Teaching and Learning Playbook

Keeping Teaching on TRACK

Inspiring Minds
Inspiring Futures

St Dunstan's School
GLASTONBURY

’Every teacher needs to improve, not because they are not good enough, but because they can be even better’

Dylan Wiliam

At St Dunstan’s we believe that we are better together. We understand the difficulties that the teaching profession has faced in recent years and believe that together we can built a sustained teaching culture that is based on collaboration, educational research and making the implicit expertise explicit at St Dunstan’s. By doing this, we will create a teaching and learning environment which is impactful and consistent supporting all our students to achieve their best.

Data from the Teacher Assessed Grades from 2021 shows that students from the following cohorts are not making at least expected progress:

- Pupil premium/disadvantaged
- SEND
- Boys
- HAP (students with high prior attainment)

With the new GCSEs now being linear with coursework largely eradicated and modular exams finished, the need for students to retain large amounts of knowledge is paramount. This is also heavily echoed by the new OFSTED framework where knowledge is of paramount importance in curriculum planning.

Moreover, with students returning to school after considerable disruption over the last few academic years due to COVID-19, deploying consistent adaptation of the curriculum and learning provision in classrooms will be crucial to ensure students grow in confidence and ultimately become successful in their learning journey’s.

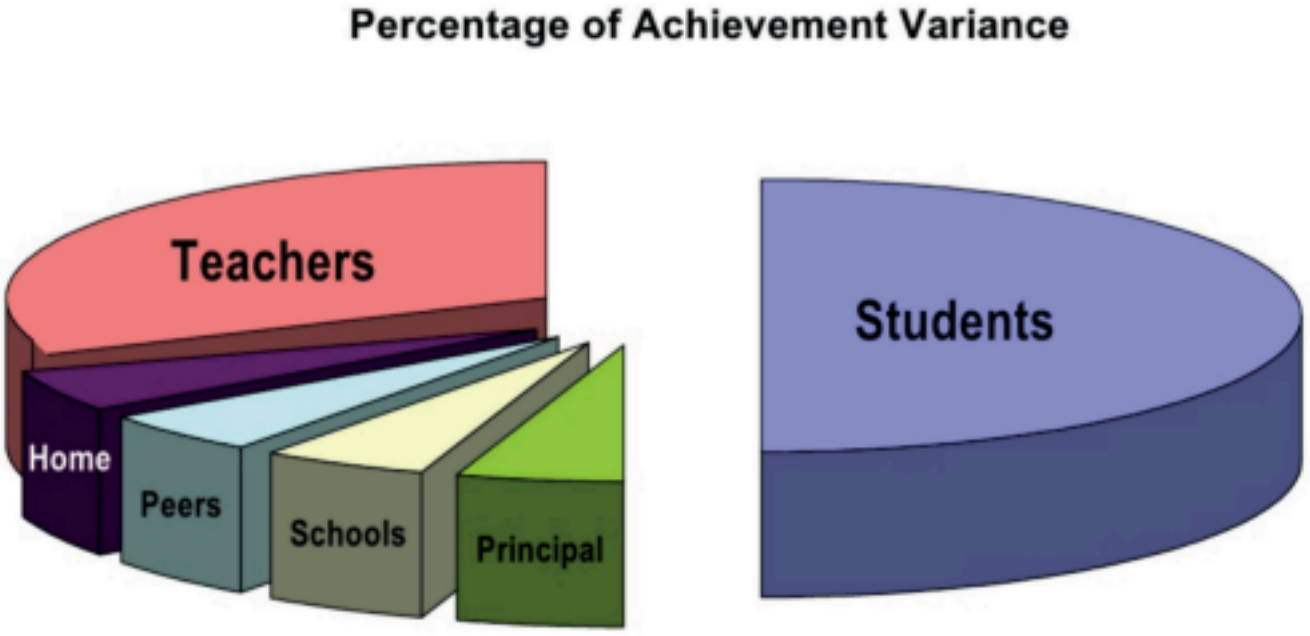
Furthermore, the latest research from Harry Fletcher Wood, Peps McRea, Dylan Wiliam, Daniel Willingham, David Didau, Barak Roshenshine, Doug Lemov and the Education Endowment Foundation (EEF) supports the drive for the St Dunstan's Way for Teaching and

Learning to be more consistent and adaptive.

The aim of this playbook is to establish a set of common expectations, for teaching staff and colleagues to sustain and build a high performance culture across St Dunstan's. It is the collective aim of all teachers and colleagues to create an environment that enables excellence for all students. This playbook is designed to ensure that there is a consistent approach to developing and delivering high quality teaching, learning and assessment across the school. This playbook will attempt to demystify expectations
and ensure that dangerous mutations do not occur unnecessarily increasing the teachers workload.

All strategies within this playbook are designed to have a high impact on learning and to ensure all students are challenged appropriately, are given feedback to progress there learning and be successful. The strategies are also low threat on teacher workload. These are strategies that are already having an impact across school. This handbook will make our expert teachers' tacit knowledge explicit, embedding the implicit good practice across the school with greater consistency. The quotes and chart below underlines the importance of a consistent teaching and learning culture across the school (Figure 1).

'Responsive teaching blends planning and teaching, based



on an understanding of how students learn from cognitive science, with formative assessment to identify what students have learned and adapt accordingly.'

Harry Fletcher-Wood, 2018

Figure 1. Student achievement variance

‘Teachers are the largest non-pupil effect on achievement variance, at 30%. Schools and principles have 10% effect.’

John Hattie, 2003

At St Dunstan’s the mental models are based on our understanding of educational research. Within this playbook, the best available evidence has been explored to build teaching models to support student learning. When teachers have strong mental models they increase their effectiveness in teaching to secure ambitious outcomes for students. In this section the following will be communicated (Figure 2):

•Active ingredients
Five pedagogical approaches that will support teacher practice and student learning

•Teacher strategies
Strategies that underpin the pedagogical approaches. These will support teachers to get students to have access, be challenged and engaged in their learning.

•Signature moves
Strategies that teachers

adapt to create purposeful environments in classrooms and to have consistent high expectations across the school.

•Responsive teaching Setting clear goals and planning learning carefully, identifying what students have understood and where they are struggling and responding, adapting, teaching and supporting students to do better.

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Figure 2. Teaching and Learning Framework

At St Dunstan's we recognise that the job of the teacher is a busy one, therefore, we do not expect teachers to be sifting and exploring through an abundance of educational research. The teaching and learning team have disseminated research findings into practical approaches such as one page takeaway sheets and 'podules' for teachers to get an overview of the research and how it supports our teaching and learning journey.

It is a great challenge to narrow down the most pertinent of research papers that teachers should be aware of, however, below is a list of papers that have been explored to develop this playbook.

Ambition Institute (2020), The Learning Curriculum Curriculum 3.0

Robert Bjork and Elizabeth Bjork (1992), A new theory of disuse and an old theory of stimulus fluctuation

Centre for Education and Statistics (2018), Cognitive Load Theory in Practice

Richard E. Clark, Paul A. Kirschner and John Sweller (2012), Putting Students on the Path to Learning: The Case for Fully Guided Instruction

Evidence Based Education (2020), Great Teaching Toolkit: evidence review

Peps McCrea (2018), Expert Teaching: What is it, and how might we develop it?

