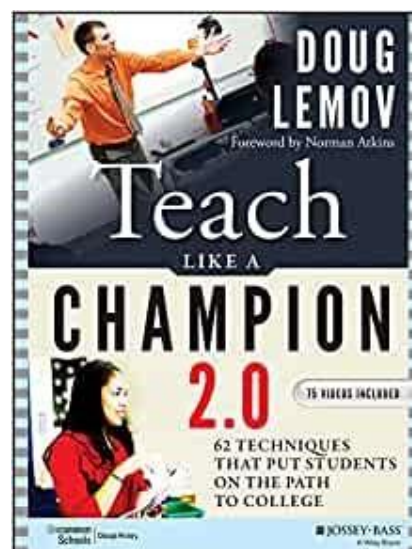
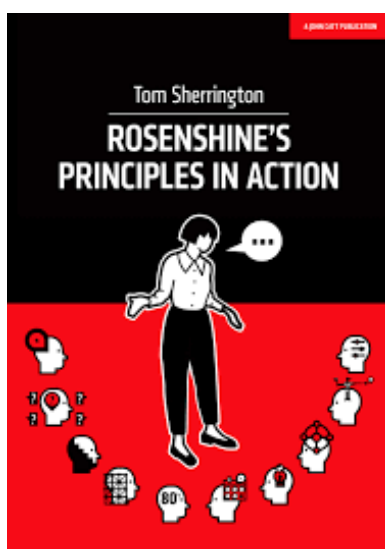


# Rooks Heath School

# Teaching and Learning Handbook

This handbook should be used by all teaching staff, instructors and classroom-based staff when planning and preparing for lessons and all learning opportunities with students.



## **A) Planning and Preparation for teaching**

### **Curriculum Maps:**

All departments must have mapped out the curriculum for their subject areas. These curriculum maps should be thoroughly considered in terms of curriculum content, rigour, challenge, and careful sequencing to build accumulatively on knowledge and skills. Curriculum Maps should be reviewed annually, and departments reflect on WWW and EBI aspects of teaching and learning each year, adapting the curriculum accordingly. HoDs and Senior Leaders are responsible for ensuring that all teachers deliver the curriculum as mapped out during planning.

Curriculum Maps should be made accessible for all teachers in each department, through Microsoft SharePoint/TEAMS.

### **Schemes of Learning:**

Every topic or set of lessons should be documented in a Scheme of Learning which outlines in detail the learning that will be taking place. These Schemes of Learning should outline prior knowledge needed to be successful, common misunderstandings that usually need to be addressed, and Tier 2 and 3 vocabulary that will be strategically taught. All departments should also clearly identify, in Schemes of Learning, literacy and numeracy opportunities that will be addressed, SMSC opportunities that will be drawn out, and career opportunities that will be provided. It is good practice to involve all classroom practitioners in the development of the schemes of learning. Schemes of Learning should be reviewed annually, and departments should reflect on WWW and EBI aspects of these each year, adapting the curriculum accordingly.

Schemes of Learning should be made accessible for all teachers in each department, through Microsoft SharePoint/TEAMS.

### **Teaching and Learning Resources:**

At Rooks Heath School we work on the principle that no teacher should work in isolation. We encourage sharing of resources and materials for purposes of efficiency and shared knowledge, experience, and expertise. Every department must share resources prepared for every scheme of learning. Resources should be hyperlinked to each scheme of learning for ease of access.

Teachers are encouraged to adapt these resources to suit the individual classes, but the basic principles of great teaching pedagogy remain.

1. Lessons are planned with clear aims and learning objectives, structure and challenge for all students using SMART.
2. Where objectives are differentiated, this is made clear to the students, and choice is used to help students motivate themselves to improve.
3. Students must be made aware of the success criteria they are working towards and expected outcomes.
4. The learning environment is stimulating, relevant and informative.
5. Lessons are planned with opportunities to support students in the development of metacognition skills.
6. Lesson objectives are clearly linked to curriculum maps and schemes of learning which are reviewed annually.
7. Planning is linked with short, medium and long-term assessment opportunities.
8. Planning makes use of the most effective pedagogy, depending on the learning that is expected in a lesson, and teaching strategies are informed by research of what works well.
9. Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets for students.
10. Lessons are planned to build on prior learning and ensure continuity and progression.
11. Opportunities for developing literacy, numeracy, SMSC, ICT skills, careers and cross-curricular elements are integrated into lesson plans wherever possible.
12. Planning makes provision for the effective use of TAs when available.

