Thinking Schools Academy Trust

"Transforming Life Chances"

Teaching and Learning Policy

Cedar Children's Academy

This policy was reviewed in July 2024
The policy is to be reviewed in July 2025

TSAT Teaching and Learning Policy

The policy will reflect the Trust Vision of "Transforming Life Chances". We aspire to enhance the learning of the pupils in a manner that will equip them for life outside of school. Teachers are among the most powerful influences in learning and will ultimately impact the pupil's relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

> *Children first:* To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

> *Aspire:* To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess.

> *Challenge:* To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our Vision.

> *Achieve:* For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent prowess.

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

a) Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.

b) Staff in TSAT are encouraged to think accurately and reflectively about their practice and understand a range of thinking tools that can be used to support student motivation and progress.

All new teaching staff undertake a bespoke programme on joining the Trust and this ensures their understanding of the ethos and expertise in integrating the tools to best effect. Further documentation relating to the successful implementation of our tools in each specific learning context is available from each school.

It is an expectation that all staff members ensure their understanding of the Thinking philosophy and their fluency in using the Thinking School approaches, therefore enabling them to implement appropriately and purposefully in all aspects of their practice to support maximum student progress.

Central to our Teaching and Learning policy are the *Core principles that underpin great teaching and learning in our Trust.* These should form the basis of our lesson planning.

The 7 principles of highly effective teaching and learning: the fundamental facets of what we do whilst also providing a way to keep the self-improvement of teachers manageable and sustainable at all levels.

- *Subject knowledge* – *what do they need to know at that age group.*
- *Explanations* – *connecting to what they know, telling the story, providing metaphors and analogies, providing examples, being aware of cognitive load, doing it themselves.*
- *Questioning and responding* – *sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.*
- *Feedback to feed forward* – *accurate identification of current status and steps forward.*
- *Modelling* – *content, mindset and dispositions.*
- *Metacognition* – *tools and self-regulatory methods.*
- *Memory* – *encoding and retrieval practice.*

We use metacognitive tools and meta-memory to support and meet these principles so the principles sit above the rest of the Tree Map
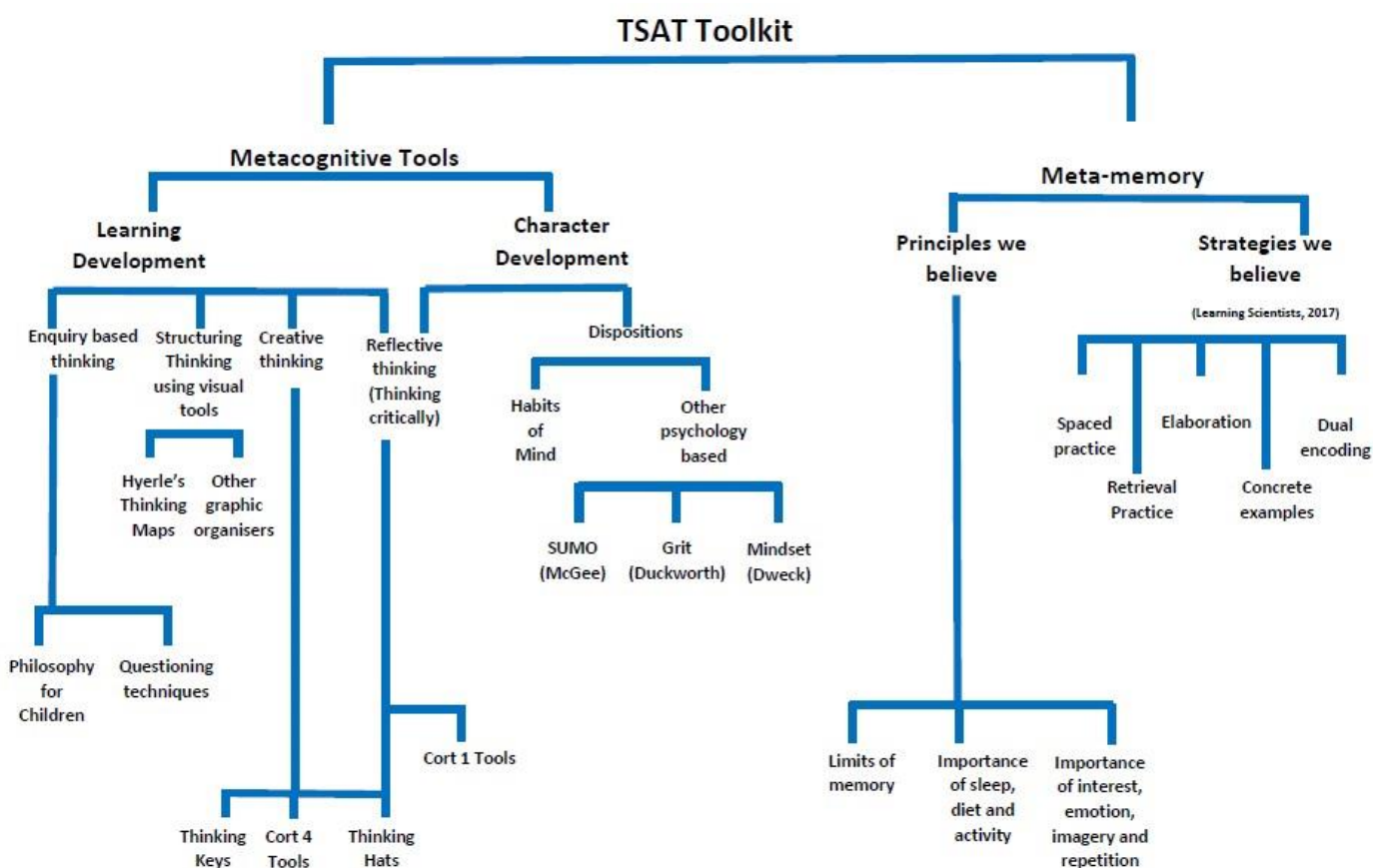
Aims