Barak Roshenshine (2012), Principles of Instruction: research-based strategies that all teachers should know

All educational research that has been explored and continued to be explored will be linked to the 'Keep teaching on TRACK' website.

or **Teacher Plays** that supports a clear sequential flow to a lesson. It allows the teacher to navigate the students through their learning journey by explicit guidance before allowing the students to work independently on their learning. It allows the teacher to ascertain how to approach the core learning of a learning sequence.

An **I Do** is part of the the learning sequence were the teacher imparts knowledge through clear methods of instructions.

In a **We Do**, students are given opportunities by the teacher to think hard about the core knowledge. This allows the teacher to pick up on any misconceptions and allow the teacher to give verbal feedback to the class about their understanding. At the end of the **We Do** sequence, the teacher will issue the students with an **Exit Ticket** to ascertain if a concept needs to be re taught. **Exit Tickets** can come in many guises such as a whole class hinge question, multiple choice question or a written task.

In a **You Do** section of

This is a teaching model

the lesson students get the opportunity to practise the core knowledge that they have acquired with little or mo input from the teacher. This gives teachers the opportunity to canvas the classroom determining the level of competency for the core knowledge. At this point, teachers may pick up on common misconceptions and revert back to an **I Do** to re-teach an element of core knowledge.

It is important to note that an I Do, We Do and You Do is not a linear approach to lesson planning. The many iterations of the cycle will be dependent on how quickly students pick up on the core knowledge and concepts, but also on the level of difficulty with the core knowledge. It must also be noted that a teacher should not try and race through an I Do, We DO and You Do within one lesson. Learning is sequential and not always determined by the time constraints of a lesson. Therefore, if students grasp core knowledge and concepts quickly, it may be pertinent to do a short We Do task. However, if students are struggling with the core knowledge then it needs to be broken down and

‘chunked’ through a series of I Do, We Do before confidence is at the point to complete a You Do phase.

Finally, regardless of were the lesson fits within a learning sequence it will begin with a **Do Now** task. This is a short and silent task giving students the opportunity to retrieve prior learning. This gives students the opportunity to consolidate knowledge into long term memory. The Do Now tasks are self corrected by students using green pen before moving to an I Do.

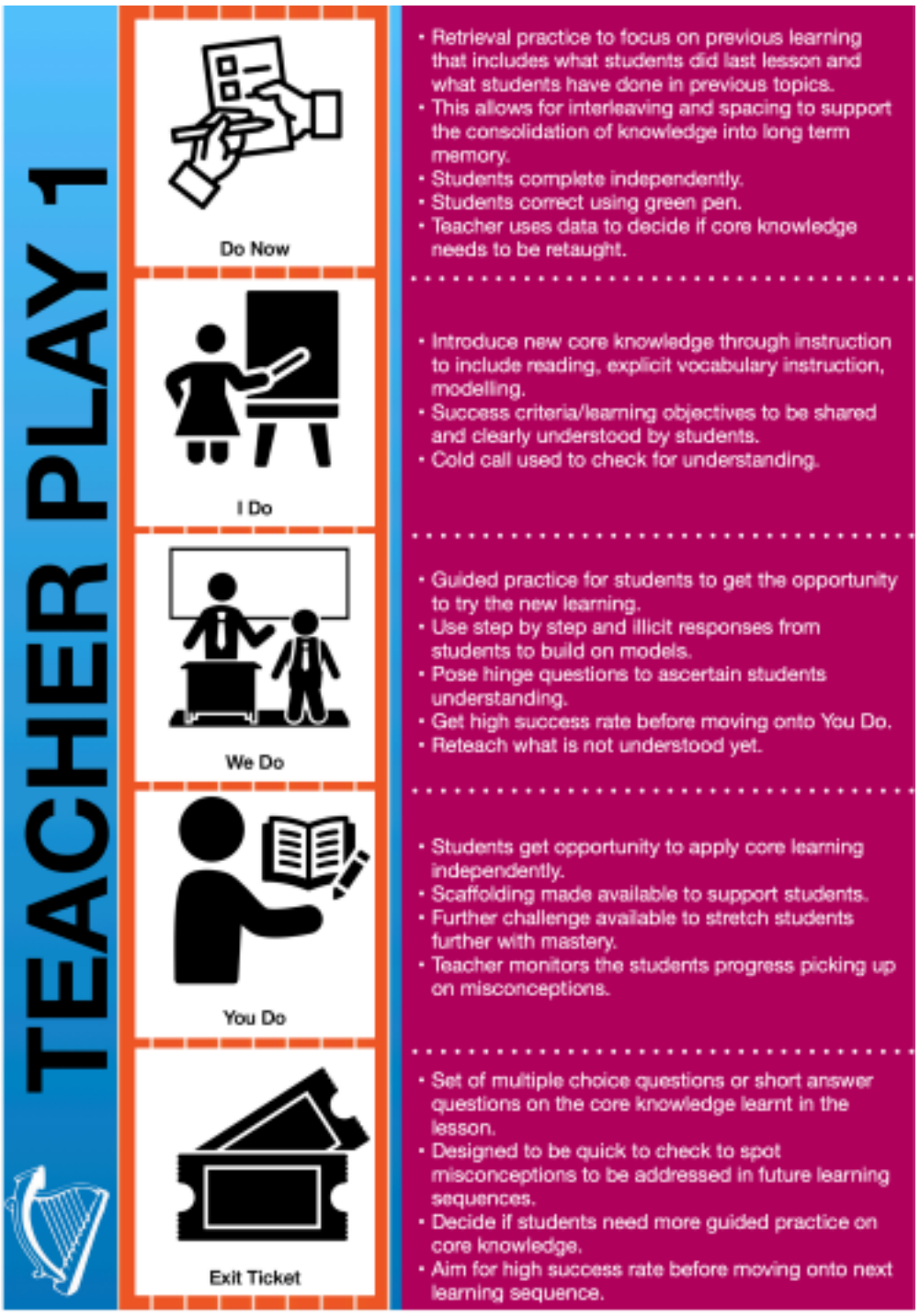

Figure 3. Teacher Play 1

There are different variations of the Teacher Plays that are dependent on the sequence stage of the learning. For example at the start of a new topic or at the end of a topic (FIgure 3). It is also worth pointing out that different subjects will adapt different Teacher Plays due to their contexts. If we are to ensure that teaching is consistently effective across the school we need to acknowledge this. For example, English and History might deploy the I Do, We DO and You Do approach to the Teacher Plays as their learning sequences often lead to essays or extended writing. Whereas, Maths and Science might deploy I Do, We Do, I Do, We Do as this chunking of the core knowledge mitigates against cognitive loading.

Nevertheless, these differences in context from subject to subject don't deviate from what we know about effective teaching and learning. That is, students need to attend to the teacher instruction and engage in guided practice before getting an opportunity to apply the learning independently.

Below are three different Teacher Plays that aim to highlight the different iterations of the I Do, We Do and You Do sequencing phases of learning.

Teacher Play 1

Do Now I Do We Do You Do Exit Ticket

This would often be used at the beginning of a new topic or sequence of learning. This is usually favoured by English and Humanities teachers for example were extended reading and questioning are important ingredients to the learning experience.

