



Multi Academy Trust

Playbook

2025–26

Opportunity • Achievement • Kindness



Introduction

The purpose of the BespOAK Instructional Playbook is to provide teachers with a shared language around effective instructional techniques that can be used to set our pupils up for success. By codifying these practices, it enables consistency in the implementation. It also assists in building our mental models of a core set of techniques that can be used across the curriculum.

Having a document ensures that these techniques do not rely on any individual(s) and that these effective techniques are continued year-on-year.



The BespOAK Instructional Playbook is **NOT**:

- 🕒 **A prescriptive guide to how all lessons should look every day.** It's a 'menu of options' - some strategies will be more appropriate than others in different lessons and teachers will choose what to implement, fostering ownership and motivation.
- 🕒 **An exhaustive list of all possible strategies.** See section 1 – 'Rationale and purpose'.
- 🕒 **A linear sequence of a lesson.** The only expectation is that lessons follow the same routines and that lessons should start with an appropriate 'do now' activity that likely incorporates retrieval of knowledge. Other than that, teachers are the best judge of how to structure their lessons.
- 🕒 **Intended to create 'robotic' teachers.** It's about embedding consistent routines that support a calm, purposeful environment while valuing each teacher's professional judgment, individuality and relationships with their pupils. These routines help us live out our shared values of *opportunity*, *achievement* and *kindness* every day.

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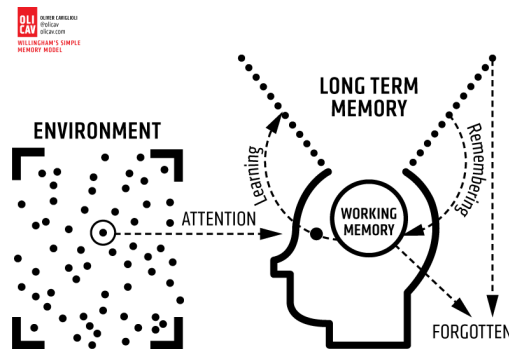
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1. Rationale and Purpose

1.1 - Rationale

At OAK we know that high quality teaching is the highest leverage tool we have to maximise the progress of our pupils. Our instructional principles have been captured across this document, explaining our preferred models and supporting staff in their effective delivery of lessons.

We base all our approaches on evidence and research and we work hard to ensure staff understand the science of learning. Staff will confidently be able to explain Willingham's simple model of memory and be able to utilise their understanding of Cognitive Load Theory to aid their pupils' learning.



The successful delivery of the systems and habits featured in this document ensure a consistent approach to pedagogy, as well as ensuring that all pupils are given equal access to all aspects of the curriculum. Each habit has been carefully chosen to enhance our provision and sit closely alongside our lesson framework. Together, they create a culture of high expectations within a lesson and reduce in-class variation; pupils know what to expect when they walk into each classroom.



1.2 - Purpose

The purpose of our lesson structure and habits is to ensure that teaching follows a particular rhythm and increases the chances of pupils learning over time.

“Habits are the compound interest of self-improvement. The same way that money multiplies through compound interest, the effects of your habits multiply as you repeat them. They seem to make little difference on any given day and yet the impact they deliver over the months and years can be enormous.”

– James Clear, *Atomic Habits*

Our structure aims to:

- create a **culture** of high expectations within the classroom utilising clear routines to facilitate a productive learning environment
- maximise the impact of the curriculum by carefully **planning** and sequencing lessons and ensuring staff have excellent subject knowledge
- provide clarity in lessons using direct instruction to explain new ideas, ensuring that the teacher is the expert in the room and **exposition** is explicit
- use a range of **questioning** techniques to ensure pupils are thinking hard in lessons and teachers can gather valuable information about pupils’ understanding
- facilitate pupils **practising** right by allocating sufficient time in lessons for appropriately scaffolded tasks designed to support learning over time
- provide relevant, timely and constructive **feedback** to support pupils to make effective progress

At OAK we have identified a set of core habits which we believe meet this rationale and purpose – see section 6: ‘*Reliable routines*’ and 8: ‘*Core teaching techniques*’. When done well, these will support pupils to make progress in lessons. By making aspects of teaching and learning easier, they are therefore more efficient and ultimately then, more effective.

Our BsepOAK Instructional Playbook includes:

- One-page summaries including a description of the strategy, when and why to use it, how to implement it and supporting research.
- Habit core attributes which can be used to help teachers and coaches assess if a strategy has been implemented effectively and what refinement might be needed.

