How we teach at
Heartlands

Our guide to teaching at Heartlands High School.
We use these strategies consistently to make
sure every mind is engaged, all students
make progress and are successful.

Heartlands
High School

This is our guide to teaching at Heartlands High School part of the SEARCH Education Trust.

How we teach at Heartlands sets out the 'how' not the 'what' or 'why' of what we teach. The what and the why are set out in our curriculum principles, narrative and subject curriculum maps.

We ask teachers to use these strategies consistently to ensure good classroom order, with every mind engaged so that all students are supported and challenged to make progress and be successful.

Our strategies are based on educational research including
- Rosenshine's Principles of Instruction - Ten research-based principles of instruction
- Doug Lemov's 63 strategies in his Teach Like a Champion book
- The Teaching Standards
- Teaching Walkthrus - Tom Sherrington

Robert Coe et al's Great Teaching Toolkit Evidence Review also sets out a four element model for great teaching
- Understand the content and how it is learnt
- Create a supportive environment for learning
- Manage the classroom to maximise opportunities to learn
- Present content, activities and interactions that activate student thinking

How to Teach at Heartlands is used by our Incremental Coaches to identify action steps.

Underpinning all our teaching is an unconditional positive regard for our students. We believe in our students as young people who can achieve and be successful. This comes out through our school SEARCH values: School Matters, Effort, Achievement, Responsibility, Character and High Expectations. For example we talk about further education, university and the world of work with students so they know we have high expectations of them. We also talk about the responsibilities they have as citizens in the future. As teachers and support staff we model the behaviours we expect from them. We are kind, we listen and we are emotionally consistent.

Contents

1. Beginnings and Ends

1.1) Threshold

We use a threshold greeting with **one foot in, one foot out** of the door then greet every student checking each student's uniform is perfect and making sure this is the case before they come into the classroom.

1.2) DO NOW

Students enter in silence, sit according to their seating plan and begin the silent **DO NOW**.

The DO NOW must:
· Have a written outcome
· Usually take no more than 5 minutes
· Recall knowledge
· Be completed in silence
· Be corrected in a green pen

1.3) SUCCESS Routine

At Heartlands the SUCCESS routine is used to start every lesson:

Sit Down
Uniform
Concentration
Consideration
Equipment
Silence
Show Gratitude

During the lesson students are expected to show concentration and consideration for others and the classroom environment.

1.4) Ends of Lessons

The end of the lesson is also really important. We continue to **follow the success routine**. At the end of each lesson students should
· Pack up quietly in a given time (practice 7 seconds)
· Check all areas are clean and tidy
· Stand behind their chairs
· Be dismissed row by row in silence

2. Routines for 100%

Routines are the key bedrock of effective lessons. Routines are planned carefully and rolled out at the beginning of the year and then revisited when necessary. Routines are always most effective when we say to students why we are doing them.

2.1) Hand Signal

At Heartlands we do not shout, we don't count down for silence, instead **we raise our hands** and expect students to raise their hands too.

2.2) Values for Success

We have a Values for Success policy which includes a system of rewards and sanctions. The routines below support teachers in ensuring **100%** of students follow instructions before any sanction is applied.

2.3) Rolling out Routines

Routines need to be planned and practised.

We believe it is important to explain to students why we have the routine and what it will look like. The beginning of the year is an opportunity to **practise these routines** but we should also revisit them throughout the year.

2.4) Be Seen Looking

We **exaggerate our looking** (raising our eyebrows, stretching our neck or going on tip toes) so that students can see that we are looking particularly when students come into the room and when they begin a task.

2.5) Positive Narration

We focus on the students that are complying with instructions and **doing the right thing** and positively narrate what they are doing. For example, "Gino has started question using today's keyword". We particularly use this when students are beginning a task to give the sense that the norm in the classroom is to comply.

2.6) Least Invasive Intervention

We put an emphasis on using non-verbal interventions to **keep poor behaviour offstage** to keep the focus on the learning in our classrooms. This is to ensure that distracted students are corrected in privacy and at no cost to the lesson.

2.6) a. Non-verbal Correction

The best teacher interventions are **non-verbal** whilst we continue teaching. We use hand gestures, which may be a hand on a desk or the signal for students to sit up, which doesn't interrupt the flow of our teaching. We may use a hand signal to show that eyes should be down on the text or tracking the speaker. We occasionally self-interrupt to ensure there are no other voices. We **keep the public air clean** by ensuring that students hear only positive reinforcement and instruction.