Teacher Play 2

Do Now I Do We Do I Do We Do Exit Ticket

This is used when the lesson content is very complex. Here the core learning is chunked followed by guided

practice ensuring students are understanding the core knowledge with an Exit

Ticket. This model is favoured by Maths, Science and practical subjects. This model can also be used when there is a lot of text to read ensuring students are following the narrative and plot lines.

Teacher Play 3

Do Now I Do You Do

This model is used at the end of a learning sequence when teachers want their students to apply the core knowledge for an extended period of time. In this model the I Do phase may be shorter than in other models and may be primarily about recapping earlier content. It could also be a quick re-teach based on earlier common misconceptions. Students will then complete a more extended You Do phase of the lesson. This is usually reserved for hinge points or assessment points in a topic of study. This is gives teachers greater data to assess student understanding. Timely feedback can then be given and students can respond using purple pens.

outcomes and life chances. Habits take time and practice. Through deliberate practice and TRACK coaching we will work together ensuring these habits become effortless. This will then free up teachers' working memory so we can make responsive and adaptive decisions to support students with gaps and misconceptions in their learning.

The Active Ingredients (Figure 4)have been informed by what the research has suggested makes the biggest difference to students learning. They support students getting access to there learning, challenged by their learning and engaged in their learning. This will support the development of their schemas and consolidate knowledge into their long term memory.

The Teaching Strategies (Figure 4) are how we actively implement the ingredients into our planning and teaching. These are our daily habits that we continue to build and add to are repertoire of teaching continuously building and strengthening our own teaching mental models becoming expert teachers. This will ultimately support our students with high expectations to increase

Figure 4. Active ingredients and teacher strategies

1. Retrieval P
2. Instruction
3. Questionin
4. Modelling
5. Challenge

Figure 5 represents the 5 active ingredients and how they link to cognitive science. None of these active ingredients are new. They represent the types of learning observed where lessons are having an impact across the school. These active ingredients are how we as a staff can drive teaching and learning across the school ensuring that all our students are getting a

consistent diet of learning. This will ultimately support their learning journey's and mitigate against unnecessary extraneous load.

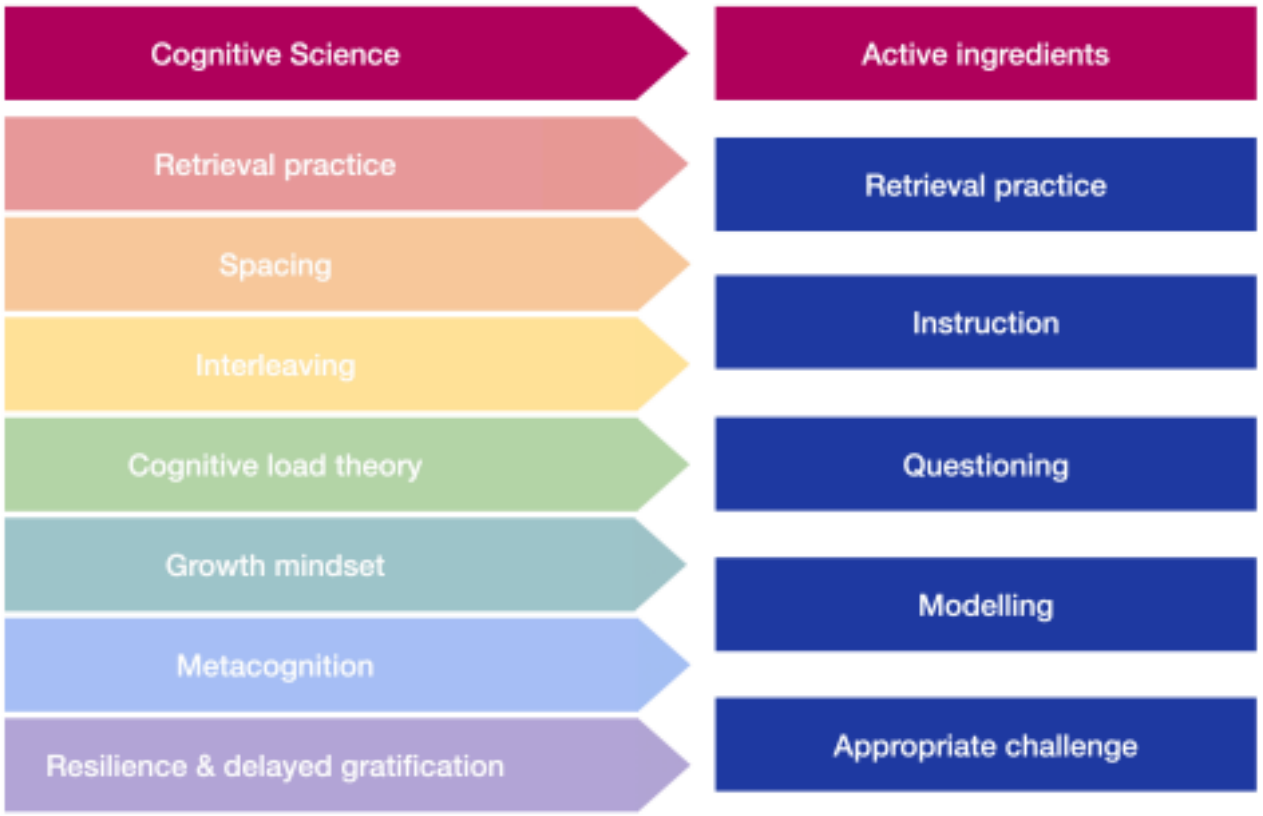

Figure 5. Active ingredients linked to cognitive science

The 5 active ingredients have been carefully selected to ensure that teaching at St Dunstan's becomes more adaptive, not by changing what we do, but by making the best practice across the school more explicit. This will ensure that the tacit knowledge and implicit pedagogies become more explicit, allowing more staff to develop these strategies and ensuring greater consistency of pedagogy across the school; the 'St Dunstan's Way'.

used to create purposeful learning environments conducive to good learning. Using the signature moves is a proactive approach to behaviour for learning. These moves should be used to ensure that no learning time is wasted in a lesson and that students always understand the expectations of them. It essential that all teachers use these moves to create consistent high expectations of all students. The Signature Moves (Figure 6) should not be used in isolation but a combination of them to achieve 100% compliance throughout the lesson.

Where the Signature Moves have not had the desired effect, teachers should refer to the behaviour policy to maintain 100% focus on the learning.