Our core habits have been informed by:

- *Teach Like a Champion* (also known as *TLAC*) – Doug Lemov
- *Walkthrus* – Tom Sherrington
- *The Teaching and Learning Playbook* – Michael Feely and Ben Karlin
- *Rosenshine’s Principles in Action* - Tom Sherrington
- Steplab’s Global Step Library

2. Culture

“Culture eats strategy for breakfast.”

Peter Drucker

At OAK, we understand that a strong culture is the bedrock of our success, as well as our continued improvement. We aim to live our values of *Opportunity, Achievement* and *Kindness*. Dr. Joe Novak said, “leaders need to create a strong school and climate so that every person who sets foot in their schools feels valued and welcomed”.

We also recognise that a strong school culture is ‘taught, not caught’. We have to work hard to build consistency and create our social norms.

Our staff are role models for our pupils in everything they do; we model the behaviours and expectations we want our pupils to emulate. Our pupils won’t remember everything we taught them, but they will remember forever the way we made them feel.



Each school will have its own identify and its own way of establishing its excellent culture. You will hear a range of sayings and mantras that typify the consistency and approach. For example:

“This is the _____ way”

“First time, every time!”

“This is what we do here”

“We’d be letting you down if...”

“Doing the right thing at the right time when nobody’s watching”

Codifying culture at OAK

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Will Durant, summarising Aristotle in The Story of Philosophy (1926)

	Warm strict, rooted in values Being warm through authentic care, kind words, body language and tone is especially important whilst we are being strict and not wavering on our decision. *TLAC 490 Our core values underpin this approach – they must be understood, spoken and reinforced. It is a collective responsibility to model and promote our shared language.
	Praise changes behaviours Sanctions stop the rot, but praise changes behaviour. Always focus on the behaviour linked to the core values of the school and Trust.
	Routines liberate Strong systems reduce negative behaviour and create the conditions for learning that allow pupils to unlock their potential.
	Excellence is a habit Pupils will live up to your expectations. Keep your expectations high and challenge when they are not met.
	What you ignore, you accept/what you permit, you promote It is often easier to ignore, but this then becomes your accepted standard.
	Sweat the small stuff If you see something that doesn't seem right, look for the solution to fix it. This can mean both clearly communicating expectations and clearly communicating recognition through consistent praise.
	Teach to the top Deliver a knowledge rich, progressive curriculum that is underpinned by the powerful substantive knowledge and a strong focus on disciplinary knowledge, enabling pupils to not only learn key content, but also to think, question and behave like subject specialists (eg. authors, scientists, historians, geographers)
	Inclusive with no glass ceilings Intelligence isn't fixed and can be developed with appropriate support and time. Everyone can succeed.

3. Expectations

The expectations set in the classroom will inevitably determine the quality of the learning that takes place and, consequently, the progress the pupils make over time.

The term 'expectations' concerns itself with the entirety of pupil behaviour in a classroom; not just whether pupils are compliant, but also the effort they put in and the energy with which they do it.

At OAK, expectations are high. Performance of our pupils is excellent. Teachers expect all pupils in all pupil groups to be trying their very best to succeed in the classroom.

We believe in 'no barriers': we do not allow disadvantage or other challenges to be a barrier, instead treating them as hurdles that can be overcome with the right support. We recognise that the journey can look different for different pupils and we value them all as individuals without lowering our expectations. Teachers use professional judgement and seek at all times to treat pupils with equity and equality.