Our aim is to have a common framework for learning which breeds consistency but allows for creativity and thinking. The outcome of which is enthusiasm, engagement and excitement with the content and skills required to succeed, in every classroom.

To make learning 'visible' in lessons:

- To ensure standards of teaching are high through internal and external judgements.
- Pupils will be fully aware of the purpose of their learning.
- Pupils will be active and resilient participants in their learning.
- Pupils will look for the 'big picture' and seek patterns in the information presented to them.
- Pupils will make links across the curriculum and beyond the classroom.
- Pupils will apply their learning in unfamiliar situations with confidence.
- Pupils will use ICT positively, knowledgeably and proportionately.
- Staff have strong subject knowledge and use this to engage, enthuse and excite their students. Their lessons will include a balance between surface and deep level learning.
- Staff ensure that all pupils make excellent progress and achieve above age related expectations.

To make thinking 'visible' in lessons:

- Pupils will be encouraged to develop the necessary interpersonal skills to communicate effectively with others.
- Pupils will be able to find and process information independently using a variety of appropriate and purposefully selected Thinking Tools.
- Pupils will be able to exercise criticality when exploring different sources of information.
- Pupils will develop high-order thinking skills which will allow them evaluate and create effectively.
- Pupils will develop successful dispositions to ensure knowledge and understanding is accurately, consistently and purposefully applied - The Habits of Mind are valued by teachers as a way to cultivate and environment where students develop dispositions which will support them inside the classroom and beyond.
- Staff will teach students to think about their thinking to provide them with the skills required for the new curriculum and for life-long learning.
- Staff will promote students' persistence and resilience in overcoming challenges.

To make progress 'visible' in lessons:

- Pupils will be able to work effectively as individuals or part of a team to solve important problems.
- Pupils will develop self-confidence, self-motivation and self-regulation towards their learning.
- Clear learning objectives are used to ensure all students know how they can make progress.
- Staff will tailor provision to meet the needs of every pupil so that all can access our shared aims. They have high expectations and a belief that all pupils can achieve their potential.
- Staff will continually seek to research, innovate and improve the learning experience of all pupils.

- Staff feedback regularly to students to recognise and celebrate achievements, whilst challenging them in a constructive manner to strive for improvement and learn from their mistakes. ⬛ Teachers use questioning to evaluate student understanding and progression.
- Staff regularly reflect on learning and students' depth of knowledge and understanding.
- Staff within departments use a consistent approach to assessment to ensure accuracy of data and intervention.

