



Teaching and Learning Expectations at SDCC

Meet and Greet

Teachers will...

- Get to work grid is displayed 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 and correct equipment is out
- Inform the TA about the plan for the lesson
- Be seen looking
- Use questioning techniques to review the GTW ensuring *"Black pens down, green pens up"*
- 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 and are engaged
- All students understand ALL of the key knowledge, and gaps are easily identified.

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, mark in green pen
- 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, annotating any texts in advance.
- Plan to meet the needs of all students, especially those with SEND, by considering vocabulary and use of texts
- Share clearly defined outcomes for the lesson and focus student attention on key learning, and the bigger picture
- Use highly precise language to effectively explain key concepts.
- Use live modelling to succinctly explain the process, presenting new material in chunks by Naming the Steps.
- Checking for understanding after each step.

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...

- Precisely state how students have to participate, by defining the Means of Participation
- When questioning, use No Opt out, and *"Say it again, Say it better"* to increase ratio and improve oracy
- Use the Habits of discussion to structure student talk
- Use whole class assessment strategies such as Show Me and thumbs up, thumbs down.
- 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 practise and build upon declarative knowledge
- Students can identify the key features of what a quality answer looks like and are able to replicate this
- Students can actively listen in a respectful manner
- Students understand what good scholarly behaviour looks like and can talk with confidence

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, ensuring that any texts to be used are annotated in advance
- Consider the needs of all students, especially those with SEND, by scaffolding tasks carefully
- Maintain pace by Working the Clock to set timed targets
- Plan for live feedback, clearly articulating for students, what you are "hunting and not fishing" for
- Circulate around the room providing feedback, ensuring all students respond to the feedback given *"black pens down, green pens up"*
- When asking questions use *"say it again, say it better"* to improve the quality of answers.
- Use whole class feedback where common misconceptions arise, and plan to revisit this in the next GTW task

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 are challenged to think deeply and express themselves with greater clarity

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
- Use green pen to act upon feedback given
- Put their hand up to ask questions
- Work in silence

End and Send

Teachers will...

- Summarise the key points of the lesson using bullet points. Using an Exit task to establish understanding.
- Instruct students to pack away books and equipment
- Instruct students to stand in silence behind chairs
- Dismiss students row by row

So that...

- Students are able to reflect on the core knowledge of the lesson
- Students show respect for their 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