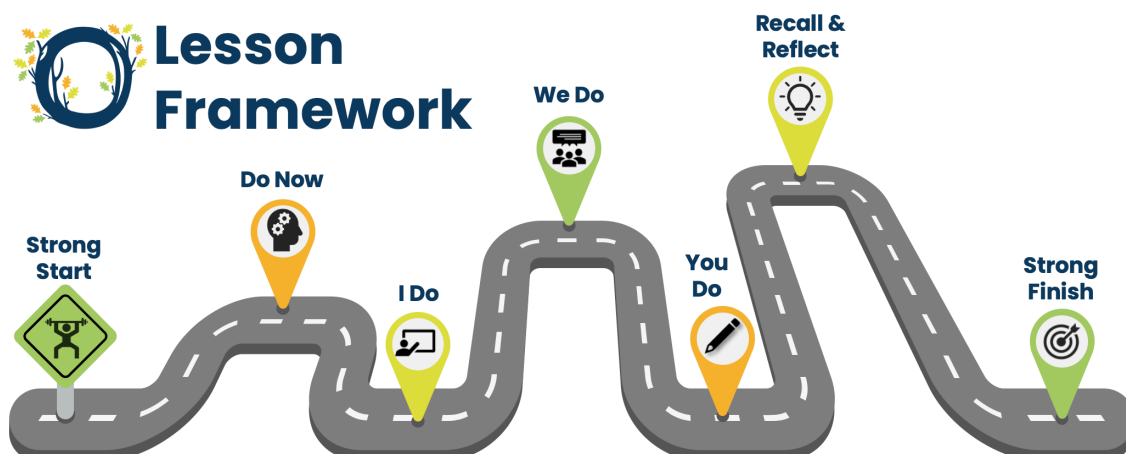
How?

Whilst not included in this playbook, additional guidance and resources on expectations can be found below, and may be included in instructional coaching programmes.

- Establish your expectations - Walkthrus
- Warm/strict - TLAC p490
- Positive Framing - TLAC p477
- Precise praise - TLAC p485
- Joy factor - TLAC p497
- No opt out - TLAC p139



4. The BespOAK lesson framework



Lesson Structure – A Framework

We help pupils learn effectively by understanding and applying the science of learning. We will systematically check understanding and respond to needs.

Do Now	I do	We do	You do	Recall and reflect
Direct Instruction (teacher) ○ Incorporate planned retrieval using low stakes quizzes ○ Check and activate prior knowledge ○ Connect to what has been learnt previously The start of the lesson may also include the following aspects: ○ Incorporate whole class feedback activities ○ Introduce objectives/ lesson questions	Guided Instruction (teacher) ○ Introduce new knowledge (small steps, limited moving parts) ○ Provide clear explanations using concrete examples and elaboration ○ Narrate the model ○ Teach using live models and worked examples ○ Review the quality of the model and amend where necessary ○ Use varied questioning techniques to check understanding and support development	Guided Instruction (extended handoff) ○ Continue to use live models and worked examples ○ Ask questions to check understanding, scaffolding where necessary ○ Involve pupils in a full worked example ○ Use examples and non-examples to develop understanding and dispel misconceptions ○ Ensure pupils 'practise right' ○ Incorporate hinge questions to inform next steps	Pupil Practice (guided – similar tasks) ○ Scaffold difficult tasks – guiding practice to independency ○ Ensure the WAGOLL/ model and all steps are visible ○ Provide opportunities for students to demonstrate knowledge and understanding ○ Provide opportunities for practice, checking for success ○ Provide systematic feedback to ensure pupils 'practise perfect' e.g. live marking, critiquing work as a class, peer/self-assessment	Recall and reflect ○ Provide a short task which shows how well all students have understood the key learning points ○ Provide opportunities to recall knowledge/ skills from the lesson to show current understanding/ misconceptions and promote future retention
CLEAR LESSON ROUTINES with HIGH EXPECTATIONS FOR ALL				

Whilst we do not expect every lesson to look exactly the same, we equip our staff with an effective toolkit to enhance lessons, structure and our overall provision.

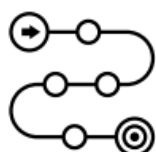
Each of these aspects of the lesson have their own dedicated page in this section of the playbook: see pages 21-26.

5. Instructional Principles



1. **Attain and retain attention:**

Make it easy to behave and hard not to by setting up routines, communicating expectations, providing practice opportunities and reinforcing the behaviour through feedback. Attention is the currency for learning, so if pupils are not paying attention, they won't learn.



2. **Know what you are teaching and why:**

Define the learning intentions and success criteria for each lesson and unit of work. Keep the focus of the lesson on the learning intentions. Without clear objectives, it's challenging to measure success or progress.



3. **Keep the main thing, the main thing:**

Keep instructions clear and concise and avoid going off on tangents. Keep essential information together and cut out inessential information. Ensure that each lesson and activity is purposeful by preparing scripts, questions and knowing what the common misconceptions are. Pupils need to be actively thinking about the main thing



4. **Sequence concepts in small steps:**

Teachers can suffer from the 'Curse of Knowledge' and forget what it is like to learn new concepts as a novice. This means that often we can take too big of a step in lessons and our pupils are unable to make connections.



