

CORE ROUTINES



- **ARRIVE ON TIME**
- Enter/exit calmly
- Follow the seating plan
- Bags on floor; equipment out
- Correct uniform
- Stand behind chairs in silence
- **Thinking DIN – always recall**
- Answer the register “Yes Miss/Sir”

1. LEARNING INTENTIONS



- Clear **explicit instruction** of what the LO/LQ is
- Students understand how what they are learning links to prior learning and the bigger picture

2. EXPLICIT INSTRUCTION/ EXPLANATIONS



- Clear, chunked **explicit instruction** for tasks and new knowledge
- Frequent checks for understanding of task and ‘means of participation’
- Explanations supported in a variety of ways
- Key vocabulary and active reading strategies, explicitly taught
- Misconceptions pre-empted and addressed
- **Cognitive load** considered

3. MODELLING AND SCAFFOLDING



- ‘I do; we do; you do’
- Literacy/numeracy modelled/**scaffolded**
- Planning, tasks and resourcing support everyone
- **Technology** used to **scaffold**, stretch or remove barriers
- **Flexible grouping** used to scaffold, stretch or remove barriers

4. ESTABLISH FEEDBACK LOOPS



- Quick recall DIN, linked to prior learning and supports **cognitive load**
- Range of effective questioning strategies used to check for understanding, stretch/challenge, deepen understanding, support self-regulation
- Verbal and/or written feedback ‘feeds forward’ and results in progress
- Students are given time to respond to feedback and close their gaps - DIRT
- Adaptive, responsive teaching, based on what has been seen, is planned
- **Flexible grouping** and in-class interventions support gap closing

5. FOSTER INDEPENDENCE



- Silent independent working phase in ALL lessons supports purposeful practice
- Active engagement supported by the least invasive intervention
- Regular retrieval practice is spaced and interleaved to support knowledge retention over time
- Feedback actively used by students and supports self-regulation, **metacognition** and progress
- Study skills are taught, linked to discipline – R.E.V.I.S.E
- Independent learning is set, checked and valued

6. HIGH EXPECTATIONS



- Lesson planned for impact – seating plans, data, passports used to help
- Targeted questioning and all student response strategies used to foster a culture of active engagement
- Passive behaviours tackled
- Means of participation - clear and met
- Independent Learning is set, completed, monitored and rewarded
- **Technology** and online platforms used to **scaffold**, challenge and engage

Supporting students to know more, do more, remember more

CORE ROUTINES



- DIN slide ready on board – use template
- Meet and greet – warm welcome
- Positive framing
- SLT lunch DT for punctuality issues
- Seating plan
- Borrow box

1. LEARNING INTENTIONS



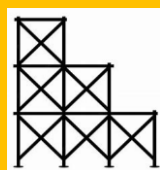
- Responsive weekly planning
- **BOARD HEADER:** Today we are learning...so that...
- SEND pack lesson chunker

2. EXPLICIT INSTRUCTION/ EXPLANATIONS



- **Support explanations:**
Board; resourcing; tell stories; real world examples; analogies; concrete examples; non-examples
- **Support instructions:**
Means of participation; brighten lines
- **Support literacy:**
DIN; Word wall; Frayer model; word bookmarks; knowledge organisers; VIPERS and reader tracker tool; visualiser
- **Support cognitive load:**
Dual coding; SEND pack lesson chunker; chunked instructions in steps

3. MODELLING AND SCAFFOLDING



- **Support modelling/scaffolding:**
visualiser; board; word wall; thinking out loud; WAGOLLS; WABOLLS; I do/we do/you do
- **Support literacy:**
reading tracker tool; SEND pack; word wall; overlays; sentence starters; graphic organisers; checklist; planning/review strategies; think pair share; say it again better; echo reading, speak in full sentences, group work/roles...
- **Use technology to support:**
GCSE Pod; TEAMS; visualiser; smart board; AI
- **Support flexible grouping:**
Using data; using your TA; targeting support

T&L TOOLS AT JOG

Teach children, not lessons

4. ESTABLISH FEEDBACK LOOPS



➤ **Support DIN recall:**

Thinking DINS of 3Qs max; MWBs; quizzes; true/false; MCQ; repetition and overlearning; KOs

➤ **Develop range of questioning:**

MWB; hands up; cold call/targeted; ABC; random; probing; process; question matrix...

