

SDCC and The Atrium Teaching and Learning Principles

Term	Half Termly Focus	Impact	TLAC	Walkthrus	Evidence and Further reading
Autumn 1	<p>1. High Behavioural Expectations and Routines (Teachers' Standards: 1, 7, 8, 4) <i>Rebuilding relationships and establishing routines and expectations</i></p> <p>a) Teachers demonstrate effective classroom management b) Teachers consistently apply the SDCC behaviour policy and reinforce and recognise effort c) Teachers plan for and ensure that there is a high ratio of student participation through questioning d) Every lesson begins with meet and greet, welcoming, setting expectations and reinforcing college expectations of pride and presentation.</p>	<p>a) Every minute of every lesson counts and students are entitled to disruption free learning b) Students can think hard about their learning free from distraction c) All students are engaged in thinking hard about key learning and understand the connection between effort and achievement. A high number of students are asked and answer questions. d) Expectations you can see, minimal valuable lesson time is wasted dealing with low-level disruption or disorderly transitions</p>	<p>Chapter 11 High Behavioural Expectations p381. The 100% Cycle: T.51: Radar/Be Seen Looking; T.52: Make Compliance Visible; T.53: Least Invasive Intervention; T.54: Firm, Calm, Finesse; T.56: Strong Voice; T.57: What to Do; T.60: Warm/Strict; T.61: Emotional Constancy; T.58 Positive Framing; T.59: Positive Praise. Chapter 10 Systems & Routines p349. T.45 Threshold (meet & greet); T.46: Strong Start; T.20: Do Now (get to work); T.47: STAR/SLANT; T.48: Engineer Efficiency; T.50: Do it Again. T.4: Tracking, Not Watching; T.3: Standardise the Format.</p>	<p>Behaviour and relationships pg 32-46</p>	<p>Why better behaviour benefits everyone, Tom Bennett http://behaviourguru.blogspot.co.uk/2017/10/better-behaviour-benefits-everyone-why.html Improving Behaviour in Schools, Six recommendations for improving behaviour in schools, EEF https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/ Can teachers increase students' self-control? Daniel Willingham https://www.aft.org/sites/default/files/periodicals/Willingham_3.pdf</p>
Autumn 2	<p>4. Memorable Learning (Teachers' Standards: 2, 4, 3, 5) <i>Ensuring staff, students and parents understand the science of learning and memory.</i></p> <p>a) Teachers regularly use low stakes retrieval tasks b) Teachers provide frequent opportunity for guided practice and obtain a high success rate before independent practice c) Teachers use visuals and other resources to support explanations d) Teachers ask questions which make links with prior learning</p>	<p>a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning. Skills and knowledge become automatic for students c) Students can successfully understand and remember key aspects of learning d) Students are encouraged to draw on prior knowledge</p>	<p>T.37: Everybody Writes; T.42: Habits of Discussion; T.43: Turn and Talk; T.38: The Art of the Sentence; T.44: Batch Process; Technique 39: Show Call; Technique 40: Build Stamina; Technique</p>	<p>Practice and retrieval pg 110- 130</p>	<p>What will improve a student's memory? Daniel Willingham- https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf Memories are made of this, Dylan William- https://www.tes.com/news/school-news/breaking-views/memories-are-made-elaboration-the-learning-scientists- https://static1.squarespace.com/static/56acc1138a65e2a286012c54/t/57f27850e3df28e1e0e56ebf/1475508304642/Elaboration.pdf https://senecalearning.com/en-GB/blog/free-cognitive-science-level-1-cpd-course/ https://www.learningscientists.org/learning-scientists-podcast/2019/8/8/episode-42-bite-size-research-on-attention-and-retrieval-practice</p>
Spring 1	<p>2. Quality of instruction (Teachers' Standards: 2, 3, 4, 5, 6) <i>Build on *questioning from the previous term. Continue to develop the use of modelling and introduce the idea of Dual Coding for staff.</i></p> <p>a) Teachers give highly effective explanations and explicitly focus learner's attention on defined outcomes b) Teachers present new material using small steps c) Teachers use expert live modelling and articulate the process and how to achieve it d) Teachers ask a high quantity of process and factual questions</p>	<p>a) Students quickly grasp key ideas and have complete clarity around what they are learning and what success looks like b) Each step can be mastered before students move on c) Students know what excellence looks like as well as how to achieve it d) Students are given opportunities to practice new material and engage with learning talk</p>	<p>T.21:Name the Steps; T.22: Board = Paper; T.42: Habits of Discussion; T.57: What to Do, T.37: Everybody Writes, T.32:Wait Time; T.35: Break it Down; T.27: Change the Pace; T.30: Work the Clock; T.31: Every Minute Matters; T.28: Brighten lines; T.26: Exit Ticket; T.16: Begin with the End; T.18: Post It; T.19: Double Plan</p>	<p>Explaining and Modelling pg 66- 86</p>	<p>Principles of instruction, Barak Rosenshine https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf The Science of Learning, Deans for Impact https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf https://app.senecalearning.com/classroom/course/9375f141-2704-49d8-a754-e142c7aad967/section/3ed336fc-89f0-4dba-b853-4c9f61a0d3ed/session?utm_source=blog&utm_medium=blog&utm_campaign=uk&utm_content=caviqilicpd https://www.futurelearn.com/courses/technology-teaching-learning/0/steps/53322 https://www.youtube.com/watch?v=16SBht2iF_k Boxer's vid</p>
