

The Chaucer Way

Standardised Classroom Practices

<p>Why?</p>	<p>Retrieval practice is one of the most evidence-informed ways of overcoming the forgetting curve and ensuring that students ultimately keep pace with the curriculum as the progression model, by over time remembering, knowing and understanding more.</p>	
<p>How?</p>	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. From curriculum planning, identify the core knowledge which students must have mastery of, and fluency in, if they are to make optimal academic progress. 2. Design starter activities which support student mastery of, and fluency in, these areas. 3. Where possible, these activities are to be responsive to your ongoing assessment of individual teaching groups – i.e. the tasks are to be designed to address specific and identified gaps in knowledge, skill and understanding. 4. These activities must be accessible to all students – i.e. those with EAL or Literacy barriers, or identified Special Educational Needs or Disabilities. 5. The activity must be displayed for, or provided to, students upon entry to the room so that they can immediately engage with their learning. 6. Before admitting students into the room, explain briefly to the group what is expected of them in terms of immediate engagement. 7. Whilst managing entrance to the classroom, keep an eye on engagement with the starter activity. Use praise and reward where possible – but challenge and phases were necessary. 8. At the appropriate point, get the group’s silent attention. Review the learning from the starter activity – using Cold Calling, and offering feedback to the group on any remaining misconceptions, mistakes or errors. 	<p style="text-align: center;">Students</p> <ol style="list-style-type: none"> 1. When invited into the lesson by the teacher, go immediately to your seat. 2. Begin work silently and immediately on the starter activity. 3. Work on the starter activity to the best of your ability. 4. If you are struggling – think hard about the answers and if possible look for support in your exercise books, textbooks, on classroom displays etc. 5. When your teacher asks for silent attention, provide it immediately. 6. If your teacher asks you to contribute to discussion around the starter activity, speak loudly and clearly so others can hear you. 7. If your teacher asks others to contribute to discussion around the starter activity, remain silent and listen carefully.

Date: Wednesday, 08 November 2023

Title: Action for progress



GEDG YOUR MEMORY

1	What 3 factors influence the amount of energy/power a wave has?
2	A constructive wave has what type of backwash?
3	A destructive wave has what type of swash?
4	Destructive waves tend to have a _____ fetch.
5	Beaches are formed by which type of wave?
6	Where are most of the nutrients stored in the rainforest?

Equipment for lesson on desk:

- Purple Pen
- MWB + pen
- Geography book

RECAP
Block 2
RECAP

Logic symbols- Match the symbol

OR	
AND	
XOR	
NOT	

Identify the logic	OR	AND	XOR	NOT
This requires the input to be OFF for the output to be ON				
This needs ALL input switches to be on to switch on the output				
This needs 1 input exclusively for the output to be on.				
This needs any input switch for the output to be on				

A car park barrier (B) opens when the Sensor (S) detects a car, it also has to be daytime (D)

The logic statement is:

The Truth table is :

A car window (W) opens when the Up (U) button is pressed or the down (D) but not together

The logic statement is:

The Truth table is :

What if?

Students don't complete these activities?

Issue reminders/cautions/sanctions, and the accompanying Phases, for Lack of Progress.

Students don't meet the behaviour expectations during these activities?

Issue reminders/cautions/sanctions, and the accompanying Phases, for Disruption.

Why?

Ending lessons calmly and purposefully allows for the learning to be revisited and consolidated. Explaining how learning builds over time, and how lessons relate to one another, might encourage future attendance. Additionally, sending students into social spaces and transitions needs to be carefully managed: the member of staff running the group of students is to take responsibility for the fashion in which those students depart.

How?

Staff

Students

1. Get the group’s silent attention.
2. Review the lesson’s learning – in whichever way best suits the demands of your subject as an academic discipline.
3. Offer praise and recognition – and use the formal Positive Behaviour system – for students who *have* mastered the intended learning, or made full efforts to do so.
4. Anticipate future learning – explain to the students the importance of their attendance to the next lesson, and how *that* lesson will relate to, develop, and build upon *this* one.
5. Have students pack away materials and return them to their places – you will need your own routines for this. *e.g. ‘I would like everyone to pass their exercise books forwards until I have five neat piles on the front row’.*
6. Instruct students to tidy their work-spaces and leave it in an appropriate condition for the next group.
7. Instruct students to stand in silence where they had been working.
8. If a lesson transition, remind students of the need to calmly, quietly and immediately go to their next lesson.
9. If transitioning to breaktime or lunchtime, remind students of the need to calmly and quietly head to the appropriate social space.
10. If the end of the day, remind students of the need to calmly, quietly and immediately leave site. Escort students on detention to their detention – see the Detentions ‘How To’ for further clarity.
11. At the bell, dismiss students row-by-row, table-by-table etc. – however is appropriate for your teaching space.

1. When your teacher asks for silence, immediately provide it.
2. Join in the review of the lesson’s learning.
3. Pack away materials and return e.g. exercise books, textbooks to their rightful place.
4. Tidy your work-space. Leave it in an appropriate condition for the next students who will be using it.
5. Stand in silence where you had been working.
6. After the bell, wait for your teacher to dismiss you.
7. If going to another lesson, do so calmly, quietly and immediately.
8. If going to break or lunch, go to the appropriate social space calmly, quietly and immediately.
9. If it is the end of the day, calmly, quietly and immediately leave site.
10. Thank your teacher on the way out.



LOOKING FORWARD

Today we have:

- Read and annotated the poem 'Ozymandias' from the GCSE anthology

Our next lesson – Wednesday 29th November:

- Read and annotate the poem 'London' from the GCSE anthology

Then we will be able to...

- Write an essay comparing how rulers misuse power in both poems, as a GCSE-style response

COMPONENT 3

MUSCULAR STRENGTH → Muscular Endurance

This lesson we have -

- Learned the definition of **Muscular strength**. ✓
- Looked at specific sporting examples of when we would require high levels of **Muscular strength**. ✓
- We have learned three ways we can test a person's **Muscular strength**. ✓



Next lesson we will be learning about **Muscular Endurance**.

- We will learn specific examples of when we need high levels of **Muscular Endurance** in sport.
- We will identify three tests that measure our **Muscular Endurance**.



Students fail to meet the expectations around end-of-lesson expectations? E.g. talking rather than waiting silently...

Issue Phases as appropriate. If they were at a point where the *next* phase would trigger either a detention or Reflection placement, the students will be issued a detention or picked up for a Reflection placement.

Students routinely fail to meet the expectations around end-of-lesson expectations? E.g. talking rather than waiting silently...

As the classroom teacher, contact parents and discuss concerns. If improvements are not seen, escalate to Subject Leader/Year Team.

Students leave before the bell?

Record as truant.

Expectation, routines and extended behaviours for...