➤ **Support feedback to feed forward:**

Tweak planning; WCF/coded marking, live marking, DIRT; MS Forms; TEAMS; technology; I do/we do/you do; gallery critique; peer and self-assessment

➤ **Support responsive teaching:**

passports; tweak planning/curriculum; SEND pack; re-teach; clarify; different route?; practise; TA support; flexible grouping to target

5. FOSTER INDEPENDENCE



➤ **Support silent independence:**

plan for it; silent icon; be seen looking; Pastore's perch; 3:30:30; stand at the back; set IL and check/value

➤ **Support independent recall:**

DINs; MWBs; quizzing; spacing/ interleaving; questioning; KOs; set as IL and check/value; use online platforms

➤ **Support metacognition and self-regulation:**

Timer; pre-mortem/post-mortem; planning strategies; checklists; DIRT; pause, remind and continue; R.E.V.I.S.E; set IL and check/value

6. HIGH EXPECTATIONS



➤ **Develop range of questioning:**

MWB; cold call/targeted; ABC; random; probing; process; question matrix

➤ **Tackle passive behaviours:**

No opt out; positive narration; praise/reward/sanction on CC; phone home; postcard home (PP); consult Tutor/FL/HoH

➤ **Set/check/expect Independent Learning (IL):**

Class Charts; IL Policy; GCSE POD; MS Forms; Online platforms; Parent phone calls; Tutor/FL/HOH involvement

Supporting students to know more, do more, remember more

SHARED LANGUAGE AT JOG

Teach children, not lessons

Learning Intention	A planned learning objective, goal or question explicitly written and verbalised to students so that they understand what they are learning and why – ‘so that’ (linked to prior learning/big picture)
DIN – Do It Now	A thinking task as part of core routines focused on 3 recall questions (max). 2 mins! Quick!
MWB – Mini White Boards	A tool to support recall, checking for understanding and to scaffold thinking and writing tasks.
Pastore’s Perch	Pastore’s Perch is an approach where, when you have set students to work on a task, rather than immediately go to circulate, move to a vantage point in your room where all students will be in your field of view.
3:30:30	When students start an independent task, the teacher proceeds to Pastore’s perch for three minutes. If a student indicates they need assistance, tell the student you will be with them in a few minutes. Following the three minutes, start circulating but only with students who need support for 30 secs before retreating to scan the room again for thirty seconds, before repeating the cycle.
Means of Participation	As part of explicit instruction, be clear about HOW you expect students to answer/take part – Time given? Hands up? Verbal/Written?
Brighten Lines	Making transitions between explanations and tasks really clear including when to start and when to finish. You can ask students to clarify what the task is ahead of starting.
Metacognition	Thinking about and managing your own thinking – becoming more aware of the processes behind learning.
Framer Model	An explicit instruction tool for vocabulary that supports students to understand definition, application, synonyms/antonyms, eggs/non-eggs
Say It Again Better	A phrase we use when we want students to improve their language and articulation of ideas and concepts, supporting their application of learned Tier 2 academic and Tier 3 subject specific vocabulary
Tier 2 vocabulary	Academic, cross disciplinary vocabulary that successful students acquire and build
Tier 3 vocabulary	Subject specific vocabulary
KO – knowledge organiser	A tool to support student understanding of essential knowledge linked to a topic. Used to support: recall; scaffold learning; revision; independent learning...
I do/ we do/ you do	A process to support independent practice which shifts from modelling (teacher – I do) to scaffolding jointly (we do) and then students having a go themselves (student – you do).
Least invasive intervention	Use the full range of strategies to maintain engagement without derailing the whole lesson – eye contact, proximity, body language, holding silence, thumbs up, phrases to de-escalate (‘I hear you but now we are doing x’; ‘You might be right but let’s focus on x’); crouch down; write in their book; mini whiteboard scaffold; pre-empt/remove a barrier