<u>Learning at Cedar</u>
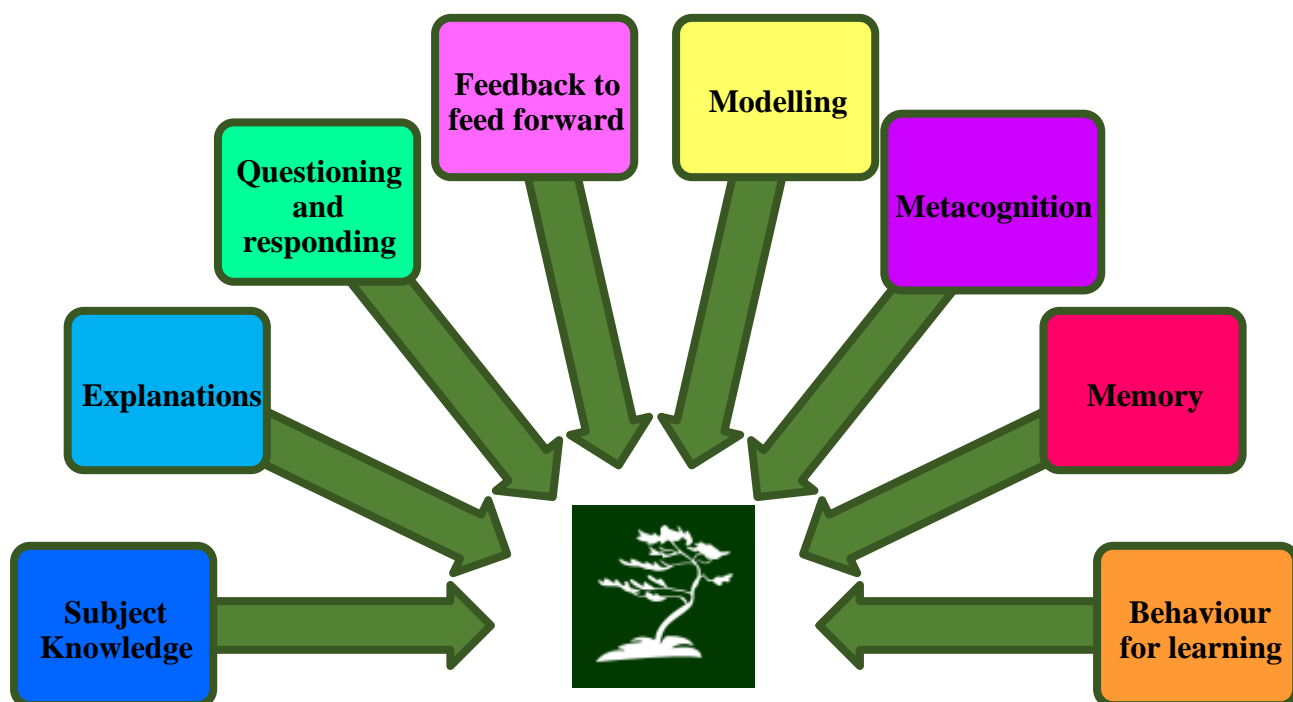
Subject Knowledge
What do they need to know at that age group?

1) Every teacher must know the curriculum areas that they teach, including where individual lessons fit into the wider context of the key stage. Explicit subject disciplines will be shared with children so they can understand the context of their learning.

2) Lesson plans demonstrate the skill, knowledge or understanding acquisition from the National Curriculum programmes of study 2014 and Birth to five.

3) Salient knowledge will be planned for and shared with the children at the end of each lesson.

4) LOs are shared to develop children's skills, knowledge and understanding. The SC is an explicit tool that will enable a child to demonstrate the acquisition of the above.

5) Planning will include challenge for all learners within the classroom with enrichment and extension activities planned and entwined through the learning for individual, groups and whole class learners.

6) Learning will be spaced taking into account the age and concentration span of the age of individual cohorts.

7) Children's books are the core evidence of learning and progress over time. We maintain at least expected progress, through the books, and where needed we are able to accelerate progress.

8) We demand and expect children to have pride of their books. The presentation and handwriting policy is consistently applied through all aspects of the curriculum.

9) Using subject knowledge, it is important to plan for what the children will be learning at each point in the lesson. The second phase is to plan what each adult will be doing at each point in the lesson.

10) Teachers use a range of hooks to inspire and ignite awe and wonder with the learners in their classroom.

11) Adults are learners: they strengthen their own subject knowledge, both curriculum based and pedagogical, through self-study and when appropriate direct study.

12) All adults take a shared responsibility in end of key stage outcomes. They know and understand what has come before and what comes next, therefore enabling all teachers to teach and support learning in any year group.

13) We use assessment, including formative and summative assessment, to plan, track and modify planning, questioning, extension and challenge tasks.

14) We understand and use the feedback and marking policy to develop learner's knowledge, skills and understanding as well as deepening the child's knowledge of themselves as a learner, planning, monitoring and evaluating their learning.

15) Adults know, understand and plan for children's vulnerabilities including their specific needs and learning styles. This is including the knowledge and use of Statutory documentation such as the SEND code of practice.

Explanations
Connecting to what they know, telling the story, providing metaphors and analogies, providing examples, being aware of cognitive load.

1) We teach to the most able setting challenging Learning objectives. Teachers use their skills to scaffold learning so that all students can access the learning to maximise their progress.

2) The LO will be shared with the children. They will either repeat it back (younger children) or have think, pair, share time to discuss and understand the learning that they will undertake. The SC may be shared to support learners to achieve success.

