



THE PRINCIPLES OF TEACHING AT THE TRAFALGAR SCHOOL AT DOWNS

BEFORE THE LESSON

1. PLANNING	2. DISPLAY – LEARNING ENVIRONMENT
PLAN - PLAN - PLAN “Do it once and do it well”	
Thorough planning as part of the scheme of work which includes measures of success so that lessons are carefully sequenced to build on previous learning. Understanding is revisited to maximise learning. Overview of SOW in the front of every exercise book.	Displays are used as a learning tool within the classroom so that students can use their environment (show me) for exemplification and for reference. They also say a lot about teacher expectation.
3. KNOW YOUR STUDENTS – INSIDE & OUT!	4. SEATING PLANS
Individual student needs are well understood by members of staff so that positive relationships can be made and learning is well tailored (differentiated).	Seating plans (designed by the teacher not the student) are required for all classes (on ClassCharts) so that an optimum classroom climate is created and student needs are fully met.

AT THE START OF THE LESSON

5. MEET AND GREET	6. ON SITTING DOWN	7. Do Now
One foot in, one foot out! Smile, ensure a calm entry “Welcome ☺”	TITLE - DATE #LEARNING ACTION VERB CONTENT CONTEXT	
Learning starts immediately. ‘One foot in, one foot out!’ Welcome with a smile and “hello” so that positive relationships are promulgated and a climate of trust and respect is established.	All students record the Title and date and the #Learning. Written as ACTION VERB – CONTENT (what) - CONTEXT (so that). Written as a sentence.	A ‘quick’ recap, linked back to prior learning so that students engage quickly, are challenged, and feel an immediate sense of success.

DURING THE LESSON

8. KNOWLEDGE	9. TEACHING APPROACH	10. MAKE THINGS MATTER
SUBSTANTIVE DISCIPLINARY	 I DO – WE DO - YOU DO (Fisher & Frey 2007)	 PASSION RELEVANT – CONTEXTUALISE – PROVOKE – CHALLENGE – QUESTION – OPPOSE - COUNTER
Content is delivered in ‘manageable’ chunks so that working memory isn’t overloaded. (Cognitive Load Theory – Sweller)	I do (you explain), we do (you model), you do (they practise) so that there is a gradual release of responsibility to the student.	Make it matter so that learning is both engaging and meaningful.
11. ACADEMIC ‘HABITS’ STANDARDS	12. QUIET AND PURPOSEFUL	13. REVISIT AND BUILD.
“BEST WORK FIRST TIME”		
Overtly develop/teach the academic ‘habits’ we expect (report on) so that levels of expectation are high. 	Lessons should be quiet and purposeful. Students should self-regulate so that they can listen effectively and high levels of concentration can be practised and maintained.	<input checked="" type="checkbox"/> Low stakes testing <input checked="" type="checkbox"/> Interleaving knowledge <input checked="" type="checkbox"/> Redrafting <input checked="" type="checkbox"/> Summarising So that cognitive connections are created and embedded. Retrieval becomes easier.

AT THE END OF THE LESSON

14. REVIEW Now	15. HOMEWORK	16. END AND SEND
	 SET AND EXPECT	One foot in, one foot out Smile, ensure a calm exit “See you next lesson”

17. STARC marking for assessments	18. Students respond to feedback #response
S. Success T. Target A. Ask R. Respond C. Communication	

So that students receive feedback which is useful and highlights the next steps in learning. See PRINCIPLES OF ASSESSMENT

So that students engage with feedback and show they understand what and how to improve.