Spring 2	<p>5. Adaptive teaching (Teachers' Standards: 4, 1, 2, 5) <i>Challenge the idea of Differentiation and review Schemes of learning with a focus on Challenge and scaffolds. Effective use of TA's</i></p> <p>a) Teachers provide scaffolds for demanding tasks b) Teachers pitch high every lesson c) Teachers know their learners and understand pupils' diverse needs and starting points d) Teachers ask questions which are appropriately pitched and directed</p>	<p>a) Students can succeed in challenging tasks b) Students are challenged to exceed expectation c) All students with SEND/ EAL pupils/ pupils with a range of learning needs make exceptional progress d) Students are challenged to answer appropriate questions</p>	<p>T.35: Break it Down; T.21: Name the Steps; T.57 What to do; T.32: Wait time; T.33: Cold Call (no hands up); T.31:Every Minute Matters; T.24:Ciculate; T.22: Board = Paper; T.34: Call and Response; T.25: At Bats.</p>	<p>Scaffolding pg 80, Why don't students like school pg 24</p>	<p>Yes, he can! Katie Ashford https://tabularasaeducation.wordpress.com/2017/07/09/yes-he-can/ https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/ https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/813228/Research_for EIF framework 100619_16_.pdf</p>
Summer 1	<p>6. Assessment and Feedback (Teachers' Standards: 6, 2, 4, 5, 8) <i>Feedback that moves learning on is at the center of Teaching and Learning. Core subjects are trialing proportional marking, in order to inform planning. Questioning stretches learners and develops Metacognition.</i></p> <p>a) Teachers give pupils high quality feedback b) Teachers accurately gather information on student learning and engage in live dialogue for checking understanding c) Teachers implement the IACT policy and provide students with d) Teachers plan and ask questions that provide a picture of student learning</p>	<p>a) Student actions are refocused or redirected to achieve a goal (in green pen!) b) Teachers know which topics to re-teach that were not grasped first time c) Students' value feedback and can swiftly develop further knowledge and skills (in green pen!) d) Teachers can identify gaps in student learning</p>	<p>- T.33: Cold Call (no hands up); T.24: Circulate; T.34: Call and Response; T.2: Targeted Questioning; T.6: Affirmative Checking; T.3: Standardise the Format; T.7: Plan for Error; T.9: Excavate Error; T.10: Own and Track;</p>	<p>Questioning and feedback pg 88-108</p>	<p>SDCC IACT Policy https://www.southdartmoor.devon.sch.uk/attachments/download.asp?file=2445&type=pdf 10 feedback techniques that make students think, Dylan William http://www.dylanwilliamcenter.com/wp-content/uploads/2015/02/10-Feedback-Techniques.pdf https://nutsaboutteaching.wordpress.com/2020/01/14/musings-on-feedback/ https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf https://achemicalorthodoxy.files.wordpress.com/2018/02/markings-review-for-sharing.pdf</p>
Summer 2	<p>3. Subject mastery (Teachers' Standards: 3, 8, 4, 6, 1) <i>SoL are reviewed to ensure effective sequencing and identification of language and potential misconceptions</i></p> <p>a) Teachers demonstrate expertise in exam specifications b) Teachers plan for and address misconceptions. c) Teachers sequence and interleave content d) Teachers promote and uphold the highest standards of literacy and oracy.</p>	<p>a) Students are successful in examinations b) Students overcome common misconceptions c) Students revisit material in a way which promotes long term memory d) Students communicate in a format that is clear, complete and accurate</p>	<p>T.2: Targeted Questioning, T.6: Affirmative Checking; T.37: Everybody Writes; T.42: Habits of Discussion; T.43: Turn and Talk; T.38: The Art of the Sentence; T.44: Batch Process; T.39: Show Call; T.40: Build Stamina; T. 41: Front the Writing; T.11: NO Opt Out; T.12: Right is Right; T.13: Stretch It; T.14:Format Matters; T.15: Without Apology; T.35: Break it Down.</p>	<p>Sequencing and planning pg 52-64, Oracy pg 142-148</p>	<p>LEARNING: WHAT IS IT, AND HOW MIGHT WE CATALYSE IT? Peps Mc Crea https://www.ambition.org.uk/research-and-insight/learning-what-is-it/ What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014 https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf The value of knowing how students learn, Benjamin Riley https://www.pdkmembers.org/members_online/publications/Archive/pdf/PDK_97_7/35pdk_97_7.pdf</p>