

THE PRINCIPLES OF TEACHING AT THE TRAFALGAR SCHOOL AT DOWRY



BEFORE THE LESSON

1. PLANNING PLAN - PLAN - PLAN "Do it once and do it well"	2. DISPLAY – LEARNING ENVIRONMENT
Thorough planning as part of the scheme of work which includes measures of success <i>so that</i> 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 <i>so that</i> 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 <i>so that</i> 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) <i>so that</i> an optimum classroom climate is created and student needs are fully met.

AT THE START OF THE LESSON

5. MEET AND GREET One foot in, one foot out! Smile, ensure a calm entry "Welcome 😊"	6. ON SITTING DOWN <u>TITLE - DATE</u> <u>#LEARNING ACTION VERB</u> <u>CONTENT CONTEXT</u>	7. Do Now
Learning starts immediately. 'One foot in, one foot out!' Welcome with a smile and "hello" <i>so that</i> 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 <i>so that</i> students engage quickly, are challenged, and feel an immediate sense of success.

DURING THE LESSON

8. KNOWLEDGE SUBSTANTIVE DISCIPLINARY 	9. TEACHING APPROACH I DO – WE DO - YOU DO (Fisher & Frey 2007)	10. MAKE THINGS MATTER PASSION RELEVANT – CONTEXTUALISE – PROVOKE – CHALLENGE – QUESTION – OPPOSE - COUNTER
Content is delivered in 'manageable' chunks <i>so that</i> working memory isn't overloaded. (Cognitive Load Theory – Sweller)	I do (you explain), we do (you model), you do (they practise) <i>so that</i> there is a gradual release of responsibility to the student.	Make it matter <i>so that</i> learning is both engaging and meaningful.
11. ACADEMIC 'HABITS' STANDARDS "BEST WORK FIRST TIME" 	12. QUIET AND PURPOSEFUL 	13. REVISIT AND BUILD. <ul style="list-style-type: none"> <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.
Overtly develop/teach the academic 'habits' we expect (report on) <i>so that</i> levels of expectation are high.	Lessons should be quiet and purposeful. Students should self-regulate <i>so that</i> they can listen effectively and high levels of concentration can be practised and maintained.	

AT THE END OF THE LESSON

14. REVIEW NOW 	15. HOMEWORK SET AND EXPECT	16. END AND SEND One foot in, one foot out Smile, ensure a calm exit "See you next lesson"
So that teachers can assess what has been learnt and plan for future progression. See PRINCIPLES OF ASSESSMENT	So that classwork is consolidated and learning is committed to long term memory. See PRINCIPLES OF HOMEWORK	So that students leave the lesson positive for their next lesson.

AFTER THE LESSON

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