

THE JOG WAY

for Students

Our Aim:

- **To improve outcomes, progress and opportunities for all of YOU...**
- **To help YOU to improve YOUR 'Behaviour FOR Learning'**

Values

Ambition - We have high expectations of ourselves and those around us. We work hard and show our desire and determination to succeed at whatever we do. We never settle for less than our very best.

Care - We are kind, courteous and respectful and are never afraid to show the caring side of our personality. We care for each other, our families, our community and beyond. We celebrate and embrace uniqueness and diversity.

Courage - We are resilient and go the extra mile and do our best, especially when things are tough, or we face adversity. We participate and contribute and recognise that failure is an integral part of succeeding. We have the courage to stand up for others, no matter their background or differences to us.

Ambition

Care

Courage

If we approach lessons
with these values and
attitudes to help us, we
will have fantastic
**BEHAVIOUR FOR
LEARNING**

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Student Voice...

- You want to learn.
- You don't like people disrupting your learning.
- You are ambitious.

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Learning Behaviours:

'Any behaviour that supports learning...'

- ✓ Following routines and instructions
- ✓ Being aware of your own emotions and regulating them so that they affect you, and others, positively
- ✓ Aiming for independence - in class and at home
- ✓ Supporting your reading – whatever your starting point
- ✓ Persevering and being resilient – understanding failure is a part of mastering something
- ✓ Completing all work
- ✓ Remembering that learning is not 'done TO you'

Poor Learning Behaviours:

'Any behaviour that DOES NOT support learning...'








- × Being late and NOT following routines
- × Misuse of toilet pass, medical cards, traffic lights
- × NOT following instructions
- × Allowing your behaviour to take others off task and stop learning – shouting out; defiance; rudeness
- × Giving up straight away without trying
- × NOT completing class-work or independent learning tasks
- × Intentionally controlling your own failure

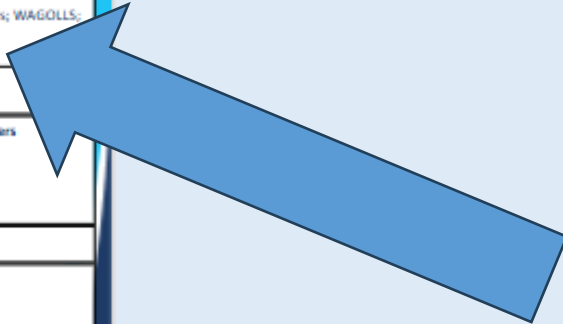
TRY

FAIL

SUCCESS



CORE ROUTINES		
	<ul style="list-style-type: none">ARRIVE ON TIMEEnter/exit calmlyFollow the seating planBags on floor; equipment out	<ul style="list-style-type: none">Correct uniformStand behind chairs in silenceDIN – always recallAnswer the register “Yes Miss/Sir”
1. LEARNING INTENTIONS		
	<ul style="list-style-type: none">Be clear on what you are learning and why- listen carefully when the learning intention is explained to you every lesson	
2. EXPLICIT INSTRUCTION/ EXPLANATIONS		
	<ul style="list-style-type: none">Pay attention when new knowledge is taughtBe actively involved when the teacher checks for understandingDo not shout out; use the means of participation (e.g. hands up; MWBs)Learn key vocabulary linked to the subject; use your knowledge organisers	
3. MODELLING AND SCAFFOLDING		
	<ul style="list-style-type: none">Listen, watch and learn in ‘I do’; try it out with ‘we do’; aim high and be independent with ‘you do’Use resources designed to support you e.g. knowledge organisers; WAGOLLS; graphic organisers etc.Stay on task when doing group/ pair work	
4. ESTABLISH FEEDBACK LOOPS		
	<ul style="list-style-type: none">Be ready to answer questions and listen to other people’s answersTake on board all verbal and written feedbackAct on feedback and close your own gaps – DIRTIf you don’t understand something, tell your teacher!	
5. FOSTER INDEPENDENCE		
	<ul style="list-style-type: none">Respect ‘silent time’ in lessons – try hard and be silentTake notes in lessons as well as completing all set tasksPractise HOW to apply your knowledge to questions/ tasksUse the R.E.V.J.S.E independent learning study skillsComplete all independent learning to the best of your ability and on timeRead regularly – reading is power!	
6. HIGH EXPECTATIONS		
	<ul style="list-style-type: none">Focus and listen in every lessonGive everything a go and try your hardestGet involved and contribute to class discussionsUse online platforms to stretch yourself and aim higher e.g. GCSE Pod, SRA, MathsRead around your subjects- ask your teachers for reading lists to support you	
Supporting yourself to know more, do more, remember more		