2.6) b. Positive Group Correction

We use **positive group correction**, a quick, verbal reminder offered to the entire class, advising them to take a specific action. The intervention always describes the solution rather than the problem to the group rather than an individual. It could be, "Check that you're sitting up straight", " We are in silence" or "I expect to see everybody writing".

2.6) c. Anonymous Individual Correction

If we need further intervention we use **anonymous individual correction**. By stating, "Eyes up here please. I need two more sets of eyes so that we can read this together" with eye contact or a quick nod of the head we make our expectations of 100% participation clear without naming the students. We use universal language and state the purpose to create a sense of shared community expectations such as "We are tracking Sila so that she knows we value her view".

2.6) d. Private Individual Correction

When it is needed we balance **private individual** correction with private individual **precise praise**. In this case we use a low or whispered voice to individually correct the behaviour using the solution focused approach. " James, I need to see you writing in ten seconds. I'll be back to check." We make a habit of using our whispering voice to also offer praise, " I really like the way you have used a quote to support your point."

2.6) e. Quick Public Corrections

Sometimes we need to make **quick public corrections**. In this instance the aim is to limit the amount of time a student is onstage for something negative, to focus on telling the students what to do rather than what they did wrong and then call everyone's attention back to something else that is positive to reinforce positive norms. "Esra I need your pencil moving just like those students who have already started task 2."

2.6) d. Acknowledge Compliance

We say **"thank you"** and smile after a student has followed a direction to remind students that their positive choice has been acknowledged.

2.7) Do It Again

Sometimes routines need to be **reset or done again**. This requires teachers to revise any routine that needs more attention to detail or is inefficient with particular emphasis on what students and teachers are doing at each moment. This is a careful balance as you also need to know when to stop the Do It Again.

3. Planning and Adapting

Planning and adapting lessons are the foundation of excellent learning. At Heartlands our curriculum intent sets out what we teach and when. Subject specialists plan backwards to build skills and knowledge over time, spiralling back to revisit key concepts.

3.1) Schemes of Learning

Schemes of learning are written in each subject fitting the overall curriculum map. Lessons are planned collaboratively and all resources are **shared** using the Google drive in clearly **organised** folders so we can see each other's lessons and make **adaptations** to the main lesson.

3.1) a. Home learning

Home learning is built into schemes of learning. It provides students with opportunities to develop **independent learning** and consolidate class learning through practise. It can also be used to prepare for class. It is also an important opportunity for students to revise and prepare for assessments. We set home learning on the **DPR** giving at least 48 hours notice. Home learning should not be too easy or too hard for individual students. We provide resources and spare copies on the DPR. If a student hasn't done their home learning we talk to that student before adding a yellow card.

3.2) a. Adapted Learning

All students on the SEND register have a Success Passport. These set out the challenges the students face as well as suggested teaching and learning strategies. These students may require adapted learning tasks or adaptations so they can achieve the lesson outcomes.

3.2) b. EAL Strategies

Over half our students have English as an additional language and are identified by a 🚩 on Bromcom. There are also around 100

students who receive extra support through EAL timetabled lessons. These students are identified with a red, amber or green code based on their level of proficiency. These supported students have an **EAL passport** with background information, and teaching and learning strategies. We expect EAL students to keep their bilingual dictionary and vocabulary book on their desk. The EAL department leads on cross-curricular collaborative projects to ensure the curriculum is accessible for all students.

3.2) c. Pupil Premium Students

Over 40% of our students are disadvantaged, so we know that the quality of teaching and learning makes an even bigger difference to these students' progress. We therefore make sure these students are **seated where we can monitor** their work and give live feedback. Each term a different group of students are the PP30 Focus group and they are identified on Bromcom registers with a ♣ symbol. HLTAs are timetabled to support these students in lessons.

3.2) b. Reading Age

Half of students are below their chronological reading age when they begin in Year 7. This means we have to ensure that we **check the reading** age of the instructions and reading we share with students. We use the Hemingway website to check the reading age of material. (see 7.1 Reading strategy)

3.3) Cognitive Load

We introduce new content in **small steps** to reduce the likelihood of cognitive overload. We make sure our slides are not cluttered and can be read clearly.

3.4) Inclusivity

We make sure that both content and images of our lessons **reflect the diversity of our school, community and Britain** especially in terms of the nine protected characteristics.