Get a group's silent attention

Why	Instruction – and instructions – delivered to students not paying you their full attention will not result in all students learning all of the material. It is essential that all students stop what they are doing and listen if you are presenting material or providing clarity over task completion.	
How?	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. Select a position in your teaching space where everybody can optimally see and hear you. Routinely present material and deliver instructions from this position. 2. When you want the group's attention, move to that position. Stand there for a moment. 3. Raise your hand fully into the air. Loudly and assertively announce that you'll need their full attention. <i>e.g. I'm going to need pens down, conversations finished, and eyes on me.</i> 4. Loudly and assertively begin a 3-2-1 countdown. 5. Narrate the positives where necessary. <i>e.g. The front row have clearly all heard me – sitting silently, eyes on me, waiting for the rest of you.</i> 6. Complete the 3-2-1 countdown at a reasonable pace. 7. Scan the room and ensure that you do have the group's full attention. 8. Issue reminders/cautions/phases as appropriate where attention has not been given following the countdown. 9. Present your material or deliver your instructions. 10. Scan for hands-up and respond to any questions either individually or at a group level. 	<p style="text-align: center;">Students</p> <ol style="list-style-type: none"> 1. Whenever your teacher raises their hand and counts down from 3 to 1, stop what you are doing, place all equipment down, finish your conversations immediately, and look at your teacher. 2. Wait in silence for them to present the new material or give their instructions. 3. Actively listen to what the teacher says – asking yourself if you've understood everything and know exactly what you need to do next. 4. If you have a question, remain in silence and place your hand up – when your teacher is ready they will either come to you individually or allow you to ask it for the group.
What if?	<p>What if INDIVIDUAL students don't provide you with their silent attention? I.e. they have things in their hands, are not looking, or continue to make noise. Explain how they have failed to meet the school's/your expectations. Explain the negative consequence of this. Move the student through the Phases for Disruption. If necessary, start the 3-2-1 process again.</p> <p>What if A MAJORITY OF students don't provide you with their silent attention? I.e. they have things in their hands, are not looking, or continue to make noise. Explain how they have failed to meet the school's/your expectations. Explain the negative consequence of this. Move the relevant students through the Phases for Disruption if possible – though if volume prevents it, just go to the next step. Come back to <i>this document</i> and go back to the "why", the explicit instruction, the demonstration videos and attempt to teach students this routine they've clearly not learned.</p>	

Why?

If students are allowed to volunteer to answer questions, teachers will likely make invalid inferences about the successful teaching of the material. There is a natural bias built in – students who are confident they know the answer are likely to volunteer and provide the correct answer. However, other students may well still be struggling. Additionally, if there is a culture of students volunteering, there is the possibility that some students may disengage, safe in the knowledge that they are unlikely to be called upon to answer. Creating a culture where everybody can expect to be plausibly asked to answer any question will ensure more students remain more engaged with the material.

How?

Staff

1. Following instruction, or independent practice etc. – get the group’s silent attention.
2. Pose a clear question to the full group. Explicitly tell them how respondents will be chosen **before** posing the question. *e.g. ‘I’m going to be picking students to respond at random to this so all listen up and think hard. How has Shakespeare created tension in this scene?’*
3. Provide thinking time. Remind students about no hands up if necessary. *e.g. ‘That’s a hard question so we will take a minute to think about it. Remember I’ll be picking a few of you at random to answer – so hands down, and make sure you’re all ready with a response.’*
4. Select a student to respond.
5. If they do not offer a response, remind them there will be no opting out and you’ll be coming back to them. *e.g. ‘That’s a shame. I need you to have an answer to this – so listen to what the others have to say, continue to have a think yourself, and I’ll come back to you shortly for your answer.’*
6. If they do offer a response, praise it, elaborate on it, ask any clarifying questions etc.
7. Invite other students to comment on the responses offered by their peers *e.g. ‘Jack, what do you make of Sally’s answer?’ or ‘Meg, do you agree with Billy here?’*
8. Ensure you ask a range of students for their views – do not accept one valid response as an indication that the whole group has learned what was intended.
9. Revisit any students who did not initially offer a response *e.g. ‘So Leon, now we’ve heard what the group have had to say, can you offer me your answer now please.’*
10. Summarise the group’s contributions. Add any points they had missed, address any misconceptions that became evident etc. – and provide a concise, accurate answer to the question that will allow students to engage with future work.

Students

1. When your teacher asks for the group’s silent attention, provide silence.
2. Listen carefully to the question they ask you.
3. Think hard about the question.
4. If you are asked to respond, offer your answer. Speak loudly and clearly so others can hear you.
5. If you are not selected to respond, listen silently to the answers of your classmates.
6. Answer any follow-up questions your teacher may have.

What if?	<p>What if students <i>won't</i> offer an answer, even if re-visited? Don't turn it into a confrontation or conflict at the first instance – read over any of the students' supporting documents/support plans etc. to see if there is a root cause, any recommended approaches you might take etc. If there is no identifiable cause for such non-engagement, revisit the student discretely and privately and unpick the situation. Where appropriate, work with the student to overcome any legitimate barriers: but ultimately, be clear with students that contributions are expected and continued non-engagement will result in the student working through the phases for Lack Of Progress. Seeking the support of parents/carers is advised.</p> <p>What if students continue to shout out or wave for attention, through genuine enthusiasm? Calmly explain to students the <i>purpose</i> of Cold Calling – and how their own enthusiasm doesn't trump the rights of others to have their learning assessed by the teacher. Reassure students they will get their chances to contribute and demonstrate their learning – and create genuine opportunities for them to do so. But ultimately, continuing such behaviours should result in the student working through the phases for Disruption. Seeking the support of parents/carers is advised.</p> <p>What if students collectively miss something that you <i>need</i> them to know is [part of] the valid answer? Use the summary of their contributions at the end to address this – be explicit that it's something they collectively missed, but that you need them to be aware of.</p>
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Expectation, routines and extended behaviours for...		No Hands Up (for student responses to questions...)
Why?	If teachers ask a question, it should be to i) prompt hard thinking in students, and ii) elicit evidence of learning for the teacher. If a teacher allows for self-selecting respondents, then i) students can “opt out” of that hard thinking, and ii) there will be a tendency for teachers to over-state the extent to which the to-be-learned material <i>has</i> been learned <u>by the full group</u> . Accordingly, hands-up should only be used for students asking their own questions of the lesson/material.	
How?	Staff	Students
	<ol style="list-style-type: none"> 1. When asking questions or giving instructions, be clear on how students are to respond, and how you will be selecting students to e.g. answer the question, or have their responses placed under the visualiser. 2. Remind students in advance that you won't be taking hands up. 3. If students place their hands up, remind them of how you will be selecting students to respond. 4. Use Cold-Calling strategies when asking questions of the group. 5. Through knowledge of students' different needs, and starting points, target your questioning as a means of meeting the needs of all learners. 6. Scan the room regularly and routinely to see if students have hands up to ask a question of you. Allow them to ask it publicly or privately, as appropriate. 7. Praise students who silently wait for your time and attention – publicly if appropriate. 	<ol style="list-style-type: none"> 1. If your teacher asks a question to the class and you know the answer, keep your hand down. 2. If you are chosen to answer a question, speak loudly and clearly so everybody can hear you. 3. If you are not chosen to answer a question, listen carefully and remain in silence while others are speaking. 4. If you have a question that you need the teacher's help with, place your hand in the air. Wait for your teacher to either ask you to ask in front of the group, or to talk to you one-to-one. 5. Never shout an answer out. 6. Never shout a question out. 8. If you are waiting to ask a question, just leave your hand straight up in the air – there is no need to wave it around.
What if?	<p>Students continue to shout out or wave hands to seek your attention?</p> <p>In the first instance, use positive framing to address the issue with the group. If persistent in a lesson, issue reminders/cautions/sanctions, and the accompanying Phases, for Disruption. If persistent over time, contact parents to discuss.</p>	

Why?