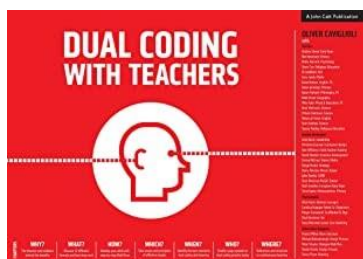
## B) Every lesson

At Rooks Heath School we strive to develop a shared understanding of great teaching in every lesson. We base our understanding on research of pedagogy that has been found to lead to great progress in learning. We build training and PD opportunities into the year to support classroom practitioners with this process.

In training, Rooks Heath Staff have identified the following important features of good lessons:

<b>Organisation</b>	equipment, seating plans, entry and exit
<b>Behaviour</b>	positivity, norms, expectations, rewards, love of learning, independence, participation
<b>Curriculum</b>	bigger picture, learning objectives, testing and revisiting, fun and engaging, wide range of strategies and activities
<b>Structure</b>	starters, plenaries, main tasks
<b>Assessment</b>	progress checks, mini white boards, 'show me' strategies, flightpaths, recap
<b>Groups</b>	Extend and challenge, accessibility, differentiation,

### Memory, Attention, Dual Coding and Cognitive Load



At RHS we acknowledge the important part played by a student's cognitive load in the learning process. Material presented to students should be considered in terms of cognitive overload. Careful consideration should be made about the use of the different senses, including visual and auditory information. In this way we hope to maximise students' capability of working with and memorising the materials.

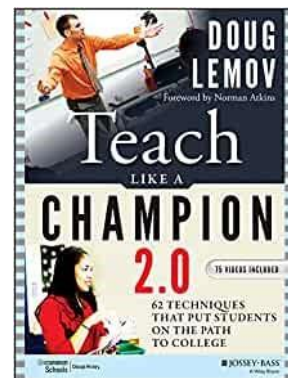
More training is planned on the process of dual coding and cognitive load (for the year 2021-22).

### Principles outlined within 'Teach like a Champion 2.0'. (Doug Lemov)

Teachers at Rooks Heath School are encouraged to make use of the techniques outlined in TLAC to ensure the following:

- Constant emphasis on 'Checking for Understanding'.
- High Academic Ethos.
- Appropriate Ratio in lessons.
- A Positive Classroom Culture

See p 12-13 for the different techniques outlined.



### Start of lessons

At RHS we understand the importance of a 'Strong Start' to all lessons. This includes a shared understanding of:

- The way that students enter the threshold of a classroom,
- The immediate engagement of students in a purposeful 'Do Now' activity, and the review of this activity
- Well-established routines and classroom norms that enable efficiency, for example the accurate taking of registers.

**Main Section of Lesson/Lesson development**

Where complex tasks are being introduced, staff should use one of the following principles to ensure a high success rate in learning:

**a) The four-step teaching sequence**

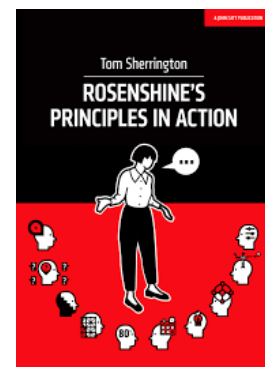
Four step teaching sequence	
Telling	Telling – effective teacher explanation
Showing	Showing – effective teacher modelling
Doing	Doing – Joint/Guided practise
Practising	Practising – Independent Practice

**b) I do, we do, you do**



**c) Rosenshine’s Principles**

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask lots of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Require and monitor independent practice:
10. Engage students in weekly and monthly review.

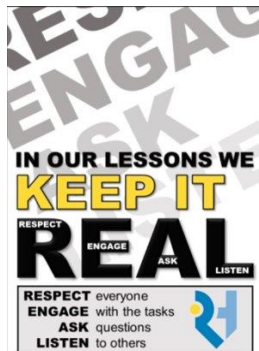


### High Academic Ethos and a Positive Classroom Culture

All students are expected to participate with the learning process. Strategies such as ‘No Opt Out’, ‘Right is Right’, ‘Show me’ and ‘Cold Call’ ensure that students expect to and are expected to participate.

Ratio of Student to Teacher work should be appropriate – students should be working the hardest in every lesson.

The use of ON TRACK and Keep it REAL are used as ‘short-hand’ to demonstrate expectations.



### Metacognition and Self-Regulation

Self-regulation is encouraged, using scripts, to support students in making the right choices, both in learning through lessons and out. Students are encouraged to express how they went about learning things and the ways in which they are helping themselves to get better at learning.

**ROOKS HEATH SCHOOL CULTURE AND ETHOS**

**The 30 Second Script**

- 1 I noticed you are** (having trouble getting started/ wandering around the classroom dabbling)
- 2 It was the rule about** (lining up/ bringing military hardware into school) **that you broke**
- 3 You have chosen to** (move to the back/speak to the man from Scotland Yard)
- 4 Do you remember last week when you** (arrived on time/received the Nobel Prize)?
- 5 That is who I need to see today**
- 6 Thank you for listening** (Then give the child some 'take up' time.)