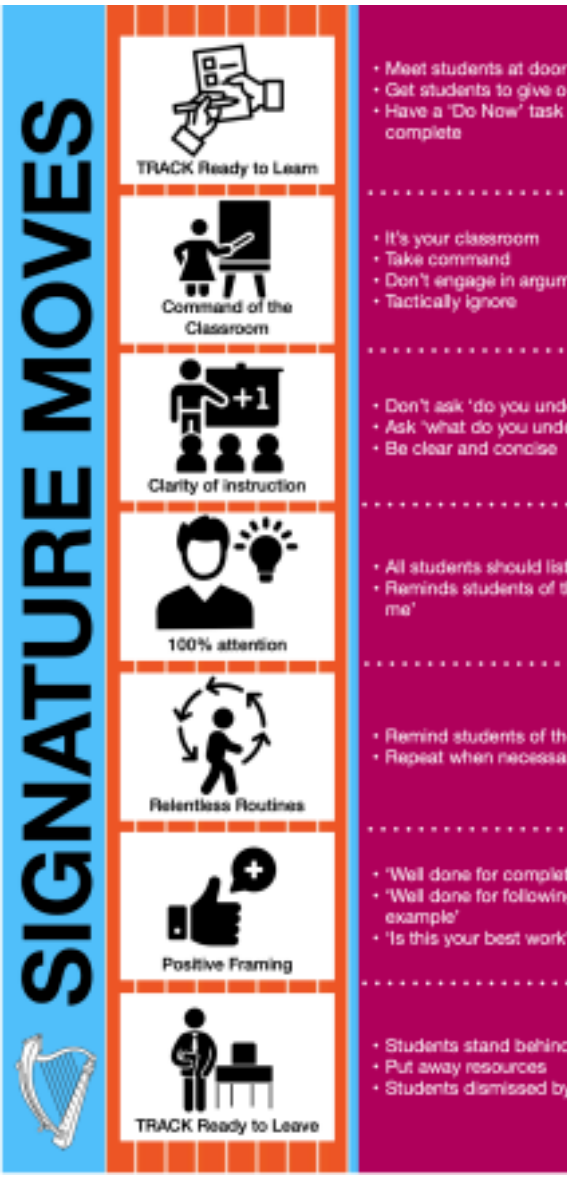

Figure 6. Signature Moves

At St Dunstan's, Signature Moves are

There are three aspects of responsive teaching. These are:

•Setting clear goals and planning learning carefully

•Identifying what students have understood and where they are struggling

•Responding, adapting, teaching and supporting students to do better

This is effectively a simplistic model of good teaching. Knowing what you want students to achieve, finding out what they already know, there gaps and misconceptions and adapting teaching strategies to fill those gaps through clear success criteria, instruction, modelling and feedback. The principle to responsive teaching is to respond to the needs of the students to help them progress towards the end goal.

It is important to understand that there are no responsive teaching techniques. For example, using modelling to show students how to complete a ‘good one’ and then students copying it is not adaptive teaching. However, showing a ‘good model’ and using questioning to identify why it is a ‘good one’ whilst overcoming misconceptions is adaptive teaching. Therefore using the techniques only becomes adaptive teaching when they are used to find out what students know. Additionally, it gives students opportunities for clarity on how to progress in their learning journey. Furthermore, asking students if they understand the model or concept is not adaptive teaching, but asking students how or what they know is, as this allows the teacher to find out the gaps and misconceptions and then take action.

As mentioned above, responsive teaching is a model to help students be successful in their learning journey. As learning journey’s now culminate in high stake tests (GCSE exams), it is important to understand how responsive teaching supports learning. Learning is defined as a permanent change

in behaviour or knowledge. This is

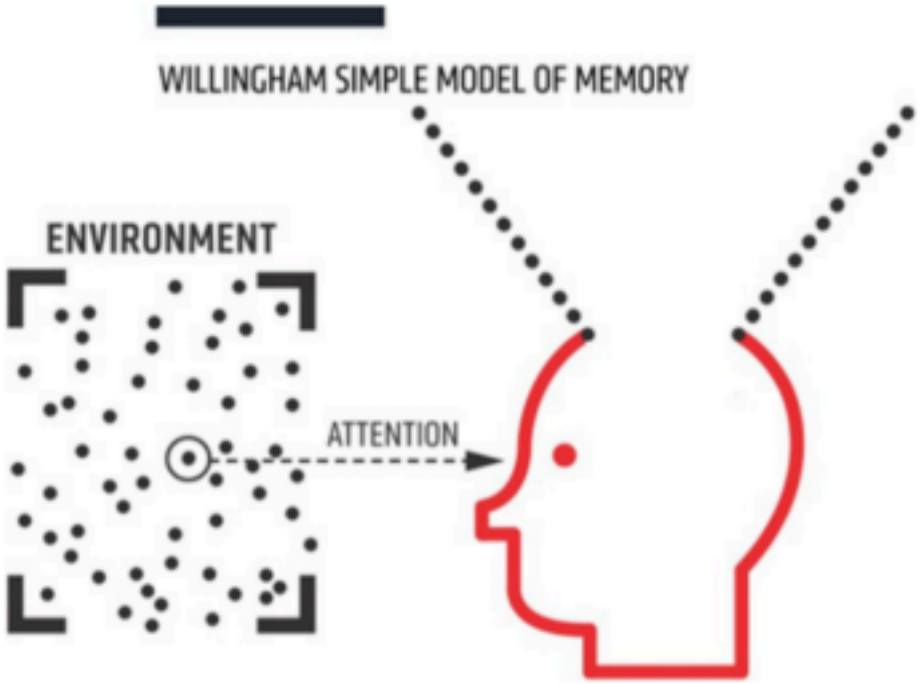

Figure 7. Willingham's simple model of memory

performance which 'is a temporary fluctuation in behaviour or knowledge which can be observed and measured during and immediately after acquisition' (Soderstrom and Bjork, 2015). Performance is the working memory that is conducted during lessons. If learning is what is in our long term memory (needed for linear exams), then performance (working memory) needs to be transferred to long term memory (Figure 7).