Ambition








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This is the ‘JOG Way’ for learning; the teachers also use this to plan their lessons to help you.

We thought about our THREE Values and how we can use them in your learning every day.

CORE ROUTINES + 6 STRANDS

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The JOG Way

CORE ROUTINES plus 6 STRANDS

1. Learning Intentions
2. Explicit Instruction/Explanations
3. Modelling and Scaffolding
4. Feedback Loops
5. Foster Independence
6. High Expectations

1. LEARNING INTENTIONS



- **Be clear on what you are learning and why-** listen carefully when the learning intention is explained to you every lesson

We WILL:

- ✓ Tell you what you will be learning and how this links to the bigger picture
- ✓ Make it clear how what you are doing links to the learning

You MUST:

- ✓ Listen and if you don't understand, ask!

2. EXPLICIT INSTRUCTION/ EXPLANATIONS



- **Pay attention** when new knowledge is taught
- Be actively involved when the teacher **checks for understanding**
- Do not shout out; use the **means of participation** (e.g. hands up; MWBs)
- **Learn key vocabulary** linked to the subject; use your knowledge organisers

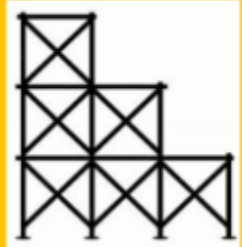
We WILL:

- ✓ Explain new learning clearly
- ✓ Not tell you too much new learning all at once
- ✓ Give clear instructions about how to approach tasks

You MUST:

- ✓ Follow instructions
- ✓ Actively use tools you are given eg. knowledge organisers

3. MODELLING AND SCAFFOLDING



- Listen, watch and learn in '**I do**'; try it out with '**we do**'; aim high and be independent with '**you do**'
- **Use resources** designed to support you e.g. knowledge organisers; WAGOLLS; graphic organisers etc.
- Stay on task when doing **group/ pair work**

We WILL:

- ✓ Show you good models
- ✓ Support you with practise and scaffolds
- ✓ Use the goldilocks principle

You MUST:

- ✓ Get involved
- ✓ Think for yourself and stretch yourself, using what you have learned and the tools you have been given
- ✓ Stay on task and don't give up when it is your turn to try

What we mean by 'challenging'?

'Is the work challenging?'



challenging

/ˈtʃælɪŋ(d)ʒɪŋ/

adjective

testing one's abilities; demanding.

"challenging and rewarding employment"



4. ESTABLISH FEEDBACK LOOPS



- Be ready to **answer questions** and **listen to other people's answers**
- Take on board all **verbal and written feedback**
- **Act on feedback** and **close your own gaps** – DIRT
- **If you don't understand something, tell your teacher!**

We WILL:

- ✓ Check you have understood – all of the time in lots of different ways
- ✓ Tell you WWW and EBI
- ✓ Give you time to try again
- ✓ Respond to your needs

You MUST:

- ✓ **Act on feedback and aim to improve**
- ✓ **Answer questions and listen to others**
- ✓ **Talk to your teacher!**

The importance of FEEDBACK

Ask questions

Be ambitious

Get involved with the feedback loop

Allow your teachers to see what you do and do not know

Feedback Loops – Criteria for Success

- AfL – recall; mini whiteboards; questioning
- Individual feedback – verbal or written
- Live marking
- Sample marking
- WCF
- Written comments in books – ‘building better books’
- Frequent book checks
- IL checks

5. FOSTER INDEPENDENCE



- **Respect 'silent time' in lessons** – try hard and be silent
- **Take notes** in lessons as well as **completing all set tasks**
- Practise **HOW** to apply your knowledge to questions/ tasks
- Use the **R.E.V.I.S.E independent learning study skills**
- **Complete all independent learning** to the best of your ability and on time
- **Read** regularly – reading is power!

