Colton Hills Way of Teaching

CHWoT

Why do we exist?

Our Purpose

To **serve our community** by challenging educational and social disadvantage so that everyone thrives.

Many Minds, One Mission

What do we do?

Our Mission

At Colton Hills, we believe that **every child** is entitled to the highest quality learning experiences, irrespective of their starting point. There are no barriers to high achievement and no excuses for not succeeding.

In **every lesson**, students are exposed to powerful knowledge and culturally rich experiences. **Every day** we are learning and reflecting on how we have improved ourselves. Through this, we maximise academic attainment so students can go to and through university and thrive in a top profession.

All students will leave Colton Hills highly numerate and literate, with meaningful qualifications that prove this. They will also leave equipped with both the skills and self-belief to engage with the wider world so that they change it for the better.

Every Child, Every Lesson, Every Day

What's Important Right Now?
5 Big Moves for 2022-23

1. Raising Attainment in Y11/13 – SEND focus
2. High Performance Learning – Full Adoption
3. Staff Workload, Wellbeing and Efficiency
4. Raising Attendance Above 95%
5. Independent Study – A Culture of Excellence

The Expected Five

Teach Like a Champion

1. Cold Call – targeted questioning, no hands up
2. Breaking the plane – circulating around the room
3. Right is Right – probing for deeper answers.
4. Brighten Lines – Clear instructions, energy injected into the start of each task. Students know how long they have and what will be happening when the task is complete. Efficient transitions between tasks
5. TLS – Track, Listen, Sit up.

Teach Like a Champion – The Colton Hills Way

The Colton Hills Way of Teaching

Context	**Technique 18: Post It** Display your lesson objectives where everyone can see it and identify your purpose.	**We have our own requriements 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. BIG PICTURE FINDING	**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?	
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. SELF-REGULATION	**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 41: Front the Writing** Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.	**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. PRACTICE AUTOMATICITY
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.		
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. COMPLEX & MULTI-STEP PROBLEM SOLVING	**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. PRACTICE AUTOMATICITY	**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. PERSEVERANCE RESILIENCE	**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. PRECISION INTELLECTUAL CONFIDENCE	**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. SELF-REGULATION PERSEVERANCE RESILIENCE	**Technique 40: Build Stamina** Gradually increase writing time to develop in your students the habit of writing productively, and the ability to do it for sustained periods of time. STRATEGY PLANNING
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 34: Call and Response** Ask your class to answer questions in unison from time to time to build energetic, positive engagement.	**Technique 36: Pepper** Use Pepper as a fast-paced, vocal review to build energy and actively engage your class.	**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

Teach Like a Champion – The Colton Hills Way

The Colton Hills Way of Teaching

Hello	**Technique 45: Threshold** Meet your students at the door, setting expectations before they enter the classroom.	**Technique 46: Strong Start** Design and establish an efficient routine for students to enter the classroom and begin class.	**Technique 60: Warm/Strict** Be both warm and strict at the same time to send a message of high expectations, caring, and respect.	**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?**		
Individual	**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 37: Everybody Writes** Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.	**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.			
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 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.	**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 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 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 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.
Love reading!	**Technique 23: Control the Game** Ask students to read aloud frequently but manage the process to ensure expressiveness, accountability and engagement.	**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.**	**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.	**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: 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: Summarise it** Pupils produce a verbal summary of the text type and key ideas they have read about in the text.
Speaking and Listening	**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.	**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 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.	**There are many strategies we have developed ourselves at Colton Hills such as the reading and speaking prompts in the students' planners.**	**5 & 1 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.	**5 & 1 strategy: Paraphrasing** You know a student has only listened and comprehended successfully 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.
Work through	**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.	**Technique 10: Own and Track** Have students correct or revise their own work, fostering an environment of accountability for the correct answer.	**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 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 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.	**Using a highlighter for live marking is the perfect way to identify errors so the student can correct their work immediately!**
Ask, ask, ask	**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.	**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 13: Stretch It** Reward 'right' answers with harder questions.	**Why not team up techniques? Cold Call and Pepper work well together!**		
You	**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.	**Technique 24: Circulate/Breaking the plane** Move strategically around the room during all parts of the lesson.	**Technique 53: Least Invasive Intervention** Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students.	**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 56: Strong Voice** Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.	**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.