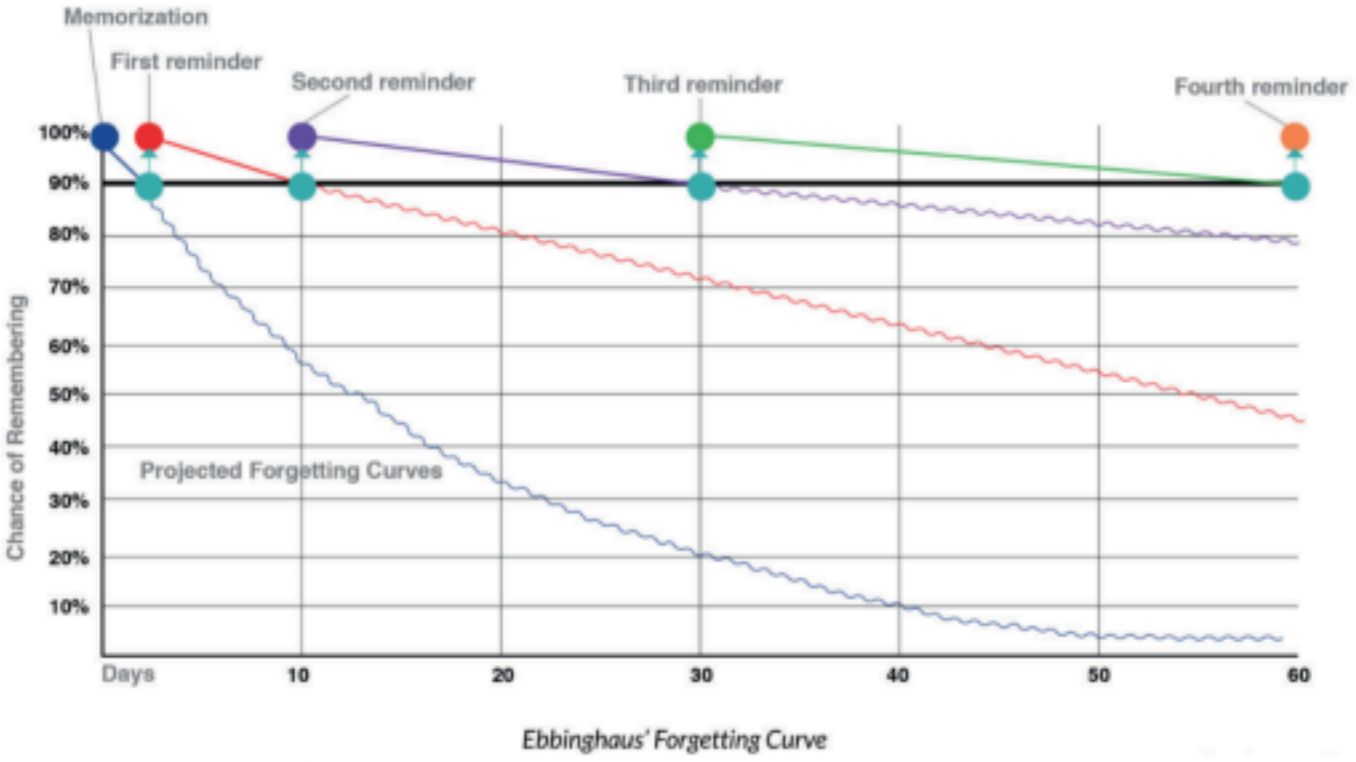

Figure 8. Ebbinghaus' Forgetting Curve

Students have the capacity to hold approximately 3 new concepts in their working memory at any one time and if this is exceeded there is a danger for cognitive overload and new learning becomes lost or misconceptions are created. Therefore, it is really important to get an understanding of what students already know about a topic. This information can be from other points of study in the subject curriculum, other areas of the curriculum across school, what they learned in KS2 or knowledge gained through home experiences. Once ascertained, the new knowledge can be pitched in accordance with students' knowledge and the gaps or misconceptions they may have. Furthermore, by working out what students do know, more new concepts can then be introduced as students will already have some stored in their long term memory and therefore can take in more in their working memory. This is commonly known as mental velcro.

Retrieval practice supports long term memory illustrated by the graph (Figure 8). This shows that students forgetting information is part of the learning process. However, learning can be consolidated into long term memory by carefully planned retrieval. The best way to retrieve information from students is through low stakes testing carefully planned in the curriculum (spacing). It is also effective if you can interleave the questions from different sections of the curriculum to avoid repetition. This will avoid students getting used to learning patterns, ensuring that their memories are working hard, which allows the knowledge to be embedded in long term memory.

To ensure that students are clear with what they have to do to aid their working memory, it is essential they receive quality instruction. Rosenshine's principles of instruction (Figure 9) is a really good place to start. However, it is important to not develop a dangerous mutation with these principles. Like any strategies, they are only effective if the teacher responds to the needs of the students.

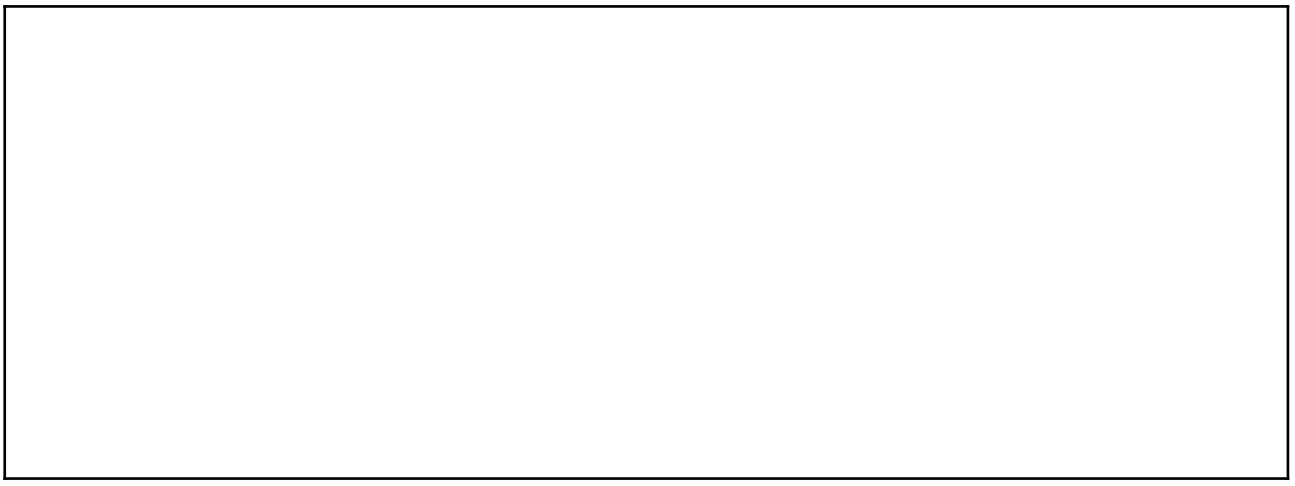

Figure 9. Rosenshine's Principles of Instruction

‘The most effective teachers ensure that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support.’ Rosenshine, 2012

If students are clear in what they have to do, supported by success criteria and models of what it should look like, it offers a higher percentage of success for students to achieve.

As mentioned above, success criteria and modelling are of paramount importance for students to be successful. The Education Endowment Fund (EEF) have estimated through their extensive action research that metacognition and self regulation adds 8+ months to a students learning. However, we can’t just get students to do more independent learning, we need to:

- Model that practice by providing success criteria.
- Provide models both good and bad.
- Think out loud so students can see and hear the thinking process of an expert.
- Ask many questions to many students ascertaining knowledge and gaps/ misconceptions.
- Interact with students building models and concepts.
- Provide scaffolds for difficult tasks and for students who require them.
- Give students the opportunity to practice the new concepts/learning.

Assessment cover sheets and lessons focused on preparing students for assessments will help support all of the above. Examples of these assessment cover sheets are in the appendix section of this playbook.

We want students to know more and remember more. To support students with this, learning has to be transferable across the school to avoid extraneous processing. Therefore learning and knowledge has to move from inflexible to become flexible.

Inflexible (episodic) learning however, is a prerequisite to flexible learning

(semantic). For example, a Science teacher might introduce the concept of

diffusion by reference to deodorant. Inflexible learning would see students only associating diffusion to deodorants. However, students need this concept to make links to other examples of diffusion, for example recognising that sugar dissolves. This is what occurs in cognitive processing, (selecting, organising and integrating) meaning that students can process what they already know (prior learning).

‘What turns the inflexible knowledge of a beginning student into the flexible knowledge of an expert seems to be a lot more knowledge, more examples, and more practice’

Willingham, 2002

Episodic memory is when students associate the learning with an episode, the weather that day, the activity (role play for example), classroom or teacher. We need students to be able to have fluency of learning building semantic memories allowing students to be more flexible with their learning. For example, a teacher dressing up as a historical figure to engage students with the topic.
We would want students to forget about the dressing up and retain the knowledge. This is achieved through retrieval and varying the question stimuli. Using a variety of questions on the topic and giving feedback pushing students to think will significantly increase their ability to transfer knowledge to new situations. Spacing the questions out and making them more challenging with less cues will support this. Therefore, developing students semantic memory will allow them to develop their metacognition and capacity for self regulation.