Culture, Community and Personal Identity

### End of lessons

Lessons are ended with enough time to review and allow for reflection. Opportunities for celebration and praise will be built into lessons. Review of learning will take place.

An orderly end to lessons allows for classroom etiquette to be followed and the positive classroom environment to be carefully maintained.

### The Importance of Feedback

The School works on the knowledge that a school's 'assessment culture' influences students' feelings of confidence in their learning and motivation. Feedback on assessed learning has an important role in determining further learning. Students are influenced by the previous feedback they have received from similar tasks in relation to the effort they invest in future tasks. Feedback is seen as a live process that happens throughout every stage of learning, in lessons, summative and formative.

Assessment grids show where deep marked pieces of work fall within the calendar.

A separate Assessment and Feedback Policy outlines the whole process.

### Marking

All students should have a tracking sheet in their exercise book to indicate progress they are making across the year in their marked work.

Teacher marking should be completed in **purple pen**.

Work should be marked with 'WWW' (what went well) and EBI (even better if), with the EBI ideally being a task the students can complete. Students should respond to teacher feedback by completing this task.

- **Purple pens** – Teacher marking
- **Green pens** – Student peer assessment
- **Red pens** – Self marking, correction or redrafting

### Marking for Literacy

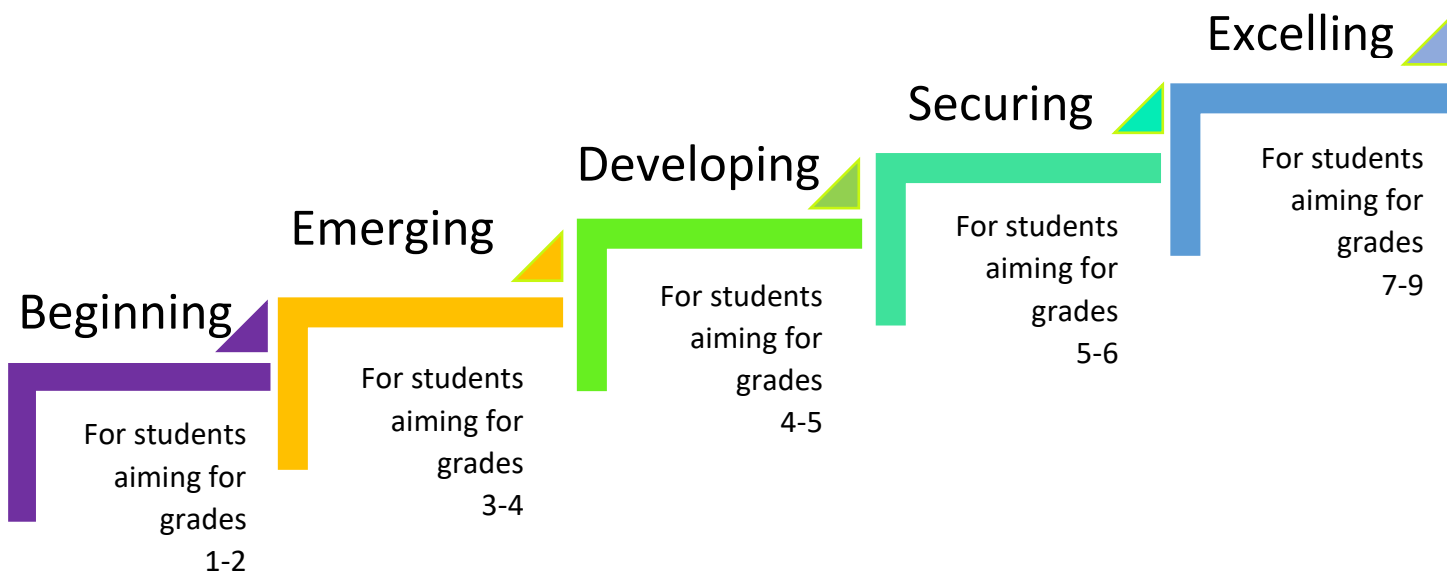
All departments will use the marking for literacy policy below, in which students are trained.

Mark	Means
<b>Sp</b>	Correct spelling error. Write out 3x
<b>P</b>	Correct punctuation error .,'?!";-;
<b>Gr</b>	Correct grammatical error
<b>C</b>	Correct missing or misplaced capital letters
<b>//</b>	Mark where paragraphs should be
<b>vv</b>	Exceptional point/use of language
<b>?</b>	Not clear. Rewrite this short section
<b>^</b>	Replace missing word
<b>D/T</b>	Date/title needs to be added
<b>U/L</b>	Underline

### Flight Paths

A student's Flight Path is an estimate of the range of GCSE grades a student should be working towards for the end of Key Stage 4 (Year 11) which is when they sit their GCSE examinations. Teachers have planned the curriculum to reflect the flight path expectations for each student.