5. **Provide opportunities for pupils to experience success:**

Pupils need to be motivated to pay attention and prior experiences of success are big predictors of whether they are inclined to pay attention in the future. So, set pupils up for success by teaching them what they need to know. Celebrate the successes!



6. **Use the gradual release of responsibility when pupils are acquiring new knowledge:**

Go through the phases of: "I do", "We do", "You do" when teaching a new concept. Pupils should be provided with numerous opportunities to respond at each phase. The teacher also needs to ensure that the support provided for pupils is gradually faded away. Pupils will not be able to transfer their knowledge and skills if they haven't been provided with independent practice opportunities prior to being exposed to a novel problem.



7. **Know what your pupils know by checking for understanding:**

Learning is invisible unless we make it visible. The only way we can do this is by asking for pupils to respond to questions based on what we have just taught. Frequent checks for understanding enable the teacher to be responsive to what their pupils are understanding (or not).



8. **Offer feedback that feeds forward:**

Novices require specific, timely and actionable feedback to correct any misconceptions. This ensures that they do not continue to practice the wrong way of doing things.



9. **Provide practice opportunities spaced out over time:**

Knowing that our working memory is limited enables teachers to understand the importance of providing frequent retrieval practice opportunities that are spaced out over time. This increases the chances of knowledge being retained in their long-term memory.



10. **Fluency fuels freedom:**

Fluency enables pupils to effortlessly recall information and apply skills with automaticity. This proficiency frees up their working memory, allowing them to concentrate on more complex tasks such as tackling novel problem types, analysing texts and crafting intricate written compositions.



FRONTIERS

The Future of Learning

Shaping the future of learning through equity, opportunity and ambition for all.

Technology is ever evolving and we need to equip our pupils with the necessary skills to thrive in the 21st century; at OAK, we want to put technology literally in the hands of every pupil.

We pride ourselves on preparing our pupils exceptionally well for the next phase in their educational journey and we intend to use the 1:1 iPad programme to enhance that position even further.

iPad will provide equity in the classroom from the very outset. Modelling, feedback, assessment for learning and indeed opportunities for creativity, will be more accessible, more efficient and in some cases, far more effective. Crucially, iPad also removes a variety of traditional accessibility barriers and makes learning easier for pupils with SEND or for those whom English is an additional language.

Opportunity is one of OAK's core values and by embracing 1:1 iPad, we are equipping all our staff and pupils with the digital learning tools of the next generation. Digital workflows are the norm in the modern world and OAK pupils will be fully prepared for that. As pupils transition through our schools, we intend to leverage the potential of mobile technology to support access to digital learning resources, anywhere, anytime.

Furthermore, we are unashamedly ambitious for our young people. The inclusive and sustainable iPad programme provides more pupils, with more opportunity to be successful in whatever career choices they may make, whether this be in the Arts, Sciences or Technology.

Frontiers key areas:

- To use digital workflows and more effective assessment for learning to enhance pupil outcomes
- To provide greater accessibility to learning within the classroom
- To ensure OAK pupils have the necessary digital skills to be safe and thrive in a digital world
- To ensure the 1:1 iPad programme is both sustainable and scalable and allows OAK to create greater efficiencies across the Trust.
- To ensure OAK attracts and retains a forward thinking, highly effective workforce, supported by a sector leading development programme.



FRONTIERS

The Future of Learning

Effective iPad Use in the Classroom

Purposeful Integration

- iPads must enhance pupil learning, not just substitute traditional tools
- Practice should be innovative, structured and utilise the apps available

Clear Expectations

- iPads must be flat on the desk for all writing and a stylus must always be used
- iPads should be locked when the teacher is speaking (unless specifically told otherwise)

Modelling Best Practice

- Teachers should model effective iPad use at all times
- Use digital templates with writing expectations matching exercise books
- Organise work in Showbie so that curriculum content and sequence is easily accessible

Active Monitoring

- Always use Apple Classroom or JAMF teacher to control and monitor iPads
- Teacher should make use of screen mirroring to circulate and teach from optimum positions

Teacher Direction

- iPads are to be used only when explicitly directed by the teacher
- Use clear commands and routines: "iPads up" and "iPads down"