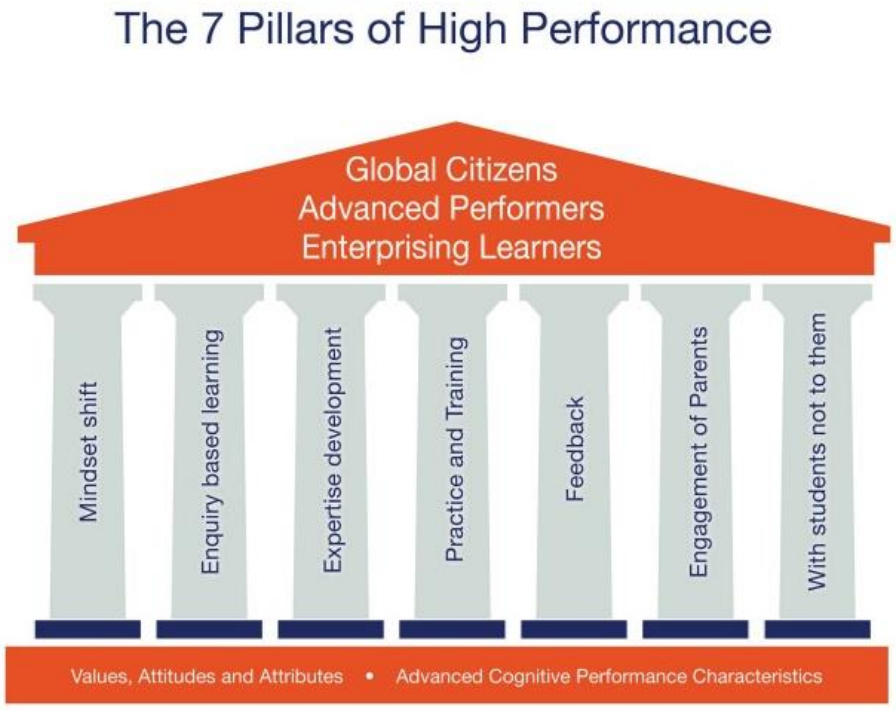
Colton Hills Community School

HPL IN A NUTSHELL

- High performance is an attainable target for everyone.
- HPL systematically teaches students how to be 'intelligent' and how to succeed in school and life.
- There are 30 generic competencies students need to develop and these can be grouped into 8 sets across 5 levels from novice to expert. The more competent students are in each of these the better they will do. Each department has specific competencies they focus on; ask your curriculum leader what they are.

Good Practise Tips:

- Talk about **learners** not pupils
- Think and say **'performance'** not 'ability'
- Aim for your personal best
- **Model** what good looks like
- Engage in more classroom **dialogue**
- Signal making **mistakes** is part of learning
- **Question** repeatedly
- Promote **deliberate practice** and **hard work**
- **Praise** having a go
- Praise taking a **risk**, expressing your view
- Ask what **strategies** you are using
- **Expect** everyone learning at high levels



Colton Hills Community School

Policies and Whole School Practice

Safeguarding Policy

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf

Teaching and Learning Policy

- Frequent Live Marking, Two responding to feedback per half term
- https://www.coltonhills.co.uk/_files/ugd/565328_5a0f9472b5764dd1800bbf30bbb3baef.pdf

Behaviour for Learning Policy

- https://www.coltonhills.co.uk/_files/ugd/565328_b434a78474b24b9a9bbec7cd4117f486.pdf

Independent Study Policy

- To be set in line with the timetable published to parents.
- https://www.coltonhills.co.uk/independentstudy

SEND Policy

- SEND and Disadvantages students to have the best seats in the house.
- https://www.coltonhills.co.uk/_files/ugd/565328_3393d788a74f40c59590b7464b3a3ead.pdf

Important information

Meeting Schedule

Date	Time	Focus
Wednesdays	2:45pm- 4:10pm	Whole School Priorities
Fridays	8:15am- 8:25am	Whole School Briefing

Behaviour Support

- Teams> Chat> Type in Conduct Support

Within your message to conduct support state name of the child and the teaching room

- To contact a year team email; for example: CHCS-Year8Team@coltonhills.co.uk

Wider support

- Teaching and Learning/CPD- Ldaniels@coltonhills.co.uk
- Safeguarding- Mbassi@coltonhills.co.uk
- Reprographics- Dnewall@coltonhills.co.uk
- ICT Support- Jkumar@coltonhills.co.uk