Students are placed on one of the following Flight Paths:



### Homework

Homework is an extremely important feature of the learning process. There is a separate homework policy and departments set and mark homework according to this. Each department has a policy that is shared with parents on the website, detailing how much homework will be set each week. Homework tasks should be built into the Schemes of Learning for each project/unit. There are consequences and rewards attached to homework as detailed below:

### HOMEWORK

★	When the class produces good homework. There will be whole class rewards for classes where everyone hands in their homework by the deadline.
+1	When you produce a good piece of homework, your teacher will reward you with one of the On-Track +1 positive points.
C2	If Homework is not completed by the deadline, or is not completed to an expected standard. Work will be completed by or in the detention.
C2	If homework is still not completed, or the detention is missed, there will be a detention with the Head of Department to complete the homework.
C3	If homework is still not completed, or the detention is missed, a senior member of staff may need to escort you to a department detention. You may be required to attend a compulsory homework club.

**Below are some examples of how you might be rewarded for homework**

- Teamwork: Working well on a group project.
- Resilience: Persevering to the end of a challenging task.
- Achievement: Producing high quality work.
- Creativity: Producing something artistic, or having a creative approach or solution to a task.
- Kindness: Helping others understand parts of a task they may be struggling with.

**Homework Club** **AF20 After School**

If you need to use a computer in school to complete your homework, you can go to AF20 after school on Monday, Tuesday, Thursday and Friday.

### **C) Shared Understanding of Every fortnight**

At Rooks Heath School, we run a fortnightly timetable. Rooks Heath Staff have identified the following important features of fortnightly cycles:

- **Organisation** – covering content, recap, revisiting knowledge
- **Behaviour** – independence, homework, ownership, practice, teamwork, collaboration
- **Curriculum** – research tasks, extended writing, testing, key terms, literacy and numeracy
- **Structure** – revisiting, mini assessments,
- **Assessment** – review cycles, self-assessment, peer assessment, teacher marking and feedback, questioning, data collections
- **Groups** – further differentiation, extension, picking up on underperformance, progress

### **D) Shared Understanding of Every half term**

Rooks Heath Staff have identified the following important features of half termly cycles:

- **Organisation** – covering content, recapping, revisiting knowledge, moving onto new content
- **Behaviour** – independent creation of revision materials, reflection time for students
- **Curriculum** – exam style questions, creative homework tasks,
- **Structure** – revisiting, mini assessments, moving on
- **Assessment** – closed/open book assessment, formal marking tasks, end of topic assessments, tracker sheets updated, reporting, EBI/WWW feedback
- **Groups** - picking up on underperformance, progress, intervention

### **E) Supporting students in preparing for exams and assessments**

Staff must ensure that all students have materials they need to fully prepare for any exams and assessments. This will include revision check lists and knowledge organisers being shared on SharePoint/TEAMS in a timely way, with plenty of time for revision purposes. It will also include use of Gap Analysis feedback following assessments to ensure that students know their next steps and areas for development.

Students should be encouraged to take all assessments seriously, from Year 7 onwards.

#### **The Forgetting Curve, Retrieval Practice, Spaced Learning and Interleaving**

Students should be educated in the process of memory and retrieval practice, both in lessons and in assemblies and parent meetings.

Knowledge will be reviewed regularly, at carefully planned intervals, built into schemes of learning and homework tasks.



## Classroom Etiquette

**Please ensure all classes follow the same procedures on entry to classrooms**

- Students should line up outside the classroom wherever possible.
- Teachers should meet and greet the class at the door.

**All students must:**

- Only enter a classroom on direction of the teacher, unless they are a Year 7/8 class staying in situ between lessons.
- Enter classrooms in a quiet and orderly fashion and ensure hand sanitising on entry.
- Sit according to the teacher-devised seating plan and face forwards on seats.
- Get appropriate equipment out quickly, including link book, pencil cases and exercise books, ready to learn.
- Always stay in seats, unless asked to perform a specific job.
- Only get appropriate equipment out (no food or drink, except water, is allowed in the classrooms).

**All staff must:**

- Supervise students' entry to the classroom, including sanitising of hands.
- Sanitise the teacher's desk area, using appropriate equipment.

## **When leaving a classroom:**

**All students must:**

- Tuck chairs under desks or place them on tables if it is the last lesson.
- Pick up any litter from the floor or tables and throw it in the bin.
- Take all equipment with them.