Pupil responsibility

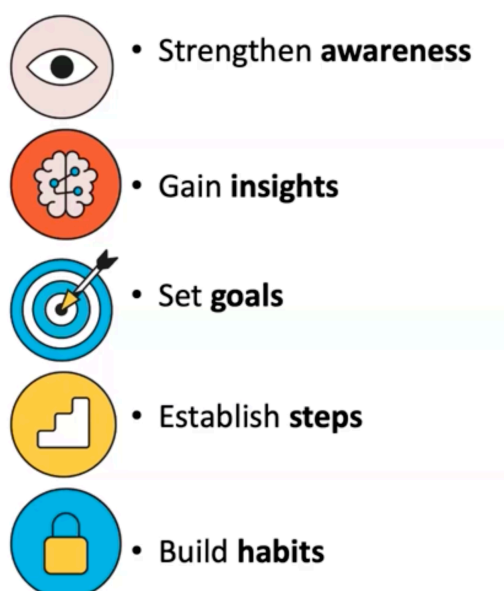
- Every pupil must ensure their stylus and iPad are fully charged each day
- Great care should be taken of the iPad which must remain in its case

7. Instructional coaching

At OAK, we devote time to Instructional Coaching of all teaching staff to ensure that everyone is supported and challenged to continuously improve the outcomes of all pupils. In an increasingly wide body of research evidence, there's consensus that [instructional coaching](#) looks to be the most impactful way to ensure that teachers make regular, sustained progress (Sims, 2019). This, therefore, forms the basis of our CPD provision for teachers.

Steplab has revolutionised professional development, trust-wide. Regular, deliberate practice allows teachers to rehearse and internalise new habits and strategies for immediate impact in the classroom. Through actionable steps and video recording, Steplab guides improvement and provides concrete evidence of teacher development, with the Steplab Library providing a vast resource of best practices and coaching sequences.

Our Instructional Coaching approach is framed around five key elements, which can be referred to as 'Change Catalysts'. Each must be present in order for a teacher to make successful, sustained changes to their practice:



More information on the science behind Steplab: how it includes all 14 mechanisms of effective professional development, as identified in an Education Endowment Foundation (EEF) [report](#).

Instructional Coaches can use the BespOAK playbook as an organisational tool to support them in clearly identifying and explaining high-impact teaching strategies.

8. Oracy at OAK

At OAK, we recognise that developing oracy is a vital part of every child's education, enabling them to express themselves clearly, listen actively and engage thoughtfully with others. We intent is to take a deliberate and progressive approach to developing spoken language across the curriculum, valuing every voice and ensuring that opportunities for talk are planned and purposeful, rather than incidental.

Children are explicitly taught how to talk for different purposes and how to listen. They progress in their ability to use precise language, structured reasoning, physical presence and social awareness. By carefully mapping this journey out across the 4 strands in the Oracy Framework - *Physical, Linguistic, Cognitive, Social and Emotional* - pupils will develop with growing independence and increasing challenge as they progress from EYFS through the key stages.

Classroom practice is underpinned by consistent strategies that make oracy a routine part of learning. Sentence stems and choral rehearsal are used to model and embed high-quality language, enabling all pupils to access and learn key vocabulary and effective sentence structures. Pupils are taught to track the speaker, showing active listening and readiness to respond, which helps to create a respectful classroom culture. Through these approaches, our intent is to harness oracy across the curriculum to elevate learning.

Drawing on approaches such as Cold Call (p24) and Think, Pair, Share (p26), teachers ensure that every pupil participates in talk, is held to high expectations and is supported to extend their thinking aloud. Through this consistent, carefully planned approach, our children grow into confident, respectful communicators who can speak with clarity and purpose.

As OAK schools progress on their journey with Voice 21, our oracy approach will continue to develop.

Examples:

Retrieving
I think...
I agree...
I disagree...

Understanding
In my opinion...
I believe that...
It's interesting that...
This is correct because...

Predicting
I think...will happen next because...

Analysing
It could suggest...however...
The main ideas are...
On the one hand...on the other hand...

Evaluating
The most valid point appears to be...
Considering all arguments put forward...
I think it is more important that...because...

Applying
It is my understanding that...
Perhaps the reason is...



Habit Outline

Strong Start sets the tone for everything that comes after. Effective classroom culture is not static and it is heavily influenced by the opening moments of any lesson; great teachers therefore prepare to start their lessons by finding genuine opportunities to convey warmth and enthusiasm.