3) Adaptive teaching is expected in every lesson, this is also true for Foundation subjects.

4) All lessons start with a review of previous learning in the form of a Do Now Activity (DNA). Children who are able to link new learning to prior learning are more likely to make connections, making new learning memorable.

5) Children will be provided with resources to support their learning. This will include, but not exhaustive, writing frames, national curriculum spellings, word mats, subject specific vocabulary, key word cards, Mathematical equipment, dictionaries, IT, challenge cards.

6) Adults will employ a range of strategies in the lesson, looking, listening, targeting, mini plenaries, hinge questions and focused tasks.

7) Models, images and where possible concrete examples are provided to ensure that all children are able to relate, contextualise and rationalise their thinking. Eg when teaching about a River bed, don't assume the children know what you mean.

8) Teaching is clear and specific delivered in manageable 'chunks' including spaced learning.

9) Adults will provide structures, scaffolding and a calm purposeful learning environment to reduce children's cognitive load.

10) Adults will demonstrate knowledge of how to assess children during learning tasks to be able to intervene, explore and challenge learners appropriately.

11) All staff will promote a love of learning in the classroom through clear established routines, expectations and appropriate explanations and support to enable children to achieve success whatever their starting points.

Questioning and responding
Sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.

1) Every child should be ready to respond to questions, classes should adopt a no hands up policy to ensure all learners to be actively thinking.
2) The Q Matrix and Blooms question stems will be used to support the planning of questions.
3) Set and defend a high standard of correctness in the classroom. Adults will not accept partially answered questions. Adults will expect children to answer using technical language.
4) Adults and children will be taught to develop responses to questions through 'pose, pause, pounce, bounce' (or similar) techniques to develop the learning environment and quality of conversations.
5) Thinking is stretched and challenged. Wait time is given to all children; adults provide time for children as 'thinking time' for the children to be able to formulate their response into a coherent developed answer.
6) Think, pair, share will be used routinely for children to develop their thinking with a partner/group before answering some questions/ challenges.
7) Developing metacognitive talk in the classroom through questioning develops children's interactions. This is to use a range of question strategies to develop children's thinking skills. Effective modelling of responses expected as well as developed responses to questions will help prepare children. Providing further thought/ideas within each question will help guide the children's effective talk.

Feedback to feed forward
Accurate identification of current status and steps forward.

1) All learning will receive feedback in line with the feedback and marking policy. Feedback develops learning by consolidating, developing, or extending learning against the Learning objective. This might include pre-teaching to support a child being ready for the next lesson.
2) Children are explicitly taught, potentially with the use of a visualiser, to self and peer assess to develop a rich learning conversation.
3) Thinking tools are used to develop feedback between the adults and the children as well as child to child.
4) Adults will use pupil examples to celebrate and exemplify the achievement of the LO or SC/parts of SC as part of classroom practices.
5) Use of testing/ retrieval practice to assess children's ability to identify their strengths and areas for development will be often. Adults use this information in an informative way to systematically plan learning to ensure progress is made and where needed accelerate progress.

6) Feedback to questions, discussions and other oral communications is clear, precise and developmental. Incorrect answers are explored further, whilst correct answers are challenged and extended.
For further information see Feedback and Marking Policy.

Modelling
Content, mind-set and dispositions

1) We are all teachers of eloquence. Children are expected to answer questions in full sentences, with adult modelling where appropriate. No child should be answering with single word answers. Phrases such as 'tell me more, explain that further, can you add to that', can be used.
2) Teachers model and encourage children to use STEM sentences to formulate their answers.
3) Teachers must challenge misconceptions rather than correct children's answers to ensure children's understanding of their learning.
4) All learners (children and adults) develop and demonstrate a growth mind-set. The language of 'can't do it yet' is a regularly featured phrase used in an appropriately challenging learning environment.
5) Children are supported to see challenge as growth. They seek and accept challenge taking responsible risks. Children see mistakes/errors as part of their growth as a learner.
6) Adults use strategies including the I do, we do, you do model, guided practice and live modelling.
7) When introducing new or technical vocabulary children will be expected to repeat it back.
8) Knowledge organisers will be used to support children's retrieval, application and monitoring of personal learning to be able to evaluate and move their own learning forward.
9) Adults model their thinking as they approach a task to reveal the reflections of an effective learner. Teachers will make strategies/resources available explicit by using them to model their own thinking to the children.

Metacognition
Tools and self-regulatory methods.