To conclude, adaptive teaching is about being adaptive to the needs of the students on their learning journey. It is about finding gaps in their learning or memory models and using strategies (active ingredients) to overcome them. It is about guided practice to move inflexible/episodic memory towards flexible/semantic memory so students can become more self-regulated, allowing them to make links within the subject curriculum and across the curriculum. It’s about helping students move from novice learners towards expert learners.

‘Learning means not just committing new elements to memory, but organising and connecting what we know, and automating smaller tasks to allow us to concentrate on

bigger ones. This is how students gain expertise in a subject'

Fletcher-Wood, 2018 17

The below model (Figure 10) shows how the adaptive teaching strategies can be implemented into the lessons. This model uses a simple 'Me, We, You' approach to ensuring that students firstly know what is expected of them in the lesson, practice how to do it with the support of the teacher and finally have an opportunity to apply their learning. This model supports cognitive processing, mitigates against extraneous processing and helps students develop metacognition and self-regulation.

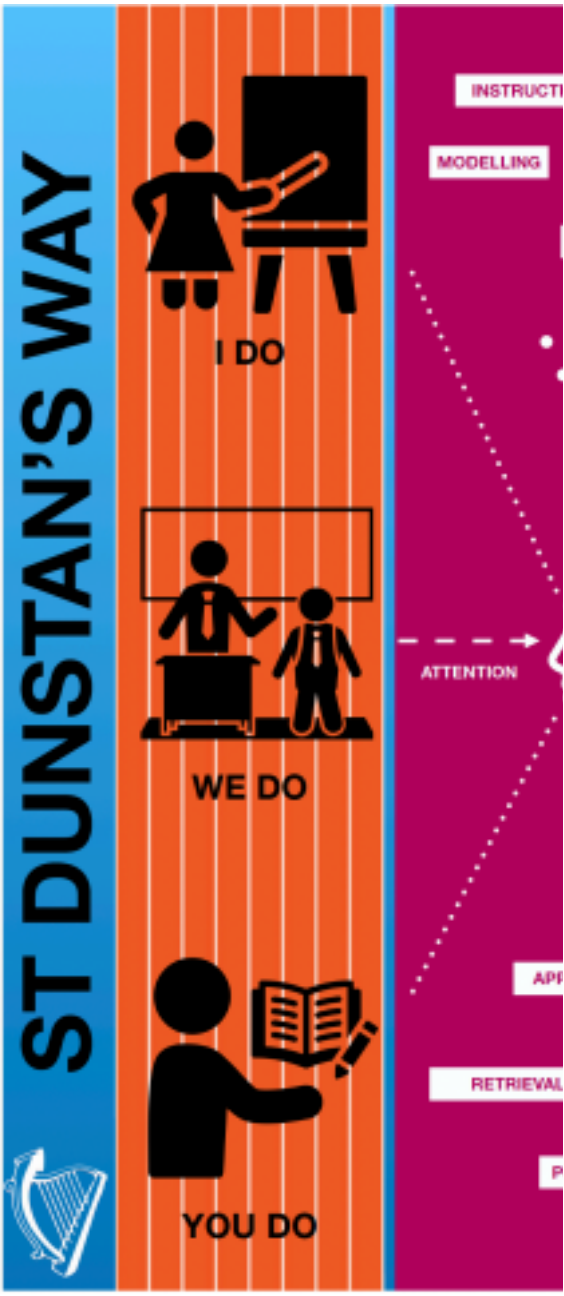

Figure 10. Model of the St Dunstan's Way for Teaching and Learning

Do Now	Which of your questions have been chosen because students struggled to retrieve them in previous lessons? Is this the first time you have asked this question? If it isn't students' first exposure, how can you increase the level of difficulty when retrieving the knowledge? Which of your questions have been chosen because there were gaps in students' previous exit tickets or mastery quizzes? Which of your questions have been chosen because students need to activate this prior knowledge in order to make connections to new knowledge in this sequence?	Collect data on what green pen corrections students have made to address these knowledge gaps.	How and when will you address knowledge gaps later in the sequence or MTP?

I Do	What verbal checks for understanding are you using through Cold Call? How many students are you going to ask in order to get a robust sample? What written checks for understanding are you using?	Listen to students' answers and sample their written check for understanding to work out what they know, where there is faulty understanding and where there are gaps in their knowledge. Share alternative examples and models with students when there are gaps in students' knowledge and understanding. Decide whether students are ready to move onto guided practice in the We Do.	What were the strengths of your exposition and modelling and what would you change based on how quickly students understood the core knowledge?
We Do	What Cold Call questions are you going to pose to check for understanding? Who are you going to target and why? What are you going to use as your whole class hinge question?	Pose questions to a range of students to get a reliable sample and increase student ratio. Circulate and check students' work to track patterns of error. Scan the room to gather data from all students during the hinge question. Decide whether you need to reteach content, offer more guided practice or move onto extended practice.	What aspect of guided practice did students struggle with the most? What do students need to practise more? What additional questions could you have scripted?

You Do	What is the core knowledge you want students to practice? How much scaffolding are students going to need to complete their work independently? How much do you expect students to produce? What is your monitoring pathway What feedback codes will you use?	Scan the room to see how quickly students begin their practice and to check who is finding the practice difficult. Check to see if students are looking at the Steps to Success when they are practising. Intentionally monitor students' work to check how much work students are producing and use feedback codes where there are knowledge gaps. Select examples of students' work to use for Show Call to highlight where work has met the Steps to Success.	What information are you going to log on your whole class feedback sheet to share with students that will close knowledge gaps and improve future practices? What needs a reteach before moving onto the next learning sequence in the medium-term plan?
Exit Ticket	Are the questions you are asking aligned to the core knowledge from the learning sequence? Is your exit ticket in a format which makes it easy for you to check all of the students' knowledge?	Assess students' exit tickets to check what they answered correctly and make a note of what they got wrong.	How many students answered the Exit Ticket correctly? Are there patterns of error or are there individual students with misconceptions? What are the gaps that need to be addressed through a subsequent Do Now or a reteach?

How can I plan an effective I Do?

When should I deliver an I Do?

- At the beginning of a learning sequence
- As part of a reteach
- As part of a repeated I Do, We Do cycle of chunked practice •

A recap on the core knowledge before extended practice

What Active Ingredient should I use when delivering an I Do?

• Active ingredient 2 Instruction
• Active Ingredient 3 Questioning
• Active Ingredient 4 Modelling

What teacher strategy should I use when delivering an I Do?

• 2.1 Sharing success criteria/learning objectives
• 2.2 Clear and concise when introducing new topics/material
• 2.3 Thinking out loud
• 3.1 Big questions
• 3.2 Cold calling
• 4.1 What a good one looks like
• 4.2 What a poor one looks like

What should I ask myself when planning an I Do?

• What is the core knowledge in this learning sequence?
• What information am I going to share through my instruction? •
What process am I going to model?
• How can I reduce extraneous load by using concise language? • How can I reduce extraneous load by using dual coding? • How can I reduce extraneous load by sequencing and chunking? • How can I develop students' schema by activating prior knowledge and connecting this to new content?
• What will students think about whilst I model to ensure they are not passive?
• What checks for understanding will I use to ascertain students' understanding?

What am I doing during the I Do?

• Delivering explicit instruction

• Modelling or reading core knowledge
• Thinking out loud as part of the modelling process
• Explaining the different aspects to models and why they are successful •
Cold calling students to check understanding

What are students doing during the I Do?