**All staff must:**

- Leave the board clean.
- Leave the teacher's desk clear of any books or papers so can be sanitised by incoming teacher.
- Leave enough time to clear up any paper or rubbish on floor.
- Leave in good time.
- Avoid moving furniture, including tables and chairs, and ensure it is left as it was found.
- Adhere to social distancing as much as possible.
- Leave all computers as you found them, with the correct presenter view, to make easy use of the interactive whiteboard for the next teacher.
- Ensure the projector is turned off at the end of each lesson

## **At the end of the day:**

- Air con and lights should be turned off and the door **MUST** be locked at the end of every lesson.
- At the end of P5 **ALL** staff should log out of computers but not shut them down.
- Projectors should be turned off, the air con turned off, lights off and the door locked.
- Chairs should be stood on tables to allow cleaners to sweep the floors.
- Windows must be closed before leaving if you are the last to teach in the room.

### Lesson Checklist for Teachers

<b>Strong Start - TLAC</b>		<b>Tick</b>
<b>Threshold</b>	Did I meet and greet students at the threshold of my classroom, placing myself with a good view inside and out, ensuring lining up and entry as expected?	
<b>Door to Do Now</b>	Did my class demonstrate normalised, practised routines on entry? Did they follow the rules on seating plans, bags, coats, books, link books, pencil cases? Did I have a routine for collecting and/or checking homework that students are familiar with?	
<b>Do Now Activity</b>	Was there a <b>Do Now activity</b> to review prior learning or prepare thinking for this lesson?	
<b>Register</b>	Did I take the register within the first few minutes, ensuring that missing students were reported and lates recorded?	
<b>Do Now Review</b>	Did I check the <b>Do Now activity</b> for understanding?	
<b>Main Section/Development of Lesson</b>		<b>Tick</b>
<b>Main teaching</b>	Did I start this part of the lesson within the first 5-10 minutes of the lesson?	
	Were the objectives clear and placed within the bigger picture?	
	Is there clearly explained success criteria?	
	Are all complex tasks taught using <u>Rosenshine's Principles</u> or <u>Four Step Teaching Process</u> (including sequential steps and modelling)?	
	Was there careful management of senses when presenting material (overload/dual coding)?	
	Were explanations clear and thought through in advance?	
	Were student questions and questioning strategies pre-prepared?	
	Was student attention directed to the right things?	
	Were there opportunities for students to think hard?	
	Did I use strategies to check for understanding (e.g. cold call, show me)?	
	Was everyone involved – (e.g. no opt out)?	
	Did I ensure appropriate ratio – student work not teacher work?	
	Was there a high success rate on tasks set – 80%?	
	Did I set homework, in line with department policy?	
	Did I use ON TRACK language and rewards/consequences?	
	Did I reference 'Keep it REAL'?	
	Did I use every minute to engage and challenge students- e.g. extensions, choice of tasks, differentiation, accessibility?	
	Did I maximise literacy opportunities, e.g. for reading, writing, vocabulary?	
	Did I maximise Numeracy and SMSC opportunities?	
	Did I speak to every student positively during the lesson	
	Did I fill in the link book exit page if a student left my lesson?	
<b>Strong End of Lesson</b>		
<b>Plenary</b>	Did I leave enough time for a strong end to the lesson?	
	Were there opportunities for student development of metacognition: e.g. How did you do today? What will you do differently next lesson?	
	Did I ensure time for recap and/or review	
	Did I outline the next steps?	
	Did I pay attention to Etiquette – leave a tidy classroom, show pride in environment, demonstrate respect for next class?	
	Did we celebrate success?	
	Was there an orderly dismissal row-by-row or individually (e.g. exit tickets)	
	Have I entered TRACK points as necessary?	

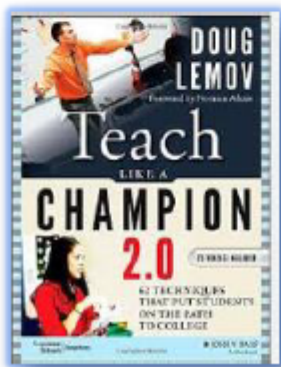
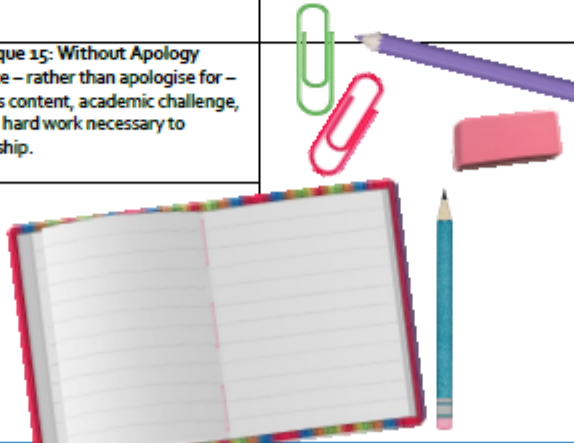

