and listening activities are encouraged prior to the completion of any writing to ensure all are in a position to complete the work to the best of their ability. Misconceptions are corrected throughout the duration of the task with 'live marking'. Students are then asked to reflect on their work, share their ideas and listen to the thoughts of other students offering a critique where appropriate.

Consolidation Phase

This takes the form of a plenary activity where the students are able to review what they have learnt and revisit the original small question from the beginning of the lesson. Students are expected to be in a position to answer the small question at the end of the lesson and this could take the form of an 'exit ticket' or similar activity. There should be a clear sense of whether the key knowledge has been learned.

Summary

Beyond this, there is no set template that all teachers need to follow for all of their lessons in terms of precise timings and certain activities. Teachers are treated as professionals and given the freedom to construct their lessons in the way that will best serve the specific class in front of them. Once the lesson has been completed the teacher would be expected to reflect on the strengths and areas for development and share their thoughts with their subject departments.

Homework

Purpose

Homework is essential. It gives pupils the opportunity for research, develop independent learning skills and reflection. Through homework, pupils are able to consolidate previous learning and prepare for future topics; extend learning in the classroom and assess progress towards their targets; receive feedback on the strengths and weaknesses of their work in each subject area and develop the skills they will need to in preparation for exams.

High quality homework is characterised by the following. It will be:

- Planned in advance of the lesson and integrated into schemes of work to ensure relevance to current learning within the classroom

- Designed to extend and build upon the skills introduced within lessons rather than finishing off class work tasks or simply "more of the same"

- Differentiated to be accessible for all with an extra challenge for High Prior Attaining students

- Accessible to all pupils, including those from lower socio-economic backgrounds and those whose home life may create additional obstacles to the successful completion of homework

- Based around the development of the skills and knowledge that will support progress towards target GCSE, BTEC and A-level grades, ensuring that students can access the top grades.

- Varied to include a wide range of activities including; practice exam questions, reading, learning, problem-solving, completing research, essay writing, redrafting, producing presentations, carrying out simple experiments, drawing etc

- Assessed promptly using formative feedback wherever possible and discussed with pupils

- Designed to ensure useful and effective teacher/pupil assessment of progress

- Used to inform teacher planning

Roles and Responsibilities, including Monitoring and Evaluation

Pupils are expected to:

- Record homework accurately in their planners and check homework tasks on Office 365

- Complete all homework on time and to the best of their ability

- Reflect on and discuss feedback about their homework in order to evaluate their own progress and plan next steps

Subject teachers will:

- Issue homework in accordance with the whole school homework timetable and according to the principles of high quality homework as outlined above. A timetable will be in place by Monday 11th September.

- Issue two high quality pieces of homework per five lessons taught. Some subjects may choose to set one homework task for every five lessons but this must be a substantial piece of work which provides opportunity for detailed formative feedback

- Single homework tasks should last at least thirty minutes at Key Stage 3, forty-five minutes at Key Stage Four and ninety minutes at Key Stage Five

- Subjects with only one lesson a week will set homework every three weeks but the homework task will be substantial and provide an opportunity for detailed formative feedback.

- Ensure that homework is available on Office 365 – Microsoft Teams by 3.30pm on the day that it is set. (Training to be provided)

- Give students hard copies of worksheets who are unable to print copies of any worksheets they need

- Explain homework clearly and allow lesson time to record it correctly in pupil planners.
  - Students should write the homework task itself, not just "On Office 365".

- Assess homework promptly according to the agreed homework protocol, giving formative feedback and next steps wherever possible.

- Monitor information about students' completion, non-completion or late completion of homework through the Microsoft Teams App.

- Issue sanctions and reward points relating to homework in accordance with the whole school policy.

- Report on the quality of students' homework in their subject to parents through the school's
  - assessment and reporting procedures.

- Communicate with parents/carers where there are concerns about the completion or quality of homework.