• Attending to the teachers instruction remembering the one voice rule •
TRACK ready to listen

• Responding to the teachers questions

How would I use the Signature Moves during an I Do?

Students are holding their pens and writing after the teachers countdown	Using Strong Voice, the teacher gives a 100% positive group reminder before reiterating their What To Do, which is to be TRACK ready to listen. If the student continues not to comply, use the behaviour policy.
Students are not paying attention to the teacher or another student giving feedback (TRACKING)	The teacher uses non-verbals to direct students' attention or, if this isn't possible, a lightning quick public correction. If many students aren't paying attention, then the teacher should remind students of the relentless routines.
Student refuses to answer the teacher's question	Using command of the classroom, the teacher pauses and encourages the student to respond using positive framing. If the student does not answer, bounce to another student and get the first student to repeat the answer. If the student continues to refuse, give them time and then speak with them quietly one to one to get confirmation of answer.
Students call out when teacher is modelling learning	The teacher does not engage and uses command of classroom. The teacher reiterates relentless routines and why we do not call out. .
Student tries to get attention when teacher is explaining new knowledge	The teacher uses 100% attention, beginning with non-verbals to signal to the student to put their hand down whilst moving over in the student's direction. If the student continues, a verbal reminder will be necessary.
Students copy text from board when teacher is modelling	The teacher pauses and reiterates 100%attention. The teacher may use Positive Framing to acknowledge that the student may have good intentions but they must follow their instruction to track the board.
Students are talking to their peers when teacher is modelling/explaining new knowledge	The teacher pauses and tells the class they need 100% attention. The teacher scans the room and makes eye contact with those who are speaking and gives an anonymous group reminder. Positive framing can be used to highlight those who are getting it right. If the talking continues, the teacher uses the behaviour policy.

How can I plan an effective We Do?

When should I deliver a We Do?

• When trying to ascertain students understanding after an 'I do' • Before students go onto the 'You do' and apply their learning • When chunking complex new material
• When developing a model together as a class ensuring understanding

What Active Ingredient should I use when delivering a We Do?

• Active Ingredient 3 Questioning
• Active Ingredient 4 Modelling

What teacher strategy should I use when delivering an We Do?

• 3.2 Cold calling
• 3.3 Probing questions/say it again better
• 3.4 Think Pair Share
• 3.5 Pose Pause Pounce Bounce
• 4.1 What a good one looks like
• 4.2 What a bad one looks like
• 4.3 Live modelling/step by step modelling

What should I ask myself when planning an We Do?

• What tasks can I design that will give the students the opportunity to think hard?
• What questions should I plan for cold call? Which students will I target? • How much do I expect students to write?
• How can I get students to think about the key knowledge and avoid extraneous loading?
• How can I ensure that students are getting opportunities to discuss learning with each other?

What am I doing during the We Do?

• Collaboratively constructing a model with the class
• Showing partial models and asking studnets to complete them • Using comparative judgement to signpost success
• Asking many questions to many students
• Giving students opportunities to discuss their learning with each other and then asking them questions on their discussions

• Navigating the room listening to discussions

What are students doing during the We Do?

• Writing down their ideas when posed with big questions • Discussing the learning with other students
• Responding to the teachers questions

How would I use the Signature Moves during a We Do?

Students not completing the work	Using Command of the Classroom, the teacher gives a 100% positive group reminder before reiterating their Instruction of what to do, but in even more granular detail. If the student continues not to comply, use the behaviour policy.
Studnets are not completing their best work	If it is a small number of students, use private correction and reiterate your Instruction so they know exactly is expected of them. If many students are not producing their best work, use Positive Framing to reset.
Students are struggling to complete the learning due to absences	Use Positive Framing to encourage students to attempt the work and do their best. Consider adapting the work and the outcome you expect based on the gaps they may have due to missed learning.
Students continue to write after the teacher countdown	The teacher pauses and reiterates their Instruction and reminds students of 100% attention. The teacher may use Positive Framing to acknowledge that the student may have good intentions but they must follow their instruction to track the board.
Students call out because they are not sure what to do	The teacher uses non-verbals, putting their finger to their mouth to signal no calling out and issues a reminder. If more than one student does not know what they are doing, reiterate the Instruction and remind students of 100% attention.
Students refuse to answer a question during cold call	Using Command of Classroom, the teacher pauses and encourages the student to respond using positive framing. If the student does not answer, the teacher bounces to another student and gets the student to repeat the answer. If the student continues to Opt Out, get a response from the student on a 1-1 basis.
Students stay silent instead of talking to their learning partners during designated discussions	The teacher uses Positive Framing and finishes with Command of the Classroom to ensure the student does engage.
Students go off task during classroom and group discussions	The teacher uses non-verbals to direct students' 100% attention or, if this isn't possible, a lightning quick public correction. If many students are off task, then the teacher should use Relentless Routines to reset the desired state.
Students laugh at others getting an answer wrong	The teacher scans the room and uses Command of the Classroom. Teacher reminds students of TRACK values and use positive framing to thank the student for giving the wrong answer as this is a learning point.

How can I plan an effective You Do?

When should I deliver a You Do?

- After a high confidence level that the students understand and know what they have to do
- After students have been successful in smaller chunks of learning • After students understand how to make corrections to their learning using purple

pen
• During a Do Now task as part of TRACK Ready to Learn •
When completing a hinge question/task
• When completing an assessment

What Active Ingredient should I use when delivering a You Do?

• Active ingredient 1 Retrieval practice
• Active ingredient 2 Instruction
• Active ingredient 5 Appropriate Challenge

What teacher strategy should I use when delivering a You Do?

• 1.1 Retrieval grids
• 1.2 Hinge questions/tasks
• 2.1 Sharing success criteria/learning objectives
• 2.2 Clear and concise when introducing new topics/material •
2.3 Thinking out loud
• 2.4 Giving feedback to students to move learning forward •
5.1 Essential, Stretch, Challenge
• 5.2 Scaffolding

What should I ask myself when planning a You Do?

• What knowledge do I want my students to practise?
• What are the misconceptions that I need to raise?
• How much do I expect the students to complete in the time I allocate? •
What scaffolding will I use and for who?
• How am I going to ensure different cohorts are adequately challenged?

What am I doing during the You Do?

• Following a pre-planned route around the classroom ‘checking in’ on the students learning

• Giving live feedback and checking for patterns of misconceptions/gaps/ success
• Using positive framing
• Signposting the scaffolding/models/success criteria for those studnets that require it
• Encouraging students to continue to give their best

What are students doing during the You Do?
• Working independently and in silence

• Using the resources to support their learning including scaffolding • Checking their work against the success criteria
• Correcting their work based on the live feedback from the teacher

How would I use the Signature Moves during a You Do?

