



Teaching and Learning Expectations at SDCC and the Atrium

Meet and Greet

Teachers will...

- Have the Get to Work task on the board.
- Meet students at the threshold.
- Welcome students into the classroom and direct them to their seat in relation to the seating plan.
- Ensure coats and bags are stored.
- Ensure correct equipment is out.
- Inform the TA about the plan for the lesson.
- Use questioning techniques to establish knowledge.
- Identify errors or misconceptions, corrects and reteaches.

So that...

- Students enter the classroom in a calm, orderly manner.
- Students are focused and ready to learn, every minute of every lesson is valued.
- High expectations are visible.
- Students recall and practice key knowledge to make it stick in their long term memory.
- The teachers and students know what learning they still need to practice.
- Everyone must think hard.
- All students understand ALL of the key knowledge.

Students will...

- Greet the teacher and respond respectfully.
- Enter the classroom silently following the seating plan.
- Remain in silence as they:
 - ❖ Put coats on backs of chairs and bags under tables;
 - ❖ Get equipment out to be ready for learning;
 - ❖ Get to work.
- Speak only when asked to by the teacher when responding to the teacher's questions.

Direct Instruction (I do)

Teachers will...

- Plan key, challenging questions.
- Identify 'first 5' students and ensure needs of all students, especially those with SEND, are planned for.
- Share clearly defined outcomes for the lesson and focus student attention on key learning.
- Use highly effective explanations and direct instruction to teach key concepts.
- Use live modelling to succinctly explain the process, presenting new material in chunks by Naming the Steps.

So that...

- Students are stretched and have to think hard.
- All students can experience success.
- Students have complete clarity around what they are learning and why.
- Students quickly grasp new ideas.
- Students know what success looks like as well as how to achieve it.
- Students can discuss their learning, self-regulate and are aware of strengths and areas to develop.

Students will...

- Sit in silence.
- Track the person speaking.
- Listen to explanations carefully.
- Respond to questions when called upon.
- Put their hand up if they have their own questions.

Guided Practice (We do)

Teachers will...

- Make it clear how everyone is expected to take part by defining the Means of Participation.
- Check in and support students who require it, especially those with SEND.
- Use Show Me to maximise the participation ratio and gain evidence of understanding.
- Increase the thinking ratio by Cold Calling and then get students to elaborate further by Stretching It.
- Normalise the expectation of everyone taking part by Narrating the Positive, and using praise.

So that...

- Students develop independent procedural knowledge.
- Students can identify the key features of what a quality answer looks like and are able to replicate this.
- Students understand what good scholarly behaviour looks like.
- Students' practise and build upon declarative knowledge.

Students will...

- Participate fully, as guided by the teacher, this may include group or pair work.
- Put their hand up to ask a question, if they haven't understood.
- Demonstrate respect when other students are asking questions or offering answers.
- Follow instructions.

Independent Practice (You do)

Teachers will...

- Plan purposeful tasks, closely aligned to achieving specific learning intentions, Working the Clock to set timed targets.
- Take into account the needs of all students, especially those with SEND, by scaffolding tasks carefully.
- Foster accountability by having students correct their work by Owning and Tracking, checking work using green pen.
- Use whole class, formative strategies to assess progress and check for understanding of all students against defined outcomes.
- Create an incentive for students to successfully finish a task by Show Calling student work and giving timely feedback, which is specific, accurate and clear.

So that...

- Misconceptions are quickly identified and dealt with either through reteaching or modelling.
- Students are stretched and have to think hard.
- All students have access to all knowledge and experience success.
- Students engage in scholarly behaviour applying their understanding to demonstrate their knowledge.
- Students can engage in a feedback dialogue and understand the steps to succeed and move forward.

Students will...

- Focus on their own learning.
- Work to the best of their ability.
- Make full use of the resources they have available to them.
- Put their hand up to ask questions.
- Work in silence.

End and Send

Teachers will...

- Instruct students to pack away books and equipment.
- Instruct students to stand in silence behind chairs.
- Stand at the door.
- Dismiss students row by row.

So that...

- Students show respect for their learning environment.
- Every minute of every lesson is valued.
- High expectations are maintained until the end of the lesson.

Students will...

- Pack away their book and equipment.
- Stand silently behind their chair.
- Wait until the teacher dismisses their row.
- Remain silent as they calmly leave the classroom.