We WILL:

- ✓ Give you silent independent work time
- ✓ Set independent learning
- ✓ Support you with approaches that work well for self-study – R.E.V.I.S.E













You MUST:

- ✓ **Respect silent independent work time and try hard**
- ✓ **Complete IL**
- ✓ **Use R.E.V.I.S.E**
- ✓ **READ!**

The REVISE strategies

Supporting
you with
independent
study skills.

JOG R.E.V.I.S.E STUDY SKILLS

 RETRIEVAL PRACTICE Quiz yourself regularly Flashcards Weekly review	R 
 EXAMPLES Use a WAGOLL model (what a good one looks like) Collect 'concrete' examples of tricky concepts	E 
 VISUALS + WORDS Graphic organisers Mind palaces Mind maps	V 
 INTERLEAVING Do different topics, or sub-topics within a bigger topic, rather than one big focus 20-30 min chunks -break -repeat Mix up topics across a week or fortnight	I 
 SPACING Be strategic – revise a little and often over a longer time. Cramming doesn't work! Leave gaps between learning and reviewing Know that a little struggle is good!	S 
 ELABORATION Ask yourself 'how' and 'why' not just 'what' Question everything... Teach someone else Make connections within topics and across topics	E 

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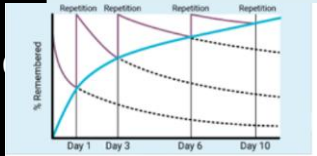
Courage



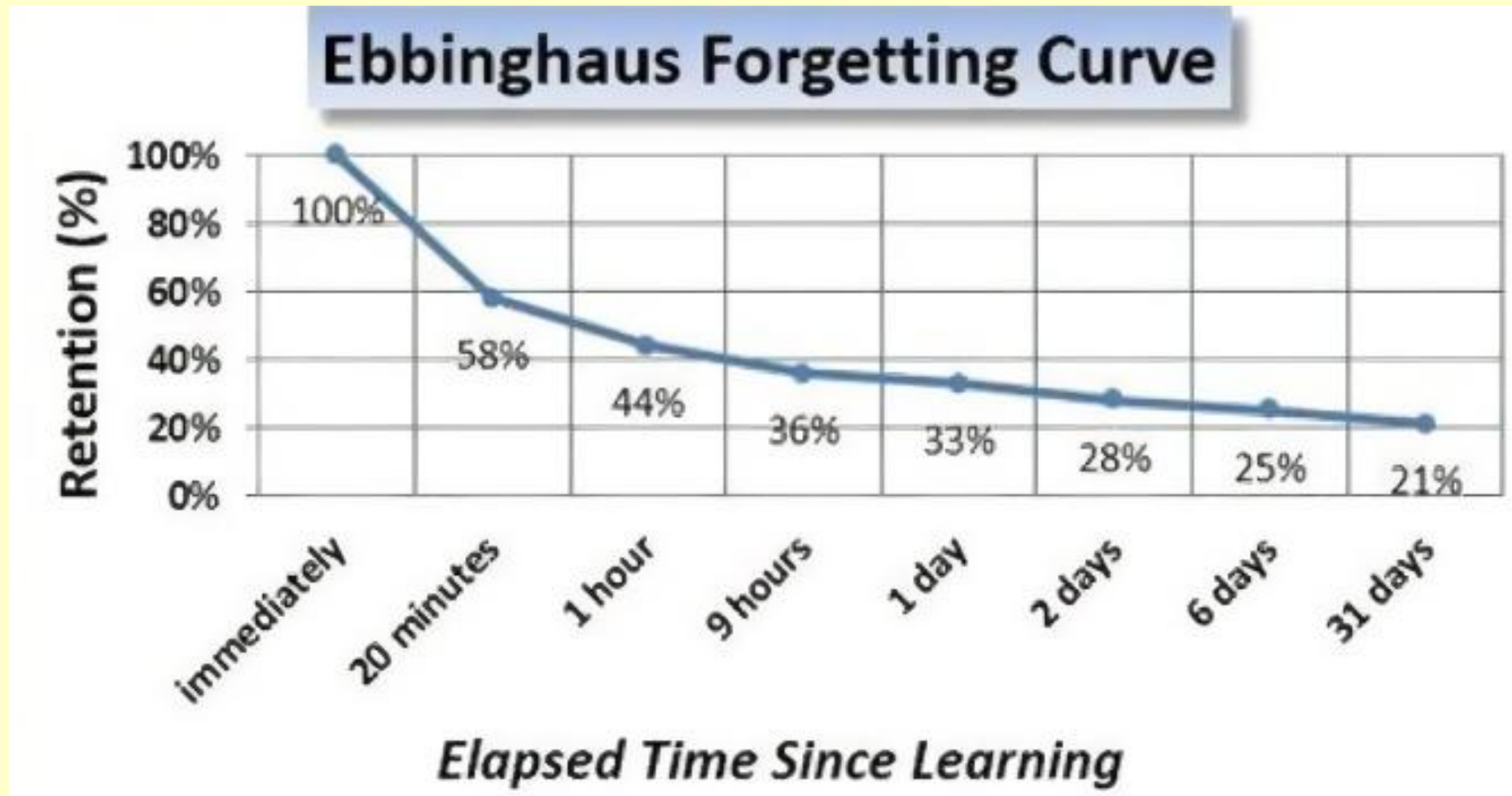
[The Learning Scientists - YouTube](#)