Increasing the participation ratio is one of the best ways of maximising learning. Expecting all students to respond to a question by thinking hard about it, formulating their response, and being prepared to justify/elaborate on it is the best way of maximising the participation ratio. Using mini-whiteboards is an effective means of achieving that participation.

How?

Staff

1. Either ensure that pens and whiteboards are available at work-stations/desks as required, or develop and practise efficient distribution routines.
2. Following instruction, modelling, or independent practice etc. – get the group’s silent attention.
3. Loudly and clearly tell the group they will be using their mini-whiteboards to complete the next question(s).
4. Pose a clear question to the full group. Explicitly tell them how respondents will be chosen **before** posing the question. *e.g. ‘I’m going to be scan everybody’s responses from their whiteboards and I’ll pick random students to explain how they got to their answers – so we’ll all need to be ready to justify what we write down!’*
5. Provide thinking time. Remind students about the synchronised “Show Me”. *e.g. ‘That’s a hard question so we will take a minute to think about it. Remember – I’ll count us down before I want to see anybody’s boards. Keep them horizontal in front of you if you’re finished and waiting.’*
6. When you are satisfied the group have had enough time, announce that you’ll want them to “**Show Me in 3-2-1.**”
7. Scan very quickly around task-completion. Prompt and encourage where necessary – but go through the Phases for ‘Lack of Effort’ if students are not completing and you believe this to be chosen behaviour rather than a barrier to learning. *e.g. “Now I know you could’ve done this but can see that you haven’t so sadly I’m going to remind you at Phase 1 about your lack of effort. Get your board back down and write down your answer to the question please and I’ll come back to you shortly.”*
8. Scan the boards for the responses. Where appropriate, praise students and award Positive Behaviour points. Praise the thought process, effort, and improvements over time rather than ‘just’ correct answers.

Students

1. When your teacher asks for silent attention, immediately provide it.
2. When your teacher asks you to get pens and mini-whiteboards ready, do so quickly and calmly.
3. Write and draw **nothing** on the mini-whiteboard which is not what the teacher has asked for.
4. Listen carefully to the teacher’s question. Think hard about it.
5. Write the best answer you possibly can on the mini-whiteboard.
6. When you have finished, hold the mini-whiteboard out horizontally in front of you – using two hands, holding it still.
7. After your teacher says “Show Me in 3-2-1”, hold up your answer for the teacher to see.
8. Keep your mini-whiteboard up until asked another question, or to clean them and tidy them away.
9. If your teacher asks any questions about your answer, answer them clearly and loudly so others can hear.
10. If your teacher asks your classmates questions about their answers, listen carefully to what they are saying.

	<p>9. If you notice answers that indicate a student has encountered a misconception you had pre-empted or are familiar with, ask probing questions to tease out that misconception – for the benefit of the individual, and the group.</p> <p>10. If you notice correct, highly detailed or particularly interesting answers, ask probing questions to evidence the thought process which leads to such answers.</p> <p>11. Invite students to comment on the answers provided by their peers, <i>e.g. “Tom how do you think Dave has got to this answer?” or “Jo – do you agree with Ashlea here?”</i></p> <p>12. Ask similar questions or pose similar problems until the vast majority of the group are demonstrating they have an appropriately quick mastery and fluency of that question/problem type. Where individuals/a minority continue to struggle with the question/problem type, be conscious of the need to intervene.</p> <p>13. Instruct students to clear their mini-whiteboards, and place them down. Continue with the lesson.</p>	<p>11. When asked to do so, clean the mini-whiteboards and place them down.</p>
<p>What if?</p>	<p>Students don't answer the questions/display their answers?</p> <p>Issue reminders/cautions/sanctions, and accompanying Phases, for Lack of Progress.</p> <p>Students use the mini-whiteboards for drawing/writing things other than their response to questions?</p> <p>Issue reminders/cautions/sanctions, and accompanying Phases, for Disruption.</p> <p>Students write something inappropriate (i.e. discriminatory, unkind, targeted) on mini-whiteboards?</p> <p>Record as Discriminatory Behaviour, Inappropriate Use Of Language, or Verbal Abuse – as appropriate. If severe, try to take a photograph of content to share with Year Teams.</p>	

Why?	<p>Students need more ‘thinking time’ than teachers typically provide if they are to process the questions asked of them and formulate correct responses. Students need a culture of talk to be built for and around them. Using Think – Pair – Share allows for: that thinking time to be explicitly built in for students; an opportunity to discuss and share ideas in a low-stakes low-threat context; and an opportunity to have ‘rehearsed’ an oral contribution before it is made before a wider group of peers.</p>	
How?	Staff	Students
	<ol style="list-style-type: none"> 1. Be clear with students who their talk-partners are – and have a seating plan designed to optimise the impact of such talk. When students are absent, adapt seating plans to ensure that students have appropriate talk-partners. 2. Following instructing, modelling, guided-practice etc. – get the group’s silent attention. 3. Before asking the question – remind students that you won’t be taking “hands up”, and be explicit that you will be using ‘Think – Pair – Share’. <i>e.g. ‘I’m going to ask a big question now – and I’ll remind you that we won’t be putting our hands up. We’ll be doing Think – Pair – Share for this.’</i> 4. Loudly and clearly ask the question and share the amount of Thinking Time provided. Explicitly ask students to think hard about it, silently. <i>e.g. ‘I want to know which of these causes of the fall of the Weimar Republic you believe is most significant. You have a minute to think about that before you’ll discuss – so that’s a minute of silence, and lots of hard thinking thank you.’</i> 5. Monitor the room and ensure there is no off-task behaviour. Challenge and use the behaviour system where necessary. 6. Thank the students for thinking hard – and then instruct them to discuss it with their talk-partners. Be explicit about how long the conversation will last – and what the outcome needs to be. <i>e.g. ‘Thanks for thinking so hard about that. A reminder that our question is written on the board if you need to revisit it. After a minute’s paired talk I’ll be picking on pairs to contribute – so you all must be ready to share with the group, in one minute’s time – off you go.’</i> 7. Circulate the room and monitor the conversations. Initially the monitoring is for engagement and on-task talk; but subsequently for misconceptions, errors, and correct or particularly interesting responses. These should inform your selection of students to contribute when sharing ideas with the whole group. Use the negative and positive behaviour systems as appropriate whilst circulating and monitoring. 8. Get the group’s silent attention. Thank students for their paired talk. Identify pairs who were having particularly deep, detailed, productive or polite conversation and publicly praise them. 9. Select a pair to respond. Where appropriate, ask an individual student not what <i>they</i> think, but what their talk-partner thinks and said about the question. 10. If they do not offer a response, remind them there will be no opting out and you’ll be coming back to them. <i>e.g. ‘That’s a shame. I need you to have an answer to this – so listen to what the others have to</i> 	<ol style="list-style-type: none"> 1. When your teacher asks for your silent attention, immediately provide it. 2. Listen carefully to your teacher’s questions. 3. Think hard about the question, in silence, for as long as your teacher asks you to. 4. When instructed to do so, talk with your talk-partner about the question. Always remain on-topic. If you disagree with your talk-partner, that’s okay – but do so politely and constructively. 5. When your teacher asks for your silent attention again, immediately provide it. 6. If selected to share with the full group, speak loudly and clearly so that others can hear. 7. Answer any of your teacher’s follow-up questions as best you can. 8. If not selected to share with the full group, listen carefully to your classmates.