Students don't start their learning	Using Command of Classroom, the teacher gives a 100% positive group reminder before reiterating their Instruction, but in even more granular detail. If it is a student who is genuinely struggling, chunk the task into smaller sections. If the student continues not to comply, use the behaviour policy.
Students keep asking for teacher support	Use Positive Framing to encourage students to attempt the work independently. Remind them of the resources including notes in their books, knowledge organisers and the scaffold provided.
Students keep asking their peers to check their work	Using Command of Classroom reminding students of Instruction. Use Positive Framing to acknowledge they want to be successful.
Students finish too quickly for the task and time set	The teacher uses Positive Framing and signposts the Success Criteria/ Ingredients for Success. Teacher reminds students of completing their best work.
Students don't make the necessary corrections from the live feedback	The teacher uses Positive Framing and reiterates their Instruction. The teacher finishes by Commanding the Classroom to ensure the student does engage in the learning.
Students are disrupting the learning environment	The teacher uses non-verbals as not to draw attention to the negative behaviour and disrupt the silence. The teacher puts their finger to their mouth to signal no talking and issues a reminder. The teachers Command of Classroom and scans for compliance. If the students are not compliant, use a private correction. If the talking continues, use the behaviour policy. If more than one or two students have come off task remind of instruction.
Students are not engaging in the learning and have heads on desk	The teacher uses private correction, Positive Framing and finishes with Command of Classroom to ensure the student engages in learning.

Having a clear map of assessment is key for the success of the Teaching and Learning Framework. The assessment journey (Fig. 11) is the roadmap to support our students progress and support us as teachers be adaptive and responsive to the needs of the students.

It has been designed to ensure that it will have high impact on students performance and their acquisition of knowledge, but also reduce workload. Therefore, it is a high impact and low threat system on student performance and teacher workload respectively.

To ensure consistency every subject area are expected to have a new topic cover sheet (Green) to include key words, knowledge, success criteria and relevance to the curriculum and future learning/employment.

To ascertain the level of understanding and progress of students, hinge points and assessments should be completed on cream paper.

Lastly, students should respond to teacher feedback on pink paper using purple pen. This gives students the opportunity to improve on their learning and performance giving their best.

Figure 11. Steps of the Assessment journey

Whole school CPD

Whole school CPD will be focused on the implementation and embedding the Teaching and Learning Framework to ensure that there are high quality lessons happening across the curriculum in every year group.
There are also opportunities for teacher development across the trust including Olevi's Creative Teaching Programme and Outstanding Teachers Programme. There will also be opportunities for staff members to observe each other to share best practice but also visit other trust schools to support teacher development and share best practice.

Faculty collaboration

There is greater time for faculties to meet so that they can plan collaboratively to support one another to keep getting better.
Faculty meetings will take place after Teaching and Learning briefings to allow for faculties to plan for the implementation in their own context of whole school initiatives.

Deliberate practice

Deliberate practice sessions occur once weekly during morning tutor time. This is an opportunity for staff to experience the different components and mechanisms of the Teaching and Learning Framework.

Podules menu

Online CPD 'Podules' are constantly being produced and shared with staff to allow staff to engage with educational research in an accessible format. These 'podules' come with support ing resources to assist staff with reflecting and planning their teaching.

Keep Learning on Track website

A website has been built

to support all colleagues with their understanding of the Teaching and Learning Framework. The site includes microscripts, podcasts,

blogs, links to research papers and catalogues of the books in the CPD

library in the Teaching and Learning Centre. This website has been designed to ensure their is a transient approach to the Teaching and Learning Framework. This site will constantly updated.

TRACK coaching

Staff can have the opportunity to work with a development coach from the Teaching and Learning Team or a member of SLT. These sessions will use the TRACK coaching methodology (Figure 12) to support colleagues to hone in on the granular detail of their teaching for sustainable and interactive change. This is designed to have high impact on teaching and learning whilst not being to burdensome on workload.

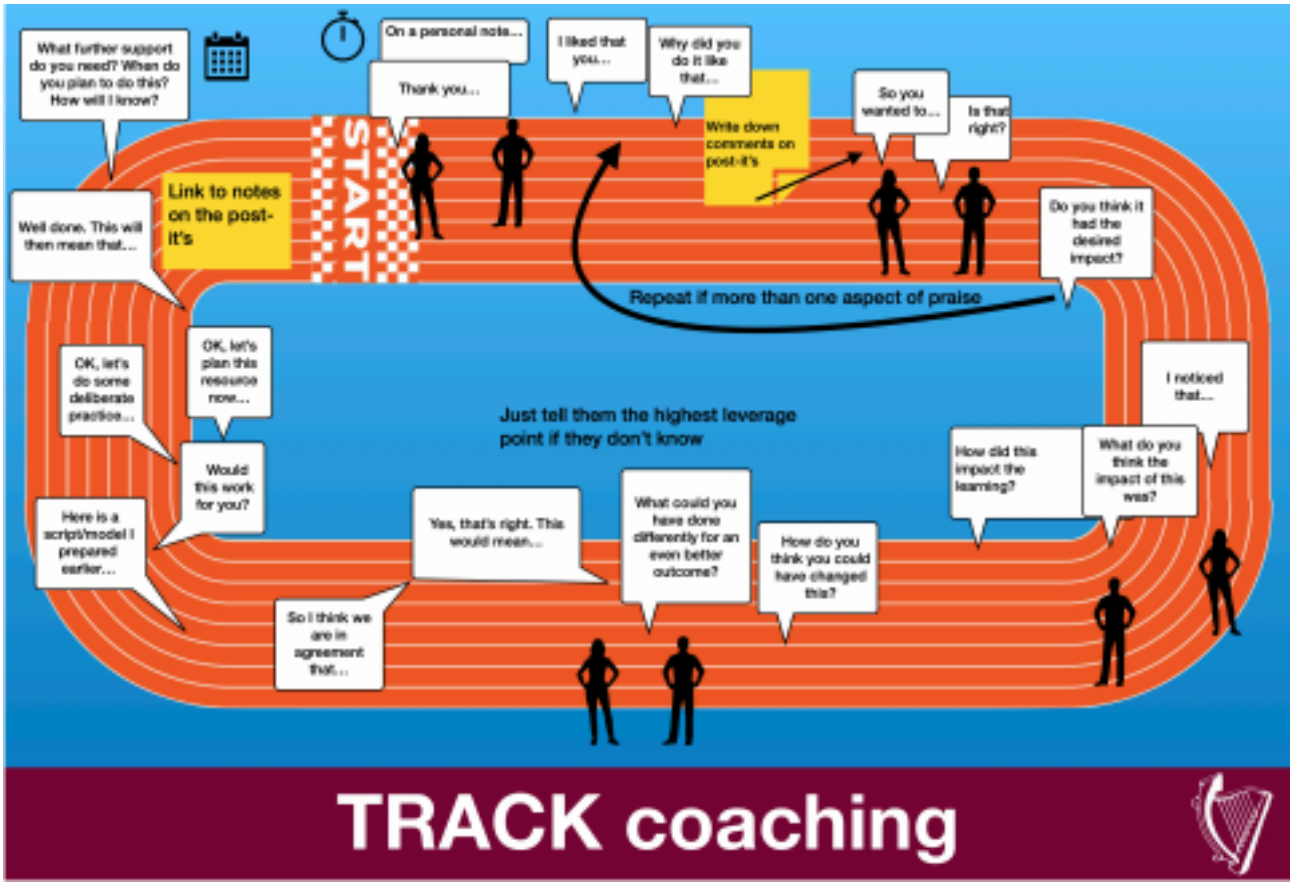

Figure 12. TRACK coaching model

Takeaway notes

Session:	

Key takeaways	
Reflections on my teaching	
Who could I observe?	
What I commit to?	
When will I do this?	
Who will I commit to?	

Takeaway notes

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Takeaway notes

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