Teachers will explicitly plan and teach metacognition strategies, including the following:

1) The use and application of Thinking tools is used widely in all contexts of school life. Thinking tools are modelled to the children as well as children selecting the correct thinking tools given the context of the situation.
2) All thinking maps, including frame of references, are used by all learners within the school.
3) Creative thinking is modelled through the use of thinker's keys, thinking hats and the six seeds of Cedar.
4) Thinking about thinking- be reflective and choosing the right pathway or course of action is central to all learners within the Academy.
5) The 8 habits of mind are expected by all learners. They are explicitly taught, acknowledged and celebrated throughout the school.
6) Growth mind-set is prevalent throughout school life.

7) Self-regulation will be explicitly taught to pupils for example through the 5 B's, BYBS booklet and the learning environment

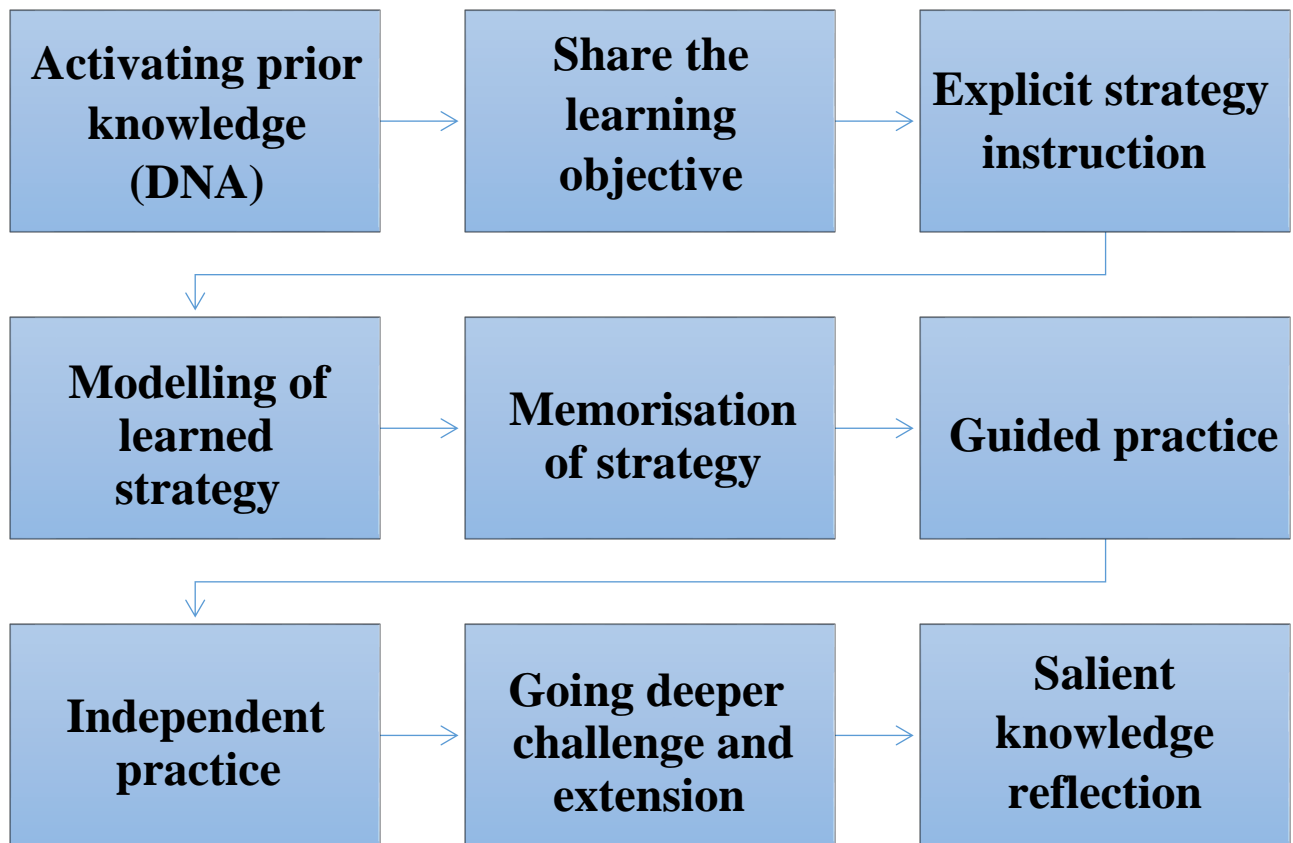| Memory |
| --- |
| **Encoding and retrieval practice.** |

1) All learning topics start with a hook to ignite interest and curiosity.
2) We value the repetitive nature of accessing long term memory. Skills will be practised at appropriate times of the learning sequence. E.g. Arithmetic lessons daily.
3) Deliberate difficulties are planned for. Children who find a task challenging are more likely to recall information from such tasks from their long-term memory.
4) Learning is spaced within each lesson as well as between lessons. Children will be taught how to access prior learning as foundations for the next steps in learning.
5) Wherever possible, Duel encoding will be modelled. Picture (nonverbal processing) alongside words (verbal processing).
6) Retrieval practice will be used regularly- testing demonstrates children's ability to recall and apply previous learning from their long-term memory demonstrating a 'learnt' skill. For example, through the use of Carousel Learning. QLA will be used to analyse, plan and develop children's next steps in learning.