	<p><i>say, continue to have a think yourself, and I'll come back to you shortly for your answer.'</i></p> <p>11. If they do offer a response, praise it, elaborate on it, ask any clarifying questions etc.</p> <p>12. Invite other students to comment on the responses offered by their peers <i>e.g. 'Jack, what do you make of Sally's answer?' or 'Meg, do you agree with Billy here?'</i></p> <p>13. Ensure you ask a range of pairs for their views – do not accept one valid response as an indication that the whole group has learned what was intended.</p> <p>14. Revisit any students who did not initially offer a response <i>e.g. 'So Leon, now we've heard what the group have had to say, can you offer me your answer now please.'</i></p> <p>15. Summarise the group's contributions. Add any points they had missed, address any misconceptions that became evident etc. – and provide a concise, accurate answer to the question that will allow students to engage with future work.</p>	
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Resources		Guidance	Sentence starters
	Think	Use SELF TALK Do you understand the question? What is your answer to the question? What do you already know that could help you to answer the question?	I think that... Because... I need to know... Maybe I also think...
	Pair	Use DISCUSSION Remember to listen, take turns and explain your ideas. What can you share with your partners? What do you think about their ideas? How can you respond respectfully?	What do you think? I think...because... I agree with... because... I disagree with... because... To build on that...
	Share	Use FORMAL TALK Use self-talk to plan and rehearse your explanation. What is your main point? How can you explain it? How can you justify it?	I think that... We both thought that... We disagreed on...

What if?	<p>Students don't complete these activities?</p> <p>Issue reminders/cautions/sanctions, and the accompanying Phases, for Lack of Progress.</p>
	<p>Students don't meet the behaviour expectations during these activities?</p> <p>Issue reminders/cautions/sanctions, and the accompanying Phases, for Disruption.</p>

Why?

When teaching new vocabulary – be it a complicated individual word or a longer phrase – then it will support students’ understanding, spelling and future application if it is broken down into its constituent sounds and then combined as one. Pronouncing things deliberately and explicitly phonetically, stressing the syllables, will support learning. **Having a consistent approach to the introduction of new vocabulary will reduce the cognitive overload for the students who are most likely to struggle with this.**

Using the specific phrases will help support our most vulnerable readers and learners, who will be used to this structure from their Thinking Reading interventions.

Therefore, the micro-scripting here is **essential**:

The word is... Say it with me... On your own...

How?

Staff

Students

The below process is to be used when introducing a new item of vocabulary – it should take <60 seconds to complete.

1. In advance of your lesson, identify the word(s) and/or phrase(s) which may cause students in the teaching group difficulty. These should be Tier 2 vocabulary essential for the procedural task-completion, and Tier 3 vocabulary specific to the subject-knowledge being learned.
2. Get the group’s silent attention.
3. Explain that you are going to introduce a new word/phrase. *e.g. ‘We are going to be learning about photosynthesis. It’s a tricky word so let’s break it down first’.*
4. Display the word on the board in large font. Where appropriate, support this with an image to clarify the meaning.
5. Say the word or phrase loudly and clearly, twice. *i.e. “The word is photosynthesis.”* As you read the word aloud – visibly run your finger along beneath the word, making the connection between letters and sounds.
6. Gesture to the group and invite them to say it **with** you. Say it with them and provide a simultaneous model, *i.e. “Say it with me – photosynthesis.”*
7. **If** there are issues – go back to you saying it for them, and break it down further and put it all back together, addressing explicitly whichever bit that had caused the group difficulty. Then return to the whole-group activity. *e.g. ‘OK that wasn’t quite right. Listen closely. Photo. Photo. Synthesis. Synthesis. Photosynthesis. The word is photosynthesis.’*
8. When the group as a whole make their attempts, try to identify individuals who may not be saying it, or who may still be struggling, or who may be saying it with perfect fluency. Gesturing visibly – with exaggeration – towards purposefully selected individuals, invite

1. When your teacher asks for your silent attention, provide silence.
2. Listen when they introduce new words or phrases to you. The teacher will say it a couple of times – so listen carefully.
3. Your teacher will ask the whole group to say the word or phrase out loud. Join in – saying it loudly and clearly, and at the same pace as the teacher did.
4. Your teacher will ask individuals to say the word or phrase out loud.
5. If you are selected, say it loudly and clearly, and at the same pace as the teacher did.
6. If you are not selected, listen

	<p>individual students to say the word or phrase out loud. Invite them to do so by name – <i>i.e. “On your own, Lucy.”</i></p> <p>9. Offer praise, reward and recognition for participation, fluency, or clear progress made.</p> <p>10. Once the vocabulary item can be pronounced fluently – unpack its meaning, with a focus on etymology where appropriate. <i>“e.g. Photo means light – and synthesis is about combining things or making things. So photosynthesis is about making things – in this case energy – out of light.”</i></p> <p>11. Give students one or two clear examples of the word used in a sentence. <i>e.g. “Photosynthesis is when plants use a light source to produce energy. Photosynthesis happens in the chloroplast.”</i></p> <p>12. Proceed with the lesson – creating opportunities for the vocabulary to be used and manipulated, and then noticing and praising when this happens.</p>	<p>respectfully to other students.</p> <p>7. Listen carefully as your teacher explains what the word or phrase means.</p> <p>8. Try hard to use that word or phrase in your work – over that lesson, and in future lessons.</p>
<p>What if?</p>	<p>What if students won’t join in with the choral response, or individual contributions? Don’t turn it into a confrontation or conflict at the first instance – read over any of the students’ supporting documents/support plans etc. to see if there is a root cause, any recommended approaches you might take etc. If there is no identifiable cause for such non-engagement, revisit the student(s) discretely and privately and unpick the situation. Where appropriate, work with the student to overcome any legitimate barriers: but ultimately, be clear with students that contributions are expected and continued non-engagement will result in the student working through the phases for Lack Of Progress. Seeking the support of parents/carers is advised.</p> <p>What if students engage in off-task behaviour during this activity? Calmly explain to students the <i>purpose</i> of introducing new vocabulary in this way. Such behaviours should result in the student working through the phases for Disruption. Seeking the support of parents/carers is advised.</p>	

Why?

In a context of lower-than-standard literacy it is imperative that all colleagues maximise the opportunities for students to learn to read. Making explicit the strategies which underpin fluent reading, and allowing opportunities for them to be practised, will support students in better learning to read. Opportunities to hear expert, fluent reading need to be created – as do opportunities for students to practise reading aloud themselves.

How?