SHARED LANGUAGE AT JOG

Teach children, not lessons

One Voice	A phrase you can use to support listening and turn-taking, as well as polite behaviour
Pre-mortem	A metacognitive approach that supports students to pre-empt what could/might go wrong with a given task and help them to focus on how this might be avoided – a planning strategy
Post-mortem	A metacognitive approach that supports students to reflect on what could be improved with a given response – an editing, review strategy
Cognitive load	Cognitive Load Theory helps us understand how people learn by focusing on the amount of information that working memory can hold at one time. The idea is to design instructional materials in a way that doesn't overload the learner's cognitive capacity. We need to be careful about how much new information we teach in one go and chunk it down. Our curriculum should be sequenced and interleaved in such a way that, over time, knowledge and understanding shifts from working memory to long term memory. Frequent recall underpins this.
R.E.V.I.S.E	An acronym for a set of study skills that support independent learning and revision: recall; examples; visuals + words; interleaving; spacing; elaboration. Please see the resources on this and link key skills to your discipline.
Recall	This is what we call retrieval practice. All lessons at JOG should start with a DIN recall slide that supports recall of prior knowledge. There is a template for this that you must use. Students should be supported to understand that this is a key study skill and part of R.E.V.I.S.E
Examples	Link difficult, abstract ideas to an example that means something to students
Visuals + Words	Use graphic organisers, dual coding, mind maps or mind palaces to links words, ideas and pictures.
Interleaving	A key tenet underpinning curriculum design. Support students to understand that within a revision session, they should do a number of topics rather than one big chunk of one and mix up content across their revision week.
Spacing	Revising over time. Leaving gaps between learning or reviewing information and coming back to it – struggle is good
Elaboration	Probing questioning to help students explore a concept or idea thoroughly but also a study skill for them where they: Ask themselves 'how' and 'why' not just 'what' Teach someone else Make connections with other knowledge or topics
Learning	An alteration in long-term memory! Achieved by a carefully sequenced, interleaved, spaced curriculum that builds knowledge, supports memory and assures independent application. Remember that just because you have taught them something, does not mean that they have learned it. So you need to check for understanding frequently.

SHARED LANGUAGE AT JOG

Teach children, not lessons

<p>Check for understanding</p>	<p>Lots of formative, assessment for learning – what have they understood NOT have they understood. Done via a range of strategies – MWBs, all student response, questioning approaches...summative assessments can help you to check for understanding but it is often too late to rectify huge problems. This is why formative assessment is key – be responsive before it is too late!</p>
<p>Dual coding</p>	<p>Stripping out the cognitive load for students by carefully constructing resources and supporting on the board with careful combination of images and words.</p>













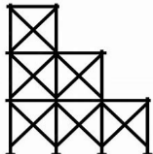
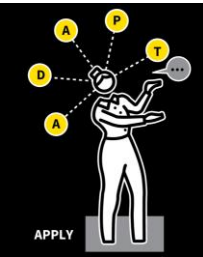






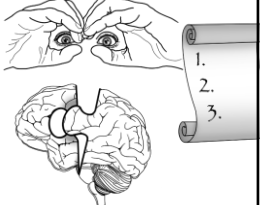
ACTIVE READING STRATEGIES - VIPERS

<p>Understand the VOCABULARY and what it might mean or suggest VISUALISE in our 'mind's eye' what we are reading</p>	<p>V</p>	
<p>INFER and INTERPRET - explore what is being suggested not just told to us INVESTIGATE the text by asking questions</p>	<p>I</p>	
<p>Make PREDICTIONS by using clues or knowledge we have picked up</p>	<p>P</p>	
<p>EXPLAIN in our own words what and how key ideas are presented once we have read a text</p>	<p>E</p>	
<p>RETRIEVE key information; find key evidence or facts READ BACKWARDS AS WELL AS FORWARDS, to clarify</p>	<p>R</p>	
<p>SKIM (to get a general idea of a whole text) SCAN (to find specific information) SUMMARISE (reduce something to its main points) SYNTHESISE (combine ideas from more than one place)</p>	<p>S</p>	

<u>Predict</u>	<u>Investigate/Question</u>	<u>Clarify (Vocabulary)</u>	<u>Summarise</u>
<p>What might this be about? What might happen next?</p>	<p>What are the questions I might have: ON-THE-SURFACE: <i>What? Who? Where? When?</i> UNDER-THE-SURFACE: <i>How? Might? Could? Should? Why?</i></p>	<p>What don't I understand? What does [insert word] mean?</p>	<p>What do I think has just happened? Am I able to say what I have just read in my own words?</p>

T&L ICONS AT JOG

Teach children, not lessons

	Ambition		Silent independent phase – icon on board
	Care		Checking for understanding – icon on board
	Courage		Tiny Habits: Instead of... <i>(stop doing!)</i>
	Core routines		Tiny Habits: After/ When... <i>(anchor new habit to something you do)</i>
	Learning intentions		Tiny Habits: I will... <i>(new habit!)</i>
	Explicit instruction/ explanations		Tiny Habits: So that... <i>(reinforcing why you are bothering)</i>
	Modelling and Scaffolding		Walkthrus ADAPT cycle: Attempt Develop Adapt Practise Test
	Feedback Loops		
	VIPERS: Visualise Vocabulary		VIPERS: Explain
	VIPERS: Infer		VIPERS: Retrieve Read backwards as well as forwards
	VIPERS: Predict		VIPERS: Skim and scan Summarise Synthesise