Behaviour for learning
Engaged, active learners.

1) Classrooms will adopt and establish clear expectations that are non-negotiable. Children are expected to Sit up, Listen, Ask and answer questions and Track the speaker (whoever that is e.g. child/adult).
2) Children are active and drive the learning forward. Children work hard and know every second counts.
3) Pace will be expected during all lessons to develop children's habits. Use of timers and a teacher strict announcement of allocate time will motivate and enthuse learning.
4) Each class will establish exemplary routines that are explained and clearly understood by all children. This is essential to the children listening and responding without delay to adult instruction.
5) Transition from one activity to another will be smooth. The children will respond without a fuss ensuring that no learning time is wasted.
6) Children are taught to manage their impulsivity.
7) We demand and expect children to have pride of their books as it shows their learning journey.
   For further information see the Behaviour Policy.

Lesson structure

Activating prior knowledge (DNA)	Share the learning objective	Explicit strategy instruction
Modelling of learned strategy	Memorisation of strategy	Guided practice
Independent practice	Going deeper challenge and extension	Salient knowledge reflection

The above flow map provides a clear structure for each lesson. At each point there is a 'check point' of the stage before moving on to the next stage. Time spent on each stage depends on the response of the children and the time needed to ensure that learning is successful for all learners. However, adults should be cautious about spending too much time on retrieval/ activating prior knowledge as this should be short and succinct. If this aspect takes too long, the task/activity was inappropriately selected.

The classroom is a learning environment. It is therefore essential to monitor and moderate the amount of time that is 'adult talk' and children actively participating in learning. Children will be active thinkers, never passive and always finding curiosity and therefore learning becomes irresistible.

Appendices and further guidance:

		Child	Teacher
1	Activating prior knowledge		
2	Share the learning objective		
3	Explicit strategy instruction		
4	Modelling of learned strategy		
5	Memorisation of strategy		
6	Guided practice		
7	Independent practice		
8	Going deeper- challenge and extension		
9	Salient knowledge reflection		

The above grid should be seen as a guide for the amount of child- teacher input during the lesson. This is to provide enough scaffolding during the lesson to support learners resulting in children taking increasing responsibility for learning.

	Stage	What might it look like?
1	Activating prior knowledge (DNA)	Retrieval practice- mini test/ quiz/ questioning/Carousel
		Use of Blooms to activate previous learning and apply
		Use of knowledge organisers to create an example/ explanation/ definition
		Children given a paragraph of information and then summarise
		Use of thinking tools- i.e. question key or picture key

2	Sharing the learning objective	Explicitly read to the children or have them read to each other
		Think, pair, share opportunities for children to share what knowledge they have that relates to the learning objective
		Explore any key vocabulary for the lesson
3	Explicit strategy instruction	Ensure explanations are clear and precise. Use IT/ resources/ to exemplify the clear instruction
		Ensure children are clear about the purpose
4	Modelling of learned strategy	Models and images of the learning is essential. Providing clear expectations regarding sequential learning as well as presentation and expected layout dramatically reduces children's cognitive load
		Model your own thinking aloud for the children
		Use Thinking tools to support as well as knowledge organisers
5	Memorisation of strategy	Provide children with initial activity to check their understanding. Can they follow the strategy?
6	Guided practice	If necessary, go through further examples with the children. This may be with a group or whole class depending on their ability to apply the learned strategy.
		Explicitly teach the children to plan to use the resources available, monitor their progress and then evaluate their use of the tools available including 3 before me (Brain, Book, Buddy-Boss)
7	Independent practice	Children work on tasks independently. Adults support monitoring of learning by marking at the point of learning and using specific praise, reworking and developing ideas, tracking and affirmative checking alongside group work.
8	Going deeper- challenge and extension	Through monitoring, identify children who need to continue with greater independent practice and those who are ready to extend. Provide a challenge for different learners to extend their thinking and develop their learning further
		Ensure that there is appropriate extension for each level of learner available.
9	Salient knowledge reflection	Salient knowledge to be shared through Salient slide
		Children to explore their understanding of the salient knowledge through either: Self/peer assessment, thinking tool reflection of the learning or an activity that make links to prior learning with the children reflection on how and why the information links.