Staff

1. At the level of curriculum planning, it is important that age-and-stage appropriate, challenging academic texts are sourced or created to communicate the intended curriculum to students with a reasonable frequency. These should be codified on curriculum overview documentation.
2. At the level of resource creation, it is important that those texts are of a high presentational quality, and clearly accessible to all students. A readable font-size, a clean font such as Century Gothic, line-numbers, and professional formatting are necessary.
3. Prior to the lesson, identify what vocabulary will be **essential** for a successful response to the text: what words/phrases will **need** to be used in the students’ work for them to be successful. This can be words/phrases from the text itself, and/or the subject-specific meta-language they will need to talk about, or respond to, the text.
4. Begin the teaching sequence by explicitly teaching these words or phrases. See the Explicit Vocabulary Instruction ‘How To’ for further detail.
5. Introduce the text – either its title, a summary, the opening, the images etc. Based on their prior knowledge, what do they anticipate the text will tell them?
6. Read the text out loud to students. The group is to be silent and to listen to your reading.
7. Instruct students to read [at least a section of] the text out loud, either to themselves, or a talk-partner. Build a culture of high expectations around the quality and quantity of student talk. Circulate and monitor – using the Positive and/or Negative behaviour systems as appropriate.
8. Ask students if there are any words/phrases they need you to clarify. If there are, clarify them.
9. Ask and answer questions about the text. Where necessary, *your* questions should be pre-planned to elicit the core learning from the text.
10. Structure the conversation around the text: afford students the opportunity to orally rehearse their comments, and build a culture of high expectations around the quality and quantity of student talk.
11. Via Cold-Calling, invite students to summarise the text. Provide a suitable summary for them prior to moving on to their ultimate response to the text.
12. Via the most appropriate means, assess the extent to which the purpose of the reading has been met. Often the purpose will have been to introduce new content and concepts – so there should be tasks in place to assess the understanding of this content and these concepts.

Students

1. When your teacher asks for the group’s silent attention, immediately provide it.
2. When you are provided a text for reading, never draw or write on it unless told to do so.
3. If your teacher or a classmate is reading the text, listen carefully and remain silent.
4. If you are asked to read the text to yourself, to a talk-partner, or to the full group, do so loudly and clearly so everybody can hear.
5. If a word or phrase is unclear to you, place your hand up. When your teacher invites you to, ask what the word or phrase means.
6. Ask, or answer any questions you are asked about the text, loudly and clearly so everybody can hear you.
7. If classmates are asking or answering questions about the text, listen carefully and remain silent.

Pre-teach the text's vocabulary

The teacher should read the text in advance, and identify any new or unfamiliar vocabulary.

The teacher should identify any vocabulary necessary for a successful response to the text.

These should be taught in line with the Chaucer Way 'How To' document for explicit vocabulary instruction.

Activate prior learning

Drawing on prior knowledge of the subject specifics, and on the text's title or any images, students should attempt to predict what the content/meaning of the text will be.

Students should be encouraged to think as experts in academic subjects, and teachers may need to model this: it is **not** an exercise in guess-work.

Read the text

First - teacher as expert reader is to read the text in full to students.

Then - students are to be afforded chance to read themselves – either the entire text again, or specified sub-sections.

Students must be afforded the chance to read out loud in lesson to develop their fluency.

Clarify vocabulary

Even following a successful pre-teaching of vocabulary, there may be words or phrases which students struggle with. Teachers should allow them the opportunity to - having read the text - ask any clarifying questions. The teacher should then respond to these, drawing on a range of strategies for the explicit teaching of vocabulary.

Ask and answer questions

Teachers should have pre-prepared questions, in a range of styles, which both check the students' understanding of the text, and which encourage the students to think like experts in the subject area.

Students should be allowed to ask their own questions, and teachers should be prepared to respond to these.

Structure the conversation

Time and space should now be given in the lesson for students to discuss the text, so they can construct meaning from it.

Conversations need scaffolding and structuring by the teacher in line with the needs of the group and individual. It is an opportunity for teachers to model talking like an expert in their subject areas.

Summarise the text

Vocabulary has been taught and clarified, the text has been read, questions have been asked and answered, and the text has been discussed.

If students cannot now concisely and accurately summarise what they have learned, the teacher must address any remaining misconceptions before the learning progresses.

Outcomes of reading

Reading in class should always be purposeful. Often, the purpose will be to ensure students now know something new which they didn't know before.

Whatever the purpose of reading – teachers need to assess the extent to which that purpose has been met. This will be specific to what has been read and for what purpose.

Students refuse to read aloud to themselves or a partner?

Initially support and ask about reasons – if confidence, work with them yourself; if the specific partner, re-consider seating plan. But ultimately following support there needs to be the expectation and challenge: so issue reminders, cautions and sanctions, and the accompanying Phases, for Lack of Progress.

Why?

Scaffolding means providing temporary support for an inexperienced learner in order to help them to complete a task or acquire a skill, and then gradually withdrawing that support. Written and spoken tasks both will require scaffolding tightly given the context of the community we serve. Scaffolding can be a form of differentiation – the ultimate outcomes can and should be the same regardless of starting points, but it is a way of recognising that some learners require additional support – particularly those with SEND, EAL or other additional needs.

The below is applicable whether you are asking students to discuss, or to write. It may be beneficial to create opportunities to discuss first and then write – students afforded the chance to orally rehearse their responses are more likely to be successful.

How?

Staff

Students

1. At the level of curriculum planning, it should be clear what knowledge, skill and understanding students are intended to acquire and develop.
2. From that curriculum planning, specific tasks should be devised which allow students to demonstrate that understanding.
3. For those tasks, teachers should have clear (mental?) models of what a successful demonstration of understanding would look like from the pupils.
4. From those (mental?) models of success, teachers can then create their scaffolds – ensuring they include/address key concepts, content and vocabulary.

Speaking and writing frames provide models of sentence construction, language structures, and vocabulary for learners to use.

There are various different types:

- **Sentence starters:** where learners are given the first word, or first few words, of a sentence
- **Sentence frames:** where learners are provided with useful structures with gaps in for them to complete
- **Paragraph starts:** can provide scaffolding for extended responses, by giving learners the first few words of each paragraph
- **Essay structures/Structure strips:** can provide scaffolding for extended responses, by giving learners clarity over what they should include or address, in what order

Speaking and writing frames can then additionally be used as tools for self or peer assessment. Students could be invited to listen to their peers talking and advise whether or not they have included what was required. They could read over their own work or that of a peer and see whether it has included what was required.

1. When teachers ask for silent attention, provide it immediately.
2. When teachers give sentence starters, sentence frames, paragraph starters, essay structures or structure strips, use them carefully.
3. If something on the materials does not make sense, put your hand up and wait for your teacher to come to you so you can ask for help.
4. If your teacher asks you to do a self or peer assessment, do it respectfully, kindly, and responsibly.

Sentence builders / substitution tables

A substitution table is when a teacher provides a table giving model sentences with a range of choices for learners to select from, using a set pattern. It is a very useful scaffolding resource which extends the speaking or writing skills of learners and can be used as a reinforcement of newly-acquired language.

Substitution tables are laid out in a grid and the learner moves from left to right, making a selection in each column in order to construct a sentence. They can be made up of:

- Single words
- A mixture of words and phrases
- Images
- A mixture of words and images

5. If you are given sentence builders or substitution tables, work from left to right and read carefully – making the best choices you can as you go.
6. When teachers give you these things to help you, view them as temporary support. You should work hard so that you don't need this support in the future.

[Great Ideas: Substitution tables - YouTube](#)

[Resources Resources - The Bell Foundation \(bell-foundation.org.uk\)](#)

Resources

A	right angle	is an angle that is	greater than 90° and less than 180°	.
An	reflex angle		less than 90°	
	acute angle		exactly 360°	
	obtuse angle		exactly 180°	
	straight line angle		exactly 90°	
	full turn angle		greater than 180°	

What if?

Students do not follow the scaffold(s)?

