



## 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, correct and reteach where needed

#### 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 plan to meet the needs of all students, especially those with SEND
- 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