ADULT TOOL KIT

Check for understanding	
Gathering data on children's mastery	
Technique	**Guidance**
1: Targeted Questioning	Ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short period of time. Ask a range of questions, perhaps asking additional adults to scribe responses to evaluate later in the lesson
2: Standardise the Format	Streamline observations by designing materials and space so that you're looking in the same consistent place every time for the data you need. Consider the way that things are presented, this will reduce children's cognitive load.
3: 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 distraction. Do not allow yourself to be distracted. Focus on checking children's individual target areas e.g. spelling of 'what', for another child it might be capital letters.
4: Show me	Flip the classroom dynamic in which the teacher gleans data from passive group of children. Have children actively shown evidence of their understanding. Tell the children that you will ask them to articulate their learning to the rest of the class. Or provide them with a misconception and ask them to monitor and evaluate it- feedback. Use of mini whiteboards are essential here
5: Affirmative Checking	Insert specific points into your lesson when students must get confirmation that they work is correct, productive, or sufficiently rigorous before moving on to the next stage. Using 'checkpoints in learning time are essential for adults to be able assess and review learning. To further model, scaffold, or develop/extend learning. Be purposeful with checking.
Check for understanding	
Acting on data and the culture of error	
Technique	**Guidance**
1: Plan for error	Increase the likelihood that you'll recognise and respond to errors or misconceptions by planning for them in advance. Misconceptions and errors can be used as a teaching tool. If you plan for what errors might be made; you will be better prepared to deal. Approach them when they occur
2: Culture of error	Create an environment where your children feel safe making and discussing mistakes, so you can spend less time hunting for errors and move time fixing them. Developing a culture of Growth mind-set and ensuring that children's errors (and misconceptions) are used as teaching tools will develop the learning conversations. Displaying a child's error as a teaching tool will be powerful.

3: Excavate error	Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points. Consider if there is a deeper knowledge or skill gap that is preventing the child from making progress. Eg lack of place value depth of understanding- intervene with this aspect.
4: Own and track	Have children correct or revise their own work, fostering an environment of accountability for the correct answer. Following the planning, monitoring, evaluating metacognition habits with the children will support children to take responsibility for their learning.

Academic Ethos
Setting High Academic Expectations

Technique	Guidance
1: No opt out	Growth mind-set- Turn the 'I don't know' into success by ensuring that students who won't try or can't answer practice getting it right. Asking children to write their response on the whiteboard could help with this aspect alongside other strategies.
2: Right is right	When you respond to answers in the class, hold out for answers that are 'all the way right' to your high standards and rigour. Expect use of new vocabulary and correct articulation of a sentence. Don't accept partial responses, ask them to think wider, deeper and further to explore their answer further.
3: Stretch it	Reward 'right' answers with more challenge. Ask further questions, challenge their thinking and encourage them to challenge your thinking. Ask children to examine challenge and consider, through thinking tools, limitations and creative thinking.
4: Without apology	Embrace- rather than apologise for rigorous content, academic challenge and the hard work expected of the children to achieve success. Bringing out your inner actor- all learning is irresistible, exciting and an area for growth. It is imperative that all learning is presented in an exciting positive manner, irrespective of your personal thoughts. Eg daily arithmetic practice.

Academic Ethos
Planning for success

Technique	Guidance
1: Begin with the end	Progress from unit planning to lesson planning. Define the intention, decide how you'll assess it, and then choose appropriate lesson task variation. What is the outcome of the piece of work? Ability to write a story might be then end, so therefore what are the incremental steps before that to ensure success with the final outcome?
2: Post it	Display the LO where everyone can see it and identify your purpose. Check with the children periodically as you track the children. Ask them to tell you what they are learning. Do they tell you what they are learning or what they are doing? Make the SC

	visible when used, create check lists/ process SC to help children monitor and evaluate their learning
3: Double plan	As you plan a lesson, plan what students will be doing at each point in class. When will they be actively engaging? Taking notes, practising a skill, talking in partners or groups? What will the adults be doing at each stage to facilitate learning?

Academic Ethos

Lesson Structure	
Technique	**Guidance**
1: Do now	Use a short warm up activity that the children can complete without instruction or direction from an adult at the start of the class every day/ beginning of each lesson. This lets the learning start before you even begin teaching.
2: Name the steps	Break down complex tasks into steps that form a path for mastery. Eg adding fractions with different denominators and one being a mixed fraction- a flow map of stages will help the children to follow expected processes, reducing cognitive load and enabling success
3: Board=paper	Model and shape how children should take notes in order to capture information presented. Eg, whilst teaching the children, ask them to note down all of the new scientific vocabulary you use. Or whilst reading a chapter, ask different groups to focus on one sense each and then feedback.
4: Control the game	Ask children to read aloud frequently, but manage the process to ensure expressiveness, accountability and engagement. Rereading their opening sentence, reading from a text or worksheet, reading their response to a question key etc.
5: Circulate	Move strategically around the room during all parts of the lesson. During the lesson, make sure that despite a focus group, you monitor the other children's progress. All adults to move around the room, providing high quality feedback to learners.
6: Practice	Because succeeding once or twice as a skill won't bring mastery, give the children lots and lots of practice mastering knowledge of skills.
7: Exit ticket	End each class with an explicit assessment of the LO. You and the children evaluate the learning. The expectation that when learning is complete, the classroom is left ready for the next stage of learning is crucial- neat, tidy ensuring that they look after resources.