In the first instance, check for task understanding. Be considerate of the fact that students may feel patronised or embarrassed, or may be being ambitious and trying to stretch themselves. Reinforce the utility and purpose of the scaffolding. Ultimately do expect students to follow your instructions, and use the behaviour system and phases where they persist in not doing so.

<p>Why?</p>	<p>Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. Live modelling allows students to see exactly what is required of them for task completion. Metacognitive modelling – where an expert makes their implicit knowledge explicit via narration – allows students to understand exactly what is required of them to become an expert themselves.</p>	
<p>How?</p>	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. Curriculum planning should clearly outline what knowledge, skills and understanding students are to develop and acquire. 2. From this, tasks should be devised which allow students to demonstrate this understanding. 3. For these, teachers should have pre-prepared models of success and/or the ability to construct models of success live in the lesson. 4. At the appropriate point of a lesson, get the group's silent attention. Explain to them that you are going to provide them with a model of success. 5. If presenting students with a pre-prepared model, be sure to identify the specific aspects which make it successful. Use Cold-Calling to assess student understanding of the model. 6. If presenting students with a live-constructed model, be sure to involve them in its construction where appropriate. Use Cold-Calling to assess student understanding of the model, and what an appropriate next step might be. 7. Model and narrate your thinking rather than just your actions. Experts make numerous implicit assumptions – these must be made explicit. 8. Break your modelling of complex multi-step processes into chunks – and sequence instruction and activities to allow students to fully master individual concepts before moving on to the next. 9. Following modelling, check for understanding. Then provided opportunities for students to apply the learning – and assess the extent to which they can do so. 	<p style="text-align: center;">Students</p> <ol style="list-style-type: none"> 1. When your teacher asks for silent attention, provide it immediately. 2. When your teacher models success, pay attention. 3. Ask any clarifying questions you might have about the modelling. 4. Answer any of your teachers questions about the modelling. 5. After the teacher has modelled success, do your best to approach your own work in the same way.
<p>What if?</p>	<p>What if students don't pay attention to your modelling? Issue polite reminders, formal cautions, and record phases for Lack of Effort.</p> <p>What if students disrupt during your modelling? Issue polite reminders, formal cautions, and record phases for Disruptive Behaviour.</p>	

<p>Why?</p>	<p>Students need time to practise – and to receive prompt corrective feedback on that practice – if they are to master the knowledge and skills taught to them. Creating time and space in lessons for students to independently practice occurs at the planning stage. In the moment, though, it must still be an incredibly active period of the lesson for the teacher themselves – whose job is to circulate, monitor, support, assess, correct and challenge.</p>	
<p>How?</p>	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. At the level of curriculum planning, it should be clear what knowledge, skill and understanding students are to develop or acquire. 2. From that, teachers should devise tasks which allow students to demonstrate that knowledge, skill or understanding. 3. Teacher exposition, instruction, modelling etc. should take place. 4. When appropriate, get the group's silent attention. Tell them what they will be practising, how they will know they are being successful, and how long they have to practise. 5. Use Cold-Calling for process-checking questions – how students will begin, what equipment they will need, how long they have, what success will look like etc. <p>When students begin their independent practice:</p> <ol style="list-style-type: none"> 1. Take a position that allows you to observe the full class. 2. 'Be Seen Looking' and narrate the positives e.g. <i>'The whole front row have made a start. So have the back row. That's everybody working nicely now – thank you.'</i> 3. Circulate the room – first for task-completion. You are initially just assessing whether or not students are engaged and on-task. Offer any least-intrusive-interventions where you encounter off-task behaviour. e.g. <i>'I'm going to need you to complete this task now. I'll be back in two minutes and we'll discuss how you're getting on. Thank you.'</i> 4. Circulate the room again – now to assess performance and progress. Where you notice individual errors, address them with the individual. Where you notice collective/group errors, get the group's silent attention and address it with the group. E.g. <i>'Going to need you to pause on this, pop your pens down and face the front for me please in 3-2-1. Thank you. I've noticed a few people making the same common error – so let's just address it as a group and get the rest right!'</i> <p>Planning your circulation route in advance is key. You should know who to check in with first in terms of engagement and off-task behaviour; you should know who to prioritise in terms of performance, progress and understanding.</p>	<p style="text-align: center;">Students</p> <ol style="list-style-type: none"> 1. When your teacher asks for silent attention, provide it immediately. 2. Listen carefully and pay attention to any teacher explanations, instructions or models. 3. If you have questions about the work, place your hand up and wait to ask your teacher for help. 4. When your teacher asks you to practise what they have taught you, work to the best of your ability. 5. If your teacher offers you, or the group, any feedback – listen carefully to it, and apply it to your work in the future.
<p>What if?</p>	<p>Students are not completing the work as you circulate? Polite reminders, formal cautions, phases for lack of effort.</p> <p>Students are preventing others from completing the work as you circulate? Polite reminders, formal cautions, phases for disruptive behaviour.</p>	

<p>Why?</p>	<p>Live marking is a method of providing effective feedback on student work while they are still in the process of completing it. This is in contrast to 'traditional marking', where the teacher marks all of their students' work outside of the lesson. The idea is to give students instant feedback on their work – allowing them to act on it immediately, making more progress, and avoiding the risks of cumulative dysfluency.</p>	
<p>How?</p>	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. Curriculum planning should detail what knowledge and skill students should be acquiring. 2. Lesson planning should allow for - following initial teacher exposition, explanation, modelling and instruction – extended periods of time where students are given meaningful lesson time to practise. 3. There should be clear success criteria shared – students and teacher all need to know what success on the independent practice means and looks like. 4. During these independent practice lesson activities, teachers should circulate and offer live feedback. 5. When students have practised a skill or attempted to demonstrate knowledge: <ul style="list-style-type: none"> - Check their work; - Identify errors or mistakes first, and task students with correcting; - Identify areas for development second, and task students with exploring/applying them; - Where possible and appropriate, these interactions should be in writing to allow students to see their progress and refer back to your guidance. 6. Where common errors or misconceptions become clear from circulation, consider pausing the group and re-teaching the content/concept. 7. Use seating plans and your knowledge of the group to prioritise appropriate students for these live feedback interactions. This could link to your 'Planning Pledges' and the school's priorities. 8. That said, ensure all students receive live feedback over time. 	<p style="text-align: center;">Students</p> <p>Students should pay full and silent attention to their teacher when they are explaining new learning or giving instructions.</p> <p>Students should ask questions if they are unsure of the content, or about the tasks being set. To do so they should silently raise their hand and wait to be asked.</p> <p>Once tasks have begun, students should work independently and as hard as they can. Whatever the success criteria are, students should try their hardest to meet them.</p> <p>If teachers offer students feedback live in the lesson, students should pay full attention, and act on that feedback.</p> <p>This should allow students to make rapid and sustained academic progress.</p>
<p>Resources</p>	<p style="text-align: center;">https://www.teachertoolkit.co.uk/2018/03/04/live-marking-2/</p>	
<p>What if?</p>	<p>Students do not respond to your live feedback appropriately? Discuss with individuals/the group the <i>purpose</i> of feedback and “sell it” to them – but ultimately, issue Phases for Lack of Effort should they not engage with instructions/tasks.</p>	