A lesson starts as soon as pupils enter the classroom. A strong and purposeful start to a lesson builds momentum. It socialises pupils to work with discipline, urgency and efficiency as soon as they walk through the door.

What to do

Prior to the lesson, the teacher should:

- Have resources ready, prepared and available for the pupils before the start of the lesson.

The teacher should:

- Ensure that the Do Now task is available with instructions on the board.
- Stand on the threshold, scanning the corridor and the classroom to maintain calm.
- Welcome each pupil coming in with a smile and a positive comment e.g. "Good morning, that's a lovely smile," "hi, Jo, how did you get on last night at cricket?"
- Remind pupils of expectations if necessary, including that the Do Now is ready. Use a timer to help set expectations.
- Move to the front of the room and 'be seen looking'.
- Take the register at 8.55am in silence.
- Circulate the room and observe pupils as they complete the Do Now.
- Move to the front of the room to begin the Do Now review. Use the Universal Stop Sign. Again, use a timer and make the review accountable.

The pupils should:

- Enter the classroom quietly.
- Hang their coats on pegs or chairs quietly.
- Sit down in their seat.
- Get out their equipment (this should be consistent).
- Begin the Do Now task

Non-examples:

- The teacher prepares resources or the room as the pupils enter.
- Pupils getting out of their seats, wandering the room with no purpose.
- Additional adults engaging in other activities other than supporting entry and the Do Now task.
- Pupils disengage during the Do Now review as it is not accountable. Cold Call is not employed and pupils do not track discussion to 'check or change' their work.

Why this habit?

Strong Start is a technique from Teach Like a Champion, designed to establish an efficient routine for pupils to enter a classroom and begin their lesson. It maximises the time between the moment pupils walk through the door and when the main lesson begins. It builds engagement in meaningful work and positive pupil habits.

Getting off to a slow start might mean that teachers find themselves spending the rest of the lesson fighting to build momentum they lost and might never win back.

Additional considerations, including SEND

This strategy links to Transitions, the Universal Stop Sign, Cold Call, Mini Whiteboards and the Lesson Framework.

It is not just pupils with additional needs that often like routine. Clear and consistent expectations for the start of a lesson help all pupils engage and focus quickly.

Tips for success

Distribution of resources - if pupils require resources (e.g. whiteboard) for the Do Now, teachers should prepare them before the lesson begins. If they are unable to place them on pupils' desks beforehand, it is more efficient to have pupils pick them up from a table next to the door rather than hand them out afterwards. The latter slows the pace down and forces the teacher to multitask when their mind should be on setting expectations and building relationships.

Seats - pupils should know where to sit. Time spent milling around is a waste of learning time and energy.

Narrate the positive initially - show appreciation for productive behaviour and compliance but be pithy and precise. eg. "Sarah is already writing down today's date."



Habit Outline

The 'Universal Stop Sign' (Signal, Pause, Insist) is a school wide strategy, used consistently in all activities and lessons. It is a routine for transitioning pupils from talking or working independently to silence and attention on the teacher. The consistent instruction of "Eyes on me", followed by a 1, 2, 3 count, ensures all pupils understand and know the expectation. All staff use the same signal, applying it to a range of scenarios.

What to do

The teacher should:

- Position themselves somewhere visible where the whole class can see them.
- Say "Eyes on me".
- Raise their hand and show 1 finger. Begin counting.
- Move fingers in accordance to the count, pausing and scanning (be seen looking) between counts, say "one", pause, say "two", say "three".
- Deliver "one" assertively at an appropriate volume, gradually making their voice softer as they approach "three".
- Complete the count with a pause to insist that 100% is achieved
- Visibly scan the room to ensure compliance.
- Punctuate the countdown if necessary using positive framing to direct pupils (see 'Tips for success'); this normalises compliance.
- In the early stages of pupils learning the routine, repeat the routine if 100% is not achieved.

The pupils should:

- Begin to stop their current action, activity or conversation upon hearing "Eyes on me, one" and seeing 1 finger.
- Turn to look at the speaker (teacher) by "two".
- Demonstrate that they are ready to listen by "three"

Non-examples:

- The teacher does not pause to insist that the pupils stop.
- The teacher speaks over the pupils if they fail to respond to the signal.
- The teacher adds in addition words other than narrating the positive between the counts, giving additional instructions

Additional considerations for iPads:

- Pupils should be instructed what they are expected to do with their iPads when they hear the Signal, Pause, Insist:
- Eyes on me...1 (lock iPads), 2 (nothing in hands), 3 (all eyes on teacher)
- The teacher may need to use non-verbal cues to signal locking iPad or being hands free.
- Specific verbal praise may be issued relating to iPads (see 'Narrate the positive')

Why this habit?