3.5) Subject Specific Content/ Pedagogy

We **follow the expectations** of our departments when it comes to teaching subject specific content for example where there is an agreed method of teaching a disciplinary concept or type of exam question.

3.6) Stretch and Challenge

We have high expectations of all students and we include stretch activities in every task. These should be **planned to stretch** student thinking, not just more work.

4. Paired Talk and Cold Call

4.1) Paired Talk

Paired talk and Cold Call are two strategies that should be part of lesson routines. Both strategies when used skilfully ensure a **high participation ratio** so all students' minds are engaged. These complement each other well so we have paired them here.

Why use paired talk?
- To develop speaking and listening skills
- To revise or reinforce information
- To allow more students to give an answer

Students should have the same talking partner in most lessons but always check everyone has a **talking partner** before you do the activity.

In Paired Talk we:
Remind students we will follow up with **cold call**
- Have a clear in cue **'Turn and talk'** and out cue **'Back to me'**
- Stop at the **crest of the wave**
- Take feedback using cold call

Students with SEN needs may need support with paired talk. We carefully plan to ensure a supportive partner, scaffolding of the talk or have them talk with a member of staff who can support the student.

4.2) Cold Call

Cold call, or hands down questioning creates a culture in the classroom where students are expected to be **listening, participating and ready**.

We use cold call to:
- Check for understanding
- Create a culture of **engaged accountability**
- Create **pace**
- Support other strategies such as wait time and paired talk

Cold call should be data driven. We know our SEND students, our Pupil Premium students so should know where to target our questions.

Cold call should be:

- Predictable
- Systematic - everyone could be called
- Positive - it should not be to catch students out that they are not listening

We pose the question to the class, pause to give thinking time and then ask a student to answer the question.

Some students with SEN needs can struggle to formulate an on-the-spot answer. This will be recorded on their Success Passport. They may benefit from prior warning that they will be questioned so that they can prepare their answer or questioning can be 1:1 later in the lesson.

5. Circulation

5.1) Positioning and Proximity

We use classroom circulation to check for compliance, check for understanding and to give targeted formative feedback to our students. Doug Lemov describes how important it is to **'break the plane'** and go beyond the front desks of your class in the first five minutes of the lesson to show that you own the room and that it's normal for you to go 'anywhere in the classroom (lab, studio or workshop) at any time.

5.2) Rules with Ratio

Doug Lemov describes the 3:30:30 rules for good circulation. After we set students off on a task, before we start circulating, we stand in the front corners of the classroom and use the 'be seen looking' strategy (2.4) to monitor that all students are on task. We use non-verbal signals for example "hands down" signal or shake of head (2.6) to disengage from students who ask for your time during the "standing sentry" portion of the first three.

We then move to interact with students, prioritising pupil premium/below target students first. This need not be a conversation but just reading their work or supporting them by referring them to another place in their book. If you do speak make sure you speak softly or whisper and try to go down to the student's level. We prioritise pupil premium students in our circulation. We spend 30 seconds giving feedback or support then the next 30 scanning to make sure all students remain on task. This then gives the **3:30:30 ratio**.

In class discussions, we move away from the speaker so that we can check that everyone is paying attention.

When talking to a student for a private individual correction or private individual precise praise we get down to their level trying not to put our back to the class.

5.3) Academic Circulation

Academic circulation is when we circulate to **check the understanding** of students. Perhaps with a specific focus outlined " I am looking in particular at whether you have drawn the scale correctly on the graph connectives"

5.4) Learning Support Assistant Circulation

In some lessons a student or group of students may have an LSA working with them. The teacher remains responsible for the students' learning, differentiation and behaviour and research shows that it is important that the teacher **continues to engage** with supported student, even when they have an additional member of staff working with them. The LSA may not sit next to the student in order to support their independence but will return regularly to key students to ensure their access to class learning and to support their focus.

The teacher may direct the LSA to undertake a particular task for example give feedback on student presentation.

6. Checking for Understanding

Checking for understanding is a routine part of every lesson. Knowledge recall should always be part of the DO NOW and checking these answers allows us to see where there are knowledge gaps. In addition, we use **assessment for learning** strategies to check for whole class understanding. These strategies again check every mind is engaged and so increase the participation ratio.

6.1) a. Assessment for Learning Strategies - Whiteboards

Mini whiteboards work best when they are routinely used in class. They allow students to have a go without worrying about writing something wrong in their book and also enables the teacher to check understanding.