Curriculum Leaders will:

- Fulfil all responsibilities as outlined for subject teachers, at the highest standard

- Develop and review their own subject specific homework protocol to reflect the principles

- Ensure that homework is integrated into departmental planning and that schemes of

work provide adequate guidance for subject teachers about suitable homework tasks

- Monitor Microsoft Teams to ensure that quality homework is issued consistently

- Carry out work sampling of Key Stage Three, Four and Five students in their subject area to monitor student response to homework

- Provide guidance on the effective differentiation of homework for all groups of students in their subject area

- Support subject teachers on all issues relating to homework according to the school's
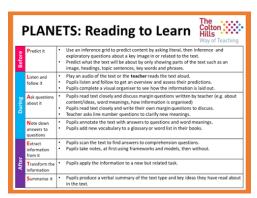- sanctions system

This policy is currently under review

Literacy and Numeracy

We know that for our students to be successful, they need to be highly literate and numerate and we place these skills as central to our curriculum. All students have a significant commitment of time to English and Maths as part of the curriculum throughout Key Stages 3 and 4, and our intent is that all students leave school with the skills necessary to achieve good qualifications in English and Maths, as these are the gateways to many of the opportunities that can follow.

Literacy

Central to our teaching approach is a focus on literacy and reading. We support our entire curriculum with a high level of focus on reading because we know that literacy is vital to educational success and social mobility. We build this into our curriculum in several ways, such as through Library Lessons in Key Stage 3 English, the use of the Accelerated Reader and Bedrock Vocabulary programmes, twenty minutes of reading time per day with our weekly Drop Everything and Read strategy and an increase of the extended reading that students do in all of their lessons.

In addition to these wider strategies, we have supported our teachers and students with a strong focus on the skills of reading that they develop in each lesson. Working with advisors from our Local Authority, we have developed our PLANETS reading strategy, which teachers use when getting students to undertake reading in their lessons. These are the unspoken reading skills which enable students to decode challenging texts and make meaning out of them in ways which will support them in exams and beyond.

Our mentality at Colton Hills is that whilst we may teach different subjects, we are all teachers of reading, and this is pivotal to the focus of our school.

Numeracy

At Colton Hills, we have a passion for mathematics that many of our students share, reflected in our strong and improving outcomes in this area. We build on a Key Stage 3 experience which is based on the Mathematics Mastery model, which uses manipulatives and other mathematical thinking strategies to get students to become confident in how maths works and curious about learning new skills.

We also want our students to know why mathematics is so important, and we have built this into our curriculum, too. We underpin our teaching with explanations of where these mathematical concepts are used in the real world, in employment and in all fields of human endeavour. We also give our students access to the cultural knowledge of how mathematical discoveries we made, so that they know that the story of maths is every bit as compelling as the stories elsewhere in the curriculum. Our curriculum also involves a significant amount of cross-curricular mathematical work, in particular with our Science department, so that all students have a regular diet of experiences to secure key skills.

Marking and Feedback

We believe effective feedback is the single most important strategy we can employ as practitioners to ensure students make good progress over time. We also know that marking for literacy is a vital part of supporting the whole school literacy strategy to ensure all students are fully literate and able to engage effectively with their curriculum.

We recognise that feedback can be given in a range of ways including written feedback, verbal feedback and digital feedback.

Teachers will build into their lessons planning time for students to act on feedback during Directed Improvement and Reflection Time (D.I.R.T.). We recognise that to make excellent progress and to take ownership of their learning, students need time to respond and engage with feedback.

Expectations

- Teachers will indicate to student sections/pieces of work to be formatively assessed.

- Teachers will mark in detail against success criteria at least once every two weeks for core subjects and once every three weeks for all other subjects.

- Teachers will mark for literacy using the school marking codes and these should be evident in the margin.

- Feedback will be concise with areas of strength and areas for development described

- Feedback will be by comment only; there will be no level or grade unless it is a summative assessment. At least one piece per term should be summative.

- Each set of feedback should have at least one WWW (what went well) identifying strengths and one EBI (even better if) clearly identifying an area to improve

- Teachers check EBI's and student green pen response when completing subsequent marking and corrections

- Marking and feedback should be moderated twice per half-term in subject teams

- Departments will identify future summative assessment pieces which will be graded followed by student reflection on strengths and areas for development

Verbal Feedback

- Verbal feedback is as important as other types of feedback

- Discuss work with students during the lesson. This feedback should be aimed at moving the learning forward.

- Verbal feedback can be recorded by the student in the form of WWW and EBI.

Written Feedback

- Use comment only marking for formative assessed tasks

- 9-1 number grades should only be used for summative assessments

- In the written feedback clearly and concisely identify one WWW and one EBI.

  - The EBI should be used to close the learning gap.