### Lesson Checklist for HoDs – Meeting the Requirements of T&L at RHS

Planning and Preparation for Teaching		RAG
<b>Curriculum Maps</b>	Has each subject area got a curriculum map, clearly sequenced, saved in SharePoint/Teams, accessible to the department?	
<b>Schemes of Learning</b>	Has each unit of work (of half term) got a Scheme of Learning, saved in SharePoint/Teams, with hyperlinks to materials, from which all staff are able to refer?	
<b>Knowledge Organisers and Revision Checklists</b>	Has each Scheme of Learning got an associated Knowledge Organiser or Revision Checklist, available to students in SharePoint/Teams, as a prompt for revision and home learning, that feeds into EYES?	
<b>Shared Materials</b>	Are all staff planning and preparing towards 'shared resources' to maximise expertise, experience and time? Are all staff delivering the shared resources, to ensure consistency across the department?	
<b>Use of TEAMS/SharePoint</b>	Are all staff accessing TEAMS/SharePoint for lesson planning and delivery? Are all resources for Teaching saved in the T&L area? Are all resources for Students saved in the Student Resources area? Is the department area on TEAMS/SharePoint tidy and easy to navigate?	
<b>Assessment Preparation</b>	Are key assessments/deep marked assessments outlined on the assessment grid? Are all staff aware of these assessments and how/when to mark them? Are there clearly defined rubrics/mark schemes for each of these pieces of work? Are these rubrics/mark schemes saved into SharePoint/Teams under clearly labelled folders? Do all staff know where to find these?	
<b>Homework Planning</b>	Are homework tasks highlighted in the schemes of learning? Are homework tasks planned into PowerPoints (or something similar) to prompt staff to set them? Do all staff know the protocols for amount of homework set and how to record it?	
<b>Lesson Planning</b>	Are lesson materials cross-referenced for the strategies listed below (i.e. Do now activities, modelling, use of dual coding, use of senses, sequential learning, thinking hard)?	
Monitoring the Teaching and Learning within the Department		RAG
<b>Delivery of Schemes of Learning</b>	Are all staff delivering the curriculum that is planned? How do you know? What systems are in place if this is not the case? Do staff keep up with the pace of delivery? Why/Why not? Does anything need adjusting?	
<b>Strong Start</b>	Do you have a department approach to Strong Threshold/Classroom Entry? Are resources available that have 'built in' Do Now activities? Are all staff implementing a 'Strong Start' to lessons? How do you know? What happens when this is not the case?	
<b>Management of Cognitive Overload</b>	Do resources consider sensory overload when presenting material (overload/dual coding)? E.g. Do you quality assure PowerPoints for amount of text?	
<b>Sequential Learning</b>	Is there clear evidence in lessons of small, sequential steps? Is this consistent in all lessons?	
<b>Teaching Complex Tasks/Materials and knowledge/skills over time</b>	Are all complex tasks taught using <u>Rosenshine's Principles</u> or <u>Four Step Teaching Process</u> (including sequential steps and modelling)? Are the staff skilled at modelling, through these principles? Is there opportunity to share expertise? Are there effective strategies and resources used to enable all staff in your department to model high quality work/standards? Is there evidence of building on prior knowledge and skills – e.g. review of previous learning, spaced learning, interleaving?	