Whiteboards are used effectively:
- Question or problem written on the board
- Time set for writing / answering on the board
- 1,2,3 **'Show me'** All students should show the whiteboards together

We follow up by choosing one or two white boards and discussing wrong or right answers to **clarify any misconceptions**. We want a **culture of error** in our classrooms so that it's ok to get things wrong and mistakes are valuable learning opportunities.

6.1) b. Red/Blue/Green Cards in Planners

Heartlands planners include red, blue and green cards that can be used to check understanding. We use the same routine using 'show me' so that all students show their choice at the same time.

6.1) c. Responses on Hands

This is a really effective and quick way of judging whole-class understanding. We ask students to show thumbs up or down, showing 1, 2 or 3 fingers for multiple choice questions. More students can show their answers or give their opinions.

Effective assessment using hands:

- Roll out the routine from the start of the year
- Insist on **100%** 'I'm waiting for two people'
- Promote positive participation rather than getting the correct answer

6.2) Wait time

Wait time

We want a high participation ratio and a **high thinking ratio** in our classrooms. Wait time can promote a higher thinking ratio particularly if it is supported with cold call or narrating as hands go up.

Effective wait time:

- Tell students you are giving them time to think
- Remind them to check back to notes
- However don't talk over wait time

7. Reading and Oracy

7.1) Reading Strategy

At Heartlands we want to close the literacy gap and provide a platform for students to access education and the wider world. We want students to be confident speakers, readers and writers because literacy is for life.

To do this we ask students to complete the following steps when reading:
- Students **predict** what the text is about
- Teacher reads **aloud** the text
- Students follow reading with a **ruler**.
- Students highlight new/difficult **vocabulary**
- Students complete a **written task** to show their understanding

What are the 5 reading steps?
- Students predict what the text is about
- Teacher reads aloud the text
- Students follows reading with a ruler
- Students highlight new/difficult vocabulary
- Complete the a written task to show their understanding

7.2) Introducing New Vocabulary

When introducing new vocabulary we use our literacy word maps which ask for:

Strategies such as call and response help reinforce new vocabulary.

7.3) STRONG Discussions

We believe that teaching oracy, the ability to express oneself fluently and grammatically in speech, should be central to our teaching. We want students to learn how to have respectful discussions, express and refine their ideas through talk and use their voices confidently.

We believe that talk matters so we train our students to have STRONG discussions:

- **S**it up and speak up
- **T**rack the speaker
- **R**espond in full, formal sentences
- **O**pinions need evidence
- **N**o interruptions
- **G**ive your support - nod to agree

We plan opportunities for discussions and debates in our schemes of learning to ensure that students are improving their oracy.

8. Model and Practice

8.1) I Do - Direct Instruction

Modelling is key to teaching new skills and concepts. Doug Lemov has described the **'I do, we do, you do'** or Direct Instruction, Guided Practice, and Independent Practice

At Heartlands every classroom has a visualiser which is often the most effective way to model a worked example. We use these regularly for modelling how to answer exam questions.

In practical subjects modelling is especially key with demonstrations done **step by step**.

8.2) We Do - Guided Practice

This stage involves teachers working through problems with students at the same time, step-by-step, while checking that they execute each step correctly. We use a variety of strategies including paired talk and cold call to check student understanding of the new model and reteach where necessary.

8.3) You Do - Independent Practice

Students need the opportunity to practice their new learning. When setting students off on a task teachers should **stand at the front of the class**. The majority of independent practice will be done in silence depending on the subject and task.

We stand when giving instructions and use the **fewest words possible**. We say how we want it completed, what they should do and how long they have. "In silence, answer the questions in full sentences, in five minutes. Go." Written instructions should be on display including what students should do if they think they have finished. We set a visible timer.

The actions of the teacher at the moment when students should start is crucial. We:
- Move to a point in the classroom where we have the best view of students (usually front corner)
- Make sure we can 'be seen looking' in order to check for compliance

- We use quiet, positive narration to reinforce the norm of compliance
- Circulate intentionally checking responses without being drawn into one student (See Circulation 5.1, 2 and 3)
- Regularly return to checking compliance of the whole class

Some SEND students' Success passports will indicate that they require additional time to complete an independent task. Make sure that you have strategies to support these students to complete the task during the lesson.

8.4) Exam Support

To support students in preparing for their exams we use some whole school strategies.