  - EBI's should be differentiated, supported by Bloom's (appendix 9) or SOLO Taxonomies
    - (appendix 9)

  - **Directed Improvement and Reflection Time (D.I.R.T.)**

  - D.I.R.T is when students work on EBI's. This should take place at least at least once every two weeks for core subjects and at least once every three weeks for all other subjects.

  - Plan for D.I.R.T. in schemes of learning

  - Emphasis on improvement not completion; "if it's not perfect, it isn't finished"

  - Allow enough time for D.I.R.T. to be meaningful – have you given enough time for students
    - to act on EBI's?

  - D.I.R.T. should be quiet and reflective

  - If a student was absent, they can pair up and look at other students' EBIs

  - When books are next taken in for feedback, acknowledge students' response to feedback and check that the learning gap has closed.

Feedback pro-forma

Must be used for formative assessed tasks, at least once every two weeks for core subjects and at least once every three weeks for all other subjects. These will be available on stickers from reprographics (appendix 18)

Green Pen Policy

To help students improve and reflect on their learning, we believe that peer and self-assessment are crucial to ensuring that students take ownership of their work. This is evident through our green pen policy. All students are expected to check through theirs or others written work with a green pen, before handing it in to their teacher for marking.

Students are expected to check:

- Spelling mistakes

- Punctuation and accuracy

- Clarity – how clear is your writing? Does it make sense when you read it back?

- Paragraphs – show where they are meant to be if you forgot to put them in.

D.I.R.T. tasks to be completed with green pen to indicate improvements that have been made. When completing peer assessment, students may complete a range of learning activities, including:

- Marking a piece of work against a mark scheme and then setting clear targets to impro

  - Highlighting in green pen key points and arguments made

  - Highlighting SPAG errors

  - Co-constructing writing in green pen when working in pairs

<u>This policy is currently under review</u>

EAL Provision

EAL teaching must enable students to acquire English whilst using the mainstream curriculum as the context. This involves developing specific resources and skills, which make the language of the curriculum accessible through for example increased use of visual prompts, scaffolding and modelling while also keeping the cognitive challenge and interest and engagement levels high.

The key difficulty experienced by EAL students is that they have to learn in, through and about English all at the same time.

Strategies for good practice when teaching students with EAL include:

- When you plan your lessons at all times keep language in mind.
- Model 'Standard English' at all times and in all contexts in school, adjusting the speed of delivery for EAL learners and rephrasing so that they can understand the simpler language.
- Promote articulacy.
- Introduction of keywords prior to subject learning, using speaking and listening strategies.
- Students will remember new language much quicker if they have heard and spoken it before we give them the word in writing.
- The normal order for language acquisition will always be in the order of, listening, speaking, reading and lastly writing.
- Talk is the bridge to good understanding and writing. If they cannot say it and understand it, they will not be able to write it.
- Plan for speaking and listening activities. There is an implicit belief that subtle skills of active listening and reasoned speaking will simply happen and this is not the case.
- Allow EAL learners thinking time to answer questions so that they can process then translate their answers even if it means coming back to them later.
- PowerPoints displaying good use of visuals and text in recommended fonts and size are helpful for EAL learners i.e. comic sans 12+
- Model key language structures and enable students to see patterns in language so they can assimilate it.
- Create classroom cohesion by embracing EAL learners' first language.
- Allow students to discuss aspects of their lesson in their own language as comprehension and understanding must come before written or spoken outcomes.
- Creating a safe and secure environment for new arrivals by reinforcing that each student's contribution is valued regardless of level of ability and encouraging a supportive ethos from other students.
- Encourage EAL learners to answer questions appropriate to their level of English.
- Use body language, gestures and facial expressions to aid understanding whenever possible.
- Break down instructions into manageable steps and ask students to repeat them to

ensure understanding is secure.

- Provide opportunities for structured talk with fluent English speakers and advanced EAL
- learners.
- Plan for group activities to enable less able students to be guided by students that are more able.
- Introduce role-play activities to develop confidence and speaking skills.
- Translation of key words into the first language.
- Encourage the use of a bilingual dictionary or ipad for translation

There are materials and further suggested strategies on the T Drive/ Inclusion / EALI EAL Toolkit, which will support teachers preparing lessons to engage students with EAL.

Assessment Requirements

Twice per year, teachers will be required to make assessment decisions about the progress our EAL students are making in their development of English Language skills. We are required by the DFE to declare proficiency in English of our EAL students and we use the NASSEA levels in all four skills of Listening Speaking Reading and Writing.