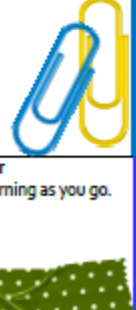
<b>Success Rate</b>	Is there a high success rate on tasks set within individual lessons – 80%? How do we know? What do student books tell us? Do we scrutinise books/folders regularly in department meetings and peer to peer? Do EYEs demonstrate high success rate and good progress?	
<b>Clarity of Explanations</b>	Has the department discussed ways in which to explain tricky concepts, so that explanations are clear and thought through in advance? Is there opportunity for the department to prepare questions and questioning strategies in advance of lessons, and are these recorded anywhere?	
<b>Directing Student Attention</b>	Is student attention being directed to the right things?	
<b>Opportunities to Think Hard</b>	Do teachers maximise opportunities for students to think hard?	
<b>Department and Classroom Culture</b>	Do all members of staff work proactively to build positive relationships with students during each lesson? Is there a culture of high academic standards across all classrooms and throughout all work produced? Do members of staff employ strategies to ensure high academic ethos, such as: <ul style="list-style-type: none"> <li>- Checking for understanding using cold call, show me, etc.</li> <li>- No opt out strategies for answering questions and participation</li> <li>- Regular references made to Keep it REAL and ON TRACK</li> <li>- Making use of every minute to engage and challenge students, such as extension work, choice of tasks, differentiation, accessibility?</li> </ul>	
<b>Delivery and Setting of Homework</b>	Are all classes across a year group set the same amount/type of homework according to the policy?	
<b>Student/Staff ratio of time.</b>	Is there appropriate ratio – student work not teacher work/talk?	
<b>Literacy</b>	Are literacy strategies built into the curriculum and evident in lesson visits?	
<b>Numeracy</b>	Do staff maximise opportunities for teaching numeracy links and strategies?	
<b>SMSC</b>	Are the SMSC opportunities outlined in the schemes of learning being effectively delivered in lessons?	
<b>Careers</b>	Are opportunities for discussion and learning about careers evident?	
<b>Systems for Following Up and Reviewing</b>		<b>RAG</b>
<b>System of Homework</b>	Does the department have a clear strategy for setting homework, monitoring quality of homework and following up on homework that is not complete?	
<b>Issues with Culture</b>	Are there strategies for dealing with breaches of culture, ethos and expectations, for example the use of the department report?	
<b>Review of Curriculum Resources</b>	Does the department spend time reviewing the curriculum, at least annually, including materials available for each unit taught, pace of delivery and style of delivery? Are improvements made to resources and curriculum detail by department members? Are all members of the department involved in the review process?	
<b>Sharing Good Practice</b>	Is there opportunity for members of the department to share good practice, either through peer to peer lesson visits, sharing work/books, etc?	
<b>Standards of Work</b>	Does the department have a clear strategy for moderation of standards?	
<b>Student access to resources</b>	Do all students know where to find resources?	
<b>Student Voice</b>	Have students been asked to review the curriculum subject?	
<b>Parent Voice</b>	Has parental voice been sought?	
<b>Staff Voice</b>	Have department staff been given the opportunity to review WWW and EBI features of the department?	

# Teach Like a Champion 2.0 - The 62 Techniques Placemat

## WITH THE NANANGO NINE

Part One – Checking for Understanding		Part Two – Academic Ethos			
Gathering Data on Student Mastery	Acting on Data and the Culture of Error	Setting High Academic Expectations	Planning for Success	Lesson Structure	Pacing
<p><b>Technique 1: Reject Self Report</b> Replace functionally rhetorical questions with more objective forms of impromptu assessment.</p>	<p><b>Technique 7: Plan for Error</b> Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.</p>	<p><b>Technique 11: No Opt Out</b> Turn "I don't know" into a success by helping students who won't try or can't succeed practice getting it right (and being accountable for trying).</p>	<p><b>Technique 16: Begin With The End</b> Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.</p>	<p><b>Technique 20: Do Now</b> Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching.</p>	<p><b>Technique 27: Change the Pace</b> Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.</p>
<p><b>Technique 2: Targeted Questioning</b> Ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short time period.</p>	<p><b>Technique 8: Culture of Error</b> Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.</p>	<p><b>Technique 12: Right is Right</b> When you respond to answers in class, hold out for answers that are 'all-the-way right' or all the way to your standards of rigour.</p>	<p><b>Technique 17: 4 Ms</b> There are four criteria for an effective lesson plan objective: Manageable, Measureable, Made first, and Most important</p>	<p><b>Technique 21: Name the Steps</b> Break down complex tasks into simple steps that form a path for student mastery.</p>	<p><b>Technique 28: Brighten Lines</b> Ensure that change in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.</p>
<p><b>Technique 3: Standardise the Format</b> Streamline observations by designing materials and space so that you're looking in the same consistent place every time for the data you need.</p>	<p><b>Technique 9: Excavate Error</b> Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.</p>	<p><b>Technique 13: Stretch It</b> Reward 'right' answers with harder questions</p>	<p><b>Technique 18: Post It</b> Display your lesson objectives where everyone can see it and identify your purpose.</p>	<p><b>Technique 22: Board = Paper</b> Model and shape how students should take notes in order to capture the information you present.</p>	<p><b>Technique 29: All Hands</b> Leverage hand raising to positively impact pacing. Manage and vary the ways that students raise their hands, as well as the methods you use to call on them.</p>
<p><b>Technique 4: Tracking, Not Watching</b> Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distractions.</p>	<p><b>Technique 10: Own and Track</b> Have students correct or revise their own work, fostering an environment of accountability for the correct answer.</p>	<p><b>Technique 14: Format Matters</b> Help your students practice responding in a format that communicates the worthiness of their ideas.</p>	<p><b>Technique 19: Double Plan</b> As you plan a lesson, plan what your students will be doing at each point in class.</p>	<p><b>Technique 23: Control the Game</b> Ask students to read aloud frequently, but manage the process to ensure expressiveness, accountability, and engagement.</p>	<p><b>Technique 30: Work the Clock</b> Measure time-your greatest resource as a teacher-intentionally, strategically, and often visibly to shape both your and your students' experience in the classroom.</p>
<p><b>Technique 5: Show Me</b> Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.</p>		<p><b>Technique 15: Without Apology</b> Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship.</p>		<p><b>Technique 24: Circulate</b> Move strategically around the room during all parts of the lesson.</p>	<p><b>Technique 31: Every Minute Matters</b> Respect students' time by spending every minute productively.</p> 
<p><b>Technique 6: Affirmative Checking</b> Insert specific points into your lesson when students must get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next stage.</p>		<p><b>Technique 25: At Bats</b> Because succeeding once or twice at a skill won't bring mastery, give your students lots of practice mastering knowledge and skills.</p>		<p><b>Technique 26: Exit Ticket</b> End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.</p>	