Academic Ethos

Pacing	
Technique	**Guidance**
1: Change the pace	Establish a productive pace in your classroom. Create fast and slow moments in a lesson by shifting activity types or formats. Using timers, countdowns and other visual aids can also support this

2: Brighten lines	Ensure that changes in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp. Establish the routines of this to help all leaners see and understand the beginning and end
3:Every second counts	Respect children's time by spend all time productively. Avoid 'wasting time' by giving filling activities. Always consider if what you have requested the children to do is developing their learning, if not then do not do it

Ratio

Building Ratio Through Questioning	
Technique	Guidance
1: Wait time	Allow children time to think before answering. If they aren't productive with that time, narrate them toward being more productive. Some children take longer to process; therefore, we should not disadvantage them or deter them from answering as we do not afford them enough thinking time. It is also central to articulation, responding with clarity and precision that they have thought about their response.
2: Cold call	Call on children regardless of whether they've raised their hands or not.
3: Call and respond	Ask the class to answer questions in unison from time to time to build energetic, positive engagement. You may provide children with a partial sentence and require them to call out in response with the missing word. You make introduce a new technical word and ask the children to repeat it back several times to ensure clarity of pronunciation.
4: Break it down	When a child makes an error, provide just enough help to allow them to solve as much of the original problem as they can. Children should not be given the answer or led down a path to the answer. Through questioning and modelling, children's thinking should be supported to get to the answer.

Ratio

Building Ratio Through Writing	
Technique	Guidance
1: Everybody writes	Prepare the children to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss. Post-it notes, notebooks, Mini whiteboards etc. to support articulation of their thinking.
2: Art of the sentence	Ask children to synthesise a complex idea in a single well-crafted sentence. The discipline of having to make one sentence do all the work pushes children to use new syntactical forms
3: Show call	Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing- regardless of who volunteers to share. This is curriculum wide as a tool to manage, model and reinforce expectations. Children can

	use thinking tools to reflect and modify their own learning at this point.
4: Build stamina	Gradually increase writing time to develop in your children the habit of writing productively, and the ability to do it for sustained periods of time. Reducing children's cognitive load helps them to focus on what needs to be completed.

Ratio	
Building Ratio Through Discussion	
Technique	**Guidance**
1: Habits of discussion	Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussions to be more efficiently cohesive and connected. Eg state, you must agree on the most important message, you must consider what, when, when, how and why in your discussions. I want the top three key points. Justify your diamond 9
2: Think, pair share	Encourage children to better formulate their thoughts by including short, contained pair discussions. Children think about their response, they then share with their partner, and they formulate shared response, this is then shared with the class
3: Batch process	Give more ownership and autonomy to children- particularly when your goal is discussion by allowing for children's discussions without adult's mediation for a short period of time, allowing for longer and longer when appropriate. Praise and highlight children's articulate thinking

Principles of Classroom Culture	
Systems and routines	
Technique	**Guidance**
1: Strong start	Design and establish an efficient routine for all parts of the lesson. Keep routines consistent and demand that they are followed without exception. Plan for these times. Eg do not ask children to complete 5 minutes of reading without books already on the table
2: Engineer efficiency	Teach the children the simplest procedure for executing key classroom tasks then practice so that executing this routine becomes a habit. Eg clearing their whiteboard or peer assessing a piece of work
3: Strategic investment	Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. This requires clear expectations, consistency and most important patience- do not give up or waver on your high expectations. Expect all children to comply

Learning objectives

What is a learning objective?

Learning objectives should be brief, clear, specific statements of what skill, knowledge and/or understanding the children will be able to demonstrate by the end of a lesson as a result of the teaching and learning that has taken place.

- Learning objectives should be based on knowledge, skills and/or understanding.
- Learning objectives define learning outcomes and focus teaching
- They help to clarify, organise and prioritise learning
- They help children and teachers evaluate progress and encourage independence.
- They are measurable

Writing Learning Objectives correctly checklist:

- Does the Learning objective reflect a step in achieving a NC statement?
- Do your lesson activities ensure that children will achieve their intention and your overall aim?
- Is the Learning objective measurable?
- Is the Learning objective child centred?