Appendices

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Appendix 1

Teach Like a Champion – The Colton Hills Way

The Colton Hills Way of Teaching

Context

We have our own requirements for ensuring the context is properly set. The following points are not strategies but essential components of a successful lesson.

- **Component 1: Know the Big Picture** – Be clear about why you are teaching what you are teaching.
- **Component 2: Subject knowledge** – Demonstrate your strong subject knowledge in exploring wider contexts.
- **Component 3: Significance** – What you're teaching isn't just for exams – why is it important to know and can the students articulate the significance of what they are learning?
- **Technique 18: Post It** – Display your lesson objectives where everyone can see it and identify your purpose.

Organised

- **Technique 6: Affirmative Checking** – Insert specific points into your lesson when students must get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next stage.
- **Technique 7: Plan for Error** – Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.
- **Technique 19: Double Plan** – As you plan a lesson, plan what your students will be doing at each point in class.
- **Technique 31: Every Minute Matters** – Respect students' time by spending every minute productively.
- **Technique 49: Strategic Investment – From Procedure to Routine** – Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinizing a key procedure requires clear expectations, consistency, and most important, patience. Even so, it's almost always worth it.

Long term

- **Technique 16: Begin With The End** – Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.
- **Technique 14: Format matters** – Help your students practice responding in a format that communicates the worthiness of their ideas and is beneficial to them in the long run.
- **Technique 26: Exit Ticket** – End each class with an explicit assessment of your objective that you can use to evaluate success.
- **Technique 47: SLANT** – Teach students key baseline behaviours for learning, such as sitting up in class and tracking the speaker, by using a memorable acronym such as SLANT.
- **Technique 41: Front the Writing** – Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.

Transitions

- **Technique 20: Do Now** – Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching.
- **Technique 21: Name the steps** – Break down complex tasks into simple steps that form a path for student mastery.
- **Technique 27: Change the Pace** – Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.
- **Technique 28: Brighten Lines** – Ensure that change in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.
- **Technique 48: Engineer Efficiency** – Teach students the simplest and fastest procedure for executing key classroom tasks, then practise so that executing the procedure becomes a routine.
- **Technique 55: Art of the Consequence** – Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.

Optimistic

- **Technique 15: Without Apology** – Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship.
- **Technique 35: Break it Down** – When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can.
- **Technique 38: The Art of the Sentence** – Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.
- **Technique 52: Make Compliance Visible** – Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance.
- **Technique 58: Positive Framing** – Guide students to do better work while motivating and inspiring them by using positive tone to deliver constructive feedback.

No hands up

- **Technique 2: Targeted Questioning** – Ask a series of carefully chosen, open ended questions directed at a strategic sample of the class and executed in a short time period.
- **Technique 32: Wait Time** – Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.
- **Technique 33: Cold Call** – Call on students regardless of whether they've raised their hands.
- **Technique 34c: Call and Response** – Ask your class to answer questions in unison from time to time to build energetic, positive engagement.
- **Technique 39: Show Call** – Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing–regardless of who volunteers to share.

Don't forget a great source of excellent strategies that are proven to work with Colton Hills students are our very own Guilds. If you have a question about a particular area, why not get in touch with a member of the relevant Guild?

Hello

Technique 45: Threshold
Meet your students at the door, settling expectations before they enter the classroom.

Individual

Technique 60: Warm/Strict
Be both warm and strict at the same time to send a message of high expectations, caring, and respect.

Technique 46: Strong Start
Design and establish an efficient routine for students to enter the classroom and begin class.

Technique 4: Tracking, Not Watching
Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distractions.

Technique 51: Radar/Be Seen Looking
Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking.

Technique 37: Everybody Writes
Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.

Learn together

Effective group work plays an active role in reducing the achievement gap and maximising learning. The following strategies are for successful group work but are not from the Teach Like a Champion programme.

Strategy 5: Quiz, quiz, trade
Each person in the group has a question, with an answer and a coaching tip. The student asks their question to each person in the group and support them if they're stuck. The students then swap roles and answer the question. Next they find a different partner to go through the process again.

Strategy 4: Mastery Modelling
Teacher gives a group a series of models, good and bad, including some with common errors that students would identify. Students complete a critical appraisal of these models as a group and identify their summary assessment of the models first, before then devising and presenting a 'mastery model' that is a composite exemplar model of work.