R.E.V.I.S.E = the answer to revising well!

R	Retrieval Practice	Quiz yourself – finding out what you don't know is helpful – repeat tests; review learning every week by recalling everything you can and then filling in any gaps using notes; use flashcard approaches.
E	Examples	Link difficult, abstract ideas to an example that means something to you
V	Visuals + Words	Use graphic organisers or mind palaces to link words ideas and picture
I	Interleaving	Within a revision session, do a number of topics rather than one big chunk of one and mix up content across your revision week
S	Spacing	Revise over time. Leave gaps between learning or reviewing information and coming back to it – struggle is good. Cramming does not work well – remember Ebbinghaus!
E	Elaboration	Ask yourself 'how' and 'why' not just 'what' Teach someone else Make connections with other knowledge or topics



It's normal to forget but you need to use strategies that help you to secure knowledge...so that you can then apply it.



6. HIGH EXPECTATIONS



- **Focus and listen** in every lesson
- Give everything a go and **try your hardest**
- **Get involved** and contribute to class discussions
- **Use online platforms** to stretch yourself and aim higher e.g. GCSE Pod, Sparx Maths
- **Read** around your subjects- ask your teachers for reading lists to support you

We WILL:


- ✓ Have high expectations of you
- ✓ Catch you being good and trying hard
- ✓ Care about you

You MUST:

- ✓ Have high expectations of yourself – every day
- ✓ Care about yourself and others

The importance of BOOKS

- Your learning journey
- Revision aid
- Link between home and school
- Aim for your BEST work all of the time
- Complete ALL work to the best of your ability
- High expectations every day

<u>JOG Book Check</u> 	
Since the last book check, I/you have consistently...	
completed ALL work fully, to the best of my ability	
<ul style="list-style-type: none">• used blue or black ink for work• used green ink for DIRT	
underlined ALL headings/ dates	
ruled off after each piece of work	
used pencil for drawings and NOT doodled	
treasury tagged ALL sheets in next to the work/lesson it links to	
taken responsibility for focusing on and improving accuracy with SPaG	

Remember, we are not doing this TO
you, we are doing it WITH you



What we hope to achieve this term in Tutor Time:

- ✓ To define and understand 'The JOG Way' and the Core Routines at JOG.
- ❑ To explain what it means to have 'Learning Intentions'.
- ❑ To explain what it means to participate in 'Explicit Instruction'
- ❑ To explore what it means to have 'Scaffolding and Modelling' in our lessons.
- ❑ To explore what it means to have 'Feedback Loops' and how they can be used to better our learning.
- ❑ To explore 'Independence' and 'High Expectations' and how they set us up for real life.