<p>Why?</p>	<p>Visualisers help you feedback to the whole class at once by projecting specific samples of student work to: i) identify and unpick models of success, ii) identify and address common misconceptions, and iii) create a culture of praise, reward and celebration.</p>	
<p>How?</p>	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. Curriculum planning should detail what knowledge and skill students should be acquiring. 2. Lesson planning should allow for - following initial teacher exposition, explanation, modelling and instruction – extended periods of time where students are given meaningful lesson time to practise. 3. There should be clear success criteria shared – students and teacher all need to know what success on the independent practice means and looks like. 4. During these independent practice lesson activities, teachers should circulate and identify where students have either i) produced a real model of success or ii) demonstrated a good example of a common misconception. 5. After a reasonable period of independent practice, teachers could place a range of student work under the visualiser to: <ul style="list-style-type: none"> - unpick models of success <i>'You can see here how Daisy has done XYZ – exactly what we agreed success would look like/attracting marks for this assessment objective...'</i> - address a common misconception <i>'You can see here how Ellie has written ABC – I'm not sure that's quite right – but it's a really easy mistake to make! What about if she had...'</i> - co-construct next steps <i>'Now – Emily has made a really good start with this. How could we develop this further?'</i> 6. Try to include a range of students. Involve students based on your knowledge of them, the group, and their needs. This could connect to your planning pledges. 7. When students are having their work displayed, connect this to the behaviour system through the awarding of PBs – and tie it into the school's core values by thanking them for kindness, encouraging respectful engagement, asking students to use the episode to take responsibility for their own learning etc. 	<p style="text-align: center;">Students</p> <p>Students should pay full and silent attention to their teacher when they are explaining new learning or giving instructions.</p> <p>Students should ask questions if they are unsure of the content, or about the tasks being set. To do so they should silently raise their hand and wait to be asked.</p> <p>Once tasks have begun, students should work independently and as hard as they can. Whatever the success criteria are, students should try their hardest to meet them.</p> <p>If teachers select a student to have their work placed under the visualiser, they should provide their work.</p> <p>When student work is under the visualiser, students should remain kind, respectful and responsible.</p> <p>Any feedback offered by the group or by the teacher on the work displayed should be utilised and applied to that, and future, work.</p>
<p>What if?</p>	<p>Students do not want their work displaying under the visualiser? Don't force them. Encourage, and create a culture of pride and celebration through involving student work as a general strategy. If students are routinely and persistently reluctant, discuss it with them 1:1. The vast majority of students are willing to share their work – and will increasingly be so if they are praised and rewarded for doing so, and if it increasingly happens and becomes part of the school culture.</p>	

<p>Why?</p>	<p>Self-assessment encourages pupils to reflect and look at their work in order to help them improve for the future. Peer assessment utilises the students to ensure that opportunities for feedback are maximised. In both cases – it is only impactful if time is afforded <i>after</i> the assessment is conducted and the feedback provided for that feedback to be acted upon.</p>	
<p>How?</p>	<p style="text-align: center;">Staff</p> <ol style="list-style-type: none"> 1. Curriculum planning should detail what knowledge and skill students should be acquiring. 2. Lesson planning should allow for - following initial teacher exposition, explanation, modelling and instruction – extended periods of time where students are given meaningful lesson time to practise. 3. There should be clear success criteria shared – students and teacher all need to know what success on the independent practice means and looks like. 4. During these independent practice lesson activities, teachers should circulate and identify where students have either i) produced a real model of success or ii) demonstrated a good example of a common misconception. 5. After a reasonable period of independent practice, teachers could invite students to complete either a self or peer assessment activity. 6. This may need scaffolding for students – i.e. they may well need a writing frame for conducting the activity. <p><i>‘E.g. This work meets the success criteria by... This work would have met more of the success criteria if it...’</i></p> <ol style="list-style-type: none"> 7. Students may need the process modelling for them – demonstrating how a peer/self assessment might be conducted under the visualiser, including: <ul style="list-style-type: none"> - How to identify evidence of success - How to identify areas for development - How to codify the feedback in an actionable way 8. The most important thing is that following a self/peer assessment activity, students should then be afforded the time and opportunity to improve their work. 	<p style="text-align: center;">Students</p> <p>Students should pay full and silent attention to their teacher when they are explaining new learning or giving instructions.</p> <p>Students should ask questions if they are unsure of the content, or about the tasks being set. To do so they should silently raise their hand and wait to be asked.</p> <p>Once tasks have begun, students should work independently and as hard as they can. Whatever the success criteria are, students should try their hardest to meet them.</p> <p>If the teacher asks students to complete a self-assessment or peer-assessment they should carefully go back over all of their work or their partner’s work, looking for evidence of success and looking for areas for improvement. They should clearly identify what next steps would make the work better.</p> <p>All feedback offered – particularly to a peer – should be respectful, responsible and kind.</p> <p>The most important thing following any peer or self assessment is that the student should then act on the feedback – responding to the areas for improvement and making their work more successful than the previous attempt.</p>
<p>What if?</p>	<p>Students do not respond to your instructions to complete a self or peer assessment appropriately? Discuss with individuals/the group the <i>purpose</i> of feedback and “sell it” to them – but ultimately, issue Phases for Lack of Effort should they not engage with instructions/tasks.</p>	

A) New to English



Seat the learner near the front of the class, where they can easily see and hear the teacher, and the teacher can monitor their reactions and facial expressions.
Check in with the learner regularly to ensure they understand the work and feel included in the lesson.
Respond positively when the learner attempts to interact, remodel inaccurate use of language when relevant or appropriate
Ensure any writing on the board is clear and set out helpfully, e.g., bullet points, full sentences, letters formed clearly.
Identify key language to be covered in topics. Create bilingual word mat.
Grade the language used in verbal instructions to reduce its complexity. This should include: Using simple vocabulary choices; Chunking instructions into stages; Cutting out unnecessary language; Avoiding idiomatic language; Using gestures and images to back up instructions; Checking understanding of instructions with closed questions
Differentiated tasks and questions e.g. multiple choice questions and sentence starters, Substitution tables as a scaffold for writing and oracy activities. Picture-word matching activities, highlighting key words in a text, sequencing and sorting activities.
Create opportunity for the student to tell you what they already know about the topic e.g. spider diagram, images etc.
Use pre-teaching and flipped learning to help the learners to understand the content and engage in spoken activities.
Provide key subject vocabulary to listen out for while watching a video clip in the lesson.
Encourage learners to watch suitable subject-specific videos before a lesson, ideally with subtitles in the home language, and to listen out for key vocabulary
Opportunities to use and develop oracy skills are crucial so students should work with a peer who speaks same language.
Use translation tools (iPad and dictionaries).
Visuals are crucial to convey meaning. Build a bank of them to use as you need them.
Allow students to complete written work in their preferred language if they want.
Make links between home language and English 'How do you say ____ in Arabic?'

B) Early Acquisition



Using collaborative activities as a way of encouraging exploratory talk e.g. predictive mind mapping in groups/pairs, sorting, matching and sequencing activities, discussion prompts or graphic organisers.
Providing opportunities to listen with a purpose e.g. listening for the main idea or specific details. This could involve asking the learner to fill in gaps, take notes or label a diagram, for example.

Encourage the learner to extend language by asking follow-up questions and providing a prompt if needed.