Strategy 3: Talking Triads
A triad comprises a speaker, questioner and a recorder/analyst. Questions can be prepared in advance (or past paper questions). The recorder/analyst says nothing until the discussion has been completed and then comments on the previously agreed success criteria. This can be done in front of the class or with lots of triads.

Strategy 2: The Envoy method
Students research a different topic in groups until they become confident on it. One person from the group becomes the 'envoy' and moves on to another group to explain the concept to the next group. The rotations continue until the envoy is back with the original group.

Strategy 1: Think-pair-share
Every time you ask a question, get the students to think first, then discuss in pairs before sharing their thoughts. Students are more likely to give a better answer and all students get to have their ideas bounced of another student.

Love reading!

PLANETS strategy: Summarise it
Pupils produce a verbal summary of the text type and key ideas they have read about in the text.

PLANETS strategy: Extract information from it
Pupils scan the text to find answers to comprehension questions. They then take notes, at first using frameworks and models, then without.

PLANETS strategy: Note down answers to questions
Pupils annotate the text with answers to the questions and word meanings. They add new vocabulary to a glossary or a word list in their books.

PLANETS strategy: Ask questions about it
Pupils read text closely and discuss margin questions written by teacher (e.g. about content/ideas, word meanings, how information is organised). Pupils read text closely and write their own margin questions to discuss.

At Colton Hills our PLANETS approach is key to developing our work with text. What follows are a small selection PLANETS strategies but for the full list see the Teaching and Learning area on Teams.

Technique 23: Control the Game
Ask students to read aloud frequently but manage the process to ensure expressiveness, accountability and engagement.

Speaking and Listening

S & L strategy: Paraphrasing
You know a student has only listened and comprehended when they can paraphrase their peers' ideas. When the original speaker hears their words spoken back they have the opportunity to refine what they are saying.

S & L strategy: Thought stems
Promote academic or professional talk in each subject area. By encouraging students to think and speak using sophisticated phrasing, they are more likely to internalise it and use it confidently in their writing. The more of this that can be modelled the better.

There are many strategies we have developed ourselves at Colton Hills such as the reading and speaking prompts in the students' planners.

Technique 44: Batch Process
Give more ownership and autonomy to students – by allowing for student discussion without teacher mediation, for short periods of time or for longer, more formal sequences.

Technique 43: Turn and Talk
Encourage students to better formulate their thoughts by including short, contained pair discussions–but make sure to design them for maximum efficiency and accountability.

Technique 42: Habits of Discussion
Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussion to be more efficiently cohesive and connected.

Work through

Using a highlighter for live marking is the perfect way to identify errors so the student can correct their work immediately!

Technique 50: Do It Again
Give students more practice when they're not up to speed–not just doing something again, but doing it better, striving to do their best.

Technique 25: At Bats
Because succeeding once or twice at a skill won't bring mastery, give your students lots of practice mastering knowledge and skills.

Technique 11: No Opt Out
Turn "I don't know" into a success by helping students who won't try or can't succeed practice getting it right (and being accountable for trying).

Technique 10: Own and Track
Have students correct or revise their own work, fostering an environment of accountability for the correct answer.

Technique 9: Excavate Error
Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.

Ask, ask, ask

Why not team up techniques? Cold Call and Pepper work well together!

Technique 13: Stretch It
Reward 'right' answers with harder questions.

Technique 12: Right is Right
When you respond to answers in class, hold out for answers that are 'all-the-way right' or all the way to your standards of rigour.

Technique 5: Show Me
Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.

You

Technique 57: What to Do
Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.

Technique 56: Strong Voice
Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.

Technique 54: Firm Calm Finesse
Take steps to get compliance without conflict by establishing an environment of purpose and respect by maintaining your own poise.

Technique 53: Least Invasive Intervention
Maximise teaching time and minimise teaching 'drama' by using the subtlest and least invasive tactic possible to correct off-task students.

Technique 24: Circulate/Breaking the plane
Move strategically around the room during all parts of the lesson.

Technique 8: Culture of Error
Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.

Appendix 2

Revision Cycle

1. SUMMARISE: shorten information

2. RETRIEVE: find out what you know

3. FILL THE GAPS: look at what you don't remember

4. APPLY: practice using the information

5. REVIEW: reflect on how you have done and repeat

Maximum Learning
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Way of Teaching