## Teach Like a Champion 2.0 - The 62 Techniques Placemat **WITH THE NANANGO NINE**

Part 3 Ratio			Part 4 – Five Principles of Classroom Culture: Discipline, Management, Control, Influence, Engagement		
Building Ratio Through Questioning	Building Ratio Through Writing	Building Ratio Through Discussion	Systems and Routines	High Behavioural Expectations	Building Character and Trust
<p><b>Technique 32: Wait Time</b> Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.</p>	<p><b>Technique 37: Everybody Writes</b> Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.</p>	<p><b>Technique 42: Habits of Discussion</b> Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussion to be more efficiently cohesive and connected.</p>	<p><b>Technique 45: Threshold</b> Meet your students at the door, setting expectations before they enter the classroom.</p> <p><b>Technique 46: Strong Start</b> Design and establish an efficient routine for students to enter the classroom and begin class.</p>	<p><b>Technique 51: Radar/Be Seen Looking</b> Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking. <b>100%</b></p> <p><b>Technique 52: Make Compliance Visible</b> Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance. <b>100%</b></p> <p><b>Technique 53: Least Invasive Intervention</b> Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students. <b>100%</b></p>	<p><b>Technique 58: Positive Framing</b> Guide students to do better work while motivating and inspiring them by using positive tone to deliver constructive feedback.</p> <p><b>Technique 59: Precise Praise</b> Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.</p>
<p><b>Technique 33: Cold Call</b> Call on students regardless of whether they've raised their hands.</p>	<p><b>Technique 38: The Art of the Sentence</b> Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.</p>	<p><b>Technique 43: Turn and Talk</b> Encourage students to better formulate their thoughts by including short, contained pair discussions-but make sure to design them for maximum efficiency and accountability.</p>	<p><b>Technique 47: STAR/SLANT</b> Teach students key baseline behaviours for learning, such as sitting up in class and tracking the speaker, by using a memorable acronym such as STAR or SLANT.</p>	<p><b>Technique 54: Firm Calm Finesse</b> Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise. <b>100%</b></p> <p><b>Technique 55: Art of the Consequence</b> Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game. <b>100%</b></p> <p><b>Technique 56: Strong Voice</b> Affirm your authority through intentional verbal and non-verbal habits, especially at moments when you need control.</p>	<p><b>Technique 60: Warm/Strict</b> Be both warm and strict at the same time to send a message of high expectations, caring, and respect.</p> <p><b>Technique 61: Emotional Constancy</b> Manage your emotions to consistently promote student learning and achievement.</p>
<p><b>Technique 34: Call and Response</b> Ask your class to answer questions in unison from time to time to build energetic, positive engagement.</p>	<p><b>Technique 39: Show Call</b> Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing-regardless of who volunteers to share.</p>	<p><b>Technique 44: Batch Process</b> Give more ownerships and autonomy to students- by allowing for student discussion without teacher mediation, for short periods of time or for longer, more formal sequences.</p>	<p><b>Technique 48: Engineer Efficiency</b> Teach students the simplest and fastest procedure for executing key classroom tasks, then practise so that executing the procedure becomes a routine.</p> <p><b>Technique 49: Strategic Investment - From Procedure to Routine</b> Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinising a key procedure requires clear expectations, consistency, and most important, patience. Even so, it's almost always worth it.</p>	<p><b>Technique 57: What to Do</b> Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.</p>	<p><b>Technique 62: Joy Factor</b> Celebrate the work of learning as you go.</p>
<p><b>Technique 35: Break it Down</b> When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can.</p>	<p><b>Technique 40: Build Stamina</b> Gradually increase writing time to develop in your students the habit of writing productively, and the ability to do it for sustained periods of time.</p>		<p><b>Technique 50: Do It Again</b> Give students more practice when they're not up to speed-not just doing something again, but doing it better, striving to do their best.</p>		
<p><b>Technique 36: Pepper</b> Use Pepper as a fast-paced, vocal review to build energy and actively engage your class.</p>	<p><b>Technique 41: Front the Writing</b> Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.</p>				