Monitoring the learner's contribution to pair and groupwork in class by approaches such as asking them to recall key information from a discussion, or sum up what someone else has said, or by using gap-fill speaking frames e.g. silent summariser

Translate key texts in the learner's preferred language.

- Providing the learner with printed versions of PowerPoint slides or handouts, where they can keep notes in their preferred language and refer back to at a later date to consolidate learning. Reducing the cognitive load involved in following lesson content on a screen will allow the learner to engage more deeply in the subject learning.
- In formative subject assessments, allowing use of translation software in order to assess the learner's subject knowledge separately from their English language proficiency, as far as possible.

Writing:

- Before a writing task, discussing with the class to specify the purpose of the text and its intended audience. Providing a text that offers a good model, and using guided discovery tasks/questions to encourage learners to notice useful features, such as those associated with the language of hypothesis or the language of comparison. Then exploring with the class which key language features will be needed, e.g., past or present tenses, use of connectives, etc., and share examples.
- Teaching the meaning of common abbreviations, such as i.e., e.g., NB, am, pm, etc.
- Explaining the function of key signpost words in a text, such as although, rather than, instead.
- Using scaffolding aids for writing, such as gap-fill activities, substitution tables, or sentence starters.
- Setting paired or group writing tasks, such as presenting ideas in a logical way, developing topic sentences into paragraphs, building up an overall message.

On computers:

- Ensuring the learner knows how to change the language on websites, or on their settings where they are using their own device, to reflect all the languages they use.
- Encouraging the learner to practise entering precise search terms into internet search engines (e.g., uses of limestone.)

C) Developing Competence



Move from concrete to abstract areas
Provide subject-specific word banks and graphic organisers
Directed Activities Related to Text (DARTs) (bell-foundation.org.uk/darts) will help them organise their thinking and support their reading comprehension and writing skills development.
Introduce additional tenses in context e.g. storytelling, explaining history
Allow learner to rehearse ideas orally (Bullseye)
Use speaking and writing frames
Provide active listening and reading tasks (pre-listening activities, comprehension checking e.g. Dictogloss, Literacy at Chaucer routines)
Give learners transcripts for audio/video where possible, or put on subtitles
Group learners appropriately; place EAL learner with good peer role model to enhance language acquisition
Encourage learner to ask questions
Teach new grammar explicitly
Use flow charts and graphic organisers to support listening
Introduce common idioms/colloquialisms in context
Explain culturally specific references/new content
Encourage learner to take part in self and peer assessment activities.
Continuing to ask the learner closed questions (e.g., "Is this a prime number?") and begin to ask more open ones that the learner can answer successfully in English (e.g., "Why do you think Lady Macbeth wants her husband to be king?").

Translanguaging

Researching a topic in first language
Using a <u>bilingual dictionary</u> (e.g. to translate a list of key topic words or for the pupil to use independently)
Making their own bilingual glossary
Sharing dual-language books with peers and parents
Writing in their first language (e.g. with L1 peers or independently so the content/concepts can be explored without addressing the English language demands until later)
Use WIDGIT Online to create word maps so students continue to develop their own language
Give students resources in English and in their home language

D) Competent



Providing opportunities for learners to listen to and compare a range of speakers, with a view to exploring links between formality, purpose, and audience. This should also include opportunities to discuss paralinguistic features and non-verbal communication. Adapt teaching to ensure effective learning.
Encouraging learners to use speech-to-text tools, such as those found in Microsoft Office, may be useful for the learner to practise speaking at home. By comparing the print version to the spoken version, some learners will be able to evaluate their speaking and adapt accordingly.
Using dictogloss to model text construction for the whole class. This is particularly effective where responses to exam questions follow a recognisable pattern.
Expecting learners at this band to participate fully in class discussions and group work, as well as presentations. However, new arrivals may need time to settle in first. Continue to give them structured language prompts if needed (e.g., how to politely disagree using facts as evidence), as well as extra time to plan and rehearse.
Providing opportunities for learners to listen to and compare a range of speakers, with a view to exploring links between formality, purpose, and audience. This should also include opportunities to discuss paralinguistic features and non-verbal communication. Adapt teaching to ensure effective learning.
Identifying relevant higher order grammatical structures required to engage fully with curriculum content (e.g., the use of conditionals to engage with the language of hypothesis in science).
When engaging in class discussions, model and elicit expressions for asserting opinions, agreeing with, and refuting the opinions of others (e.g., In my opinion X is true because...; You make a valid point, however...; I strongly disagree because...).
Using a process-based approach to teaching writing. For example, by: Identifying the purpose of the text and the intended reader; Mind mapping ideas using appropriate graphic organisers; Identifying useful vocabulary; Examining models of similar texts; Jointly constructing a text, as a whole class, teacher-led activity; Writing a text with appropriate writing frames and eventually reducing this scaffolding; Providing opportunities for peer reviews of written work; Providing opportunities to redraft and edit written work
Where setting occurs in subject areas, checking carefully that the learner is set on their subject knowledge and not their English language proficiency. This is particularly relevant for learners who are new arrivals. take into account learners' proficiency in English. Suggestions include:
Using graphic organisers to generate talk and support understanding.



E) Fluent



<p>Create regular opportunities for learners to ask and answer more complex questions in terms of language structure and thinking: What would happen if ...? What could you have done differently ...? Is there any evidence for ...?</p>
<p>Continue to use collaborative learning activities (bell-foundation.org.uk/collaborativeactivities), as an opportunity for learners to communicate with a range of peers, including those who may speak quickly or with a more noticeable accent or dialect. This will provide opportunities for learners to experience greater variation in the use of stress, rhythm, and intonation. These might include tasks that require recognising and responding to viewpoints.</p>
<p>Recognising and explaining cultural references that learners may not understand. This will include intertextuality in the study of literature.</p>
<p>Discuss, model and encourage the appropriate and increasingly sophisticated use of discourse markers, including in more formal spoken presentations.</p>
<p>Continue to check, rather than assume, that the learner has understood heard content, especially finer details, implied meanings, and nuances.</p>
<p>Making it clear that you expect the learner to participate fully in class and group discussions, and in giving presentations. (New arrivals may require some settling-in time first and less confident individuals might benefit from speaking frames or prompts).</p>
<p>Analyse spoken text types (e.g., persuading, explaining, recounting), by listening to examples and exploring/commenting on the use of language.</p>
<p>Explicitly teach, in context, more complex structures and nuances of meaning to use in speaking activities (e.g., It might have worked better if we had.... This source might be biased because.... The accuracy of this account is in doubt because...).</p>
<p>Continue to point out and practise the differences between informal and formal spoken English, for example discussion with friends vs formal debate</p>
<p>Provide speaking prompts to practise using the language of persuasion, explanation, and recount.</p>
<p>Provide paraphrasing practice. Ask learners to feed back what someone (the teacher or a peer) has just said but using different words.</p>
<p>Adapt support to recognise spiky profiles where a learner has greater proficiency in writing for example, than in speaking. Scaffolding might still be required for learners who are less confident in speaking in groups.</p>
<p>Analyse the learner's spoken English in the academic context, and highlight areas for development and challenge in grammar, sentence construction, spoken text structure, register, appropriacy, use of intonation to convey feelings, etc</p>
<p>Maintain an ongoing dialogue with the learner about their progress in learning English and accessing the curriculum, and sharing any concerns with all teachers.</p>