8.4) a. Knowledge Organisers

Most subjects have a related knowledge organiser which **teachers and students refer to** during lessons and revision. A good knowledge organiser has the essential facts about the topic, usually laid out in easily digestible chunks. They also include key vocabulary and may include images such as maps or diagrams.

8.4) b. BUGing the question

To support students to read questions properly we teach students to BUG the question.

BUG stands for:
Box the command words
Underline the key words
Go back to the question

We model this with students to unpick the steps to successfully answering any exam question.

8.4) c. Walking Talking Mock

We model answering an exam paper including reading the instructions, BUGing questions and writing answers so students can **practise** what the final exam will look like.

9. Feedback

We give feedback to students both live in class, through written feedback and using the DPR. **Live marking** and verbal feedback provide students with instant information about what they are doing well and what they need to do next. This will sometimes be given live on to the DPR. We have students use green pens to self assess their work and for Focused Improvement Time.

All feedback:
- Informs pupil progress
- Has a positive impact on pupil outcomes
- Is a good use of teachers' time
- Should be on best effort work (written feedback)

9.1) Verbal Feedback

Research shows the more immediate the feedback the greater the impact and that verbal feedback and live marking have just as much impact on student progress as written feedback. Practical subjects will have a much greater emphasis on these types of feedback.

9.2) Written Feedback

Writing in a pupil's book should only happen if it is going to impact progress. Written feedback should come at the end of a long process of oral feedback, teachers asking good questions, modelling work, setting tasks carefully and asking more questions for greater feedback at that point. Written feedback should be on the best work of which the student is capable. Occasionally teachers may choose to collect books in to have a greater understanding of the impact of their teaching and give **whole class feedback**. All AFAs (termly exams) should be marked and returned to students. Feedback should be given **via the DPR** and through whole class feedback.

9.3) Using the Dynamic Progress Report (DPR)

Each subject has a set of **knowledge or skill based objectives** written into their schemes of learning that students are assessed against throughout the year. Students are placed onto a pathway for each of their subjects from A (High) -D (Low) based on their KS2 or Y7 CAT4 test results using information from the Fischer Family Trust. The DPR uses a four point scale starting with emerging and ending with mastered which staff will update as students progress. Students can move up and down this scale at any point.

NYA	E	D	S	M
Not yet assessed	Emerging	Developing	Secure	Mastered
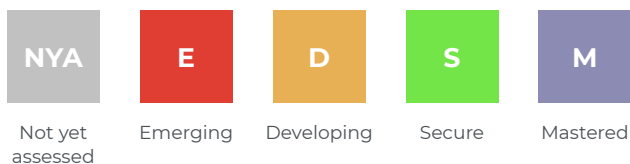
Students are also assessed summatively 3 times a year through the AFA cycle. Students in years 7, 8 and 9 are given a percentage score, with students in Years 10 & 11 given an actual and predicted GCSE grade. These are also recorded on the DPR.

9.4) Presentation

Students are expected to take pride in their work presenting it neatly so that they can use these books for revision.

Therefore we make sure students:
- Underline dates and titles with a ruler
- Write in black or blue pen
- Use green pen to correct and redraft in Focused Improvement Time
- Rule off each lesson, not start a new page
- Stick sheets flat into exercise books - no folding
- Draw (including tables and graph axes) should be in pencil
- Number questions in the margin
- Do not doodle or use correction fluid
- Label Home learning with 'HL'
- Use appropriate equipment e.g. compasses for drawing circles in maths

To ensure compliance with these expectations teachers should circulate and acknowledge

good presentation, reminding students of where they need to make a change. We provide students with glues so that time is not wasted in giving out equipment.

9.5) Focused Improvement Time

At Heartlands all teachers allow Focused Improvement Time for students to respond to feedback or mark with green pen. FIT should include activities that isolate the skill that students need to practise (**deliberate practise**). Focused Improvement Time contributes to a culture of continuous improvement where students focus on the feedback and how to improve for next time rather than a mark.

10. Incremental Coaching

At Heartlands we believe that every teacher should have specific and regular feedback to improve their teaching. All teachers are allocated an incremental coach who will drop into their lesson fortnightly and meet with them to agree an **action step** which will nortmally be from within this book. Research from the Teacher Development Trust shows that the most effective Professional Learning is long term and close to the classroom. The Education Endowment Foundation has also found that Incremental coaching is an effective programme for improving.

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