The Universal Stop Sign (Signal, Pause, Insist) is a technique inspired by 'Three, Two, One for Focus' from The Teaching and Learning Playbook and WalkThrus.

Having a consistent routine for getting pupils' attention ensures they know what to expect across the school. Using "Eyes on me 1, 2, 3" allows teachers to get pupils attention quickly while still giving them time to adjust and respond. For example, this ensures that all pupils are ready for the next instruction or next phase of the lesson.

Additional considerations, including SEND

This strategy links to transitions, cold call, mini whiteboards, positive framing and turn and talk. An additional consideration for pupils with SEND would be proximity. This could be done by the teacher positioning themselves in close proximity to identified pupils or where applicable, an additional adult mimicking the 'Signal, Pause, Insist' again, in close proximity to identified pupils.

Tips for success

Narrate the positive (can be used in many contexts)– show appreciation for compliance to encourage any pupils who are not complying to respond: e.g. "Thank you, Jessica, I can see you putting your pen down", "thank you, Sam, you're looking this way", "thank you front table for locking your iPads."

If there are still only a very small group e.g., a couple of pupils failing to comply, try the following:

"I need 2 more pupils/students/children looking this way" (100%)

Least invasive intervention – rather than drawing attention to non-compliance, use non-verbal gestures in the direction of the pupil concerned, such as a nod of the head or a raised eyebrow, etc.



Habit Outline

Effective transitions are essential for movement around the classroom and for when the class as a whole exits the room. To reduce the loss of essential learning time, teachers should teach children to transition from one activity or location to another, quickly and efficiently. Every minute matters. Children must know and understand the procedures and these should stay consistent throughout the year.

Note: the clarity of expectations and necessity to practice this approach to transitions, applies to many other routines in the classroom.

What to do

The teacher should:

- Use 'signal, pause, insist' to gain the pupils' attention (Eyes on me, 1, 2, 3).
- Accompany any instructions with suitable hand signals.
- Follow a 1, 2, 3 count for instructions, breaking each instruction down into small steps.
- Raise their hand showing 1 finger, which signals the start of the routine.
- Give the instructions, raising a finger for each step (examples below).

Moving to tables	Moving to carpet	Lining up to exit room
- Stand up - Walk to your tables - Sit down	- Stand up and tuck your chair in - Walk to the carpet - Sit down in your space	- Stand up and tuck your chair in - Walk to the door - Join the line and stand quietly
<i>EYFS – moving to provision</i> - Stand up - Walk to an activity - Begin		(considering using a group at a time)

The pupils should:

- Complete the transition quietly following each step.
- Be ready after step 3.

Non-examples:

- Teachers (and other adults) describe and name routines differently, leading to pupils becoming confused about the expectations.
- Teachers fail to clearly communicate each step, meaning that pupils have to make up key chunks of the routine themselves.
- Teachers do not insist that all pupils are listening before they communicate the routine, meaning that some pupils have not heard the instructions.
- Teachers underestimate the length of time needed to fully embed the routine and wrongly conclude that "these pupils can't" rather than persevering to ensure that "these pupils can".

Why this habit?

Effective transitions work due to the fact that efficiency leads to higher motivation in the classroom. If children are not wasting time during transitions, they are more likely to stay focused and on task. Effective transitions that are set in place, allow the children to know what is expected of them, eventually enabling them to manage themselves without instruction, keeping the classroom efficient. If we invest time early, we can make routines automatic, efficient and consistent, so that future learning time is maximised.

Additional considerations, including SEND

This strategy links to 'signal, pause, insist', '100%' and 'positive framing'

Also consider proximity. This could be done by the teacher positioning themselves in close proximity to identified pupils or where applicable, an additional adult mimicking/quietly repeating the instructions to identified pupils. Pupils could be given prior notice that the transition is about to begin.

Visuals can also be used, where appropriate.

Tips for success

The rollout: When introducing a new routine, explain to the pupils not only what, but why. Pupils will be more invested if they understand the purpose and the value. This does not have to be long, for example, "We want to do it quickly so that we have more learning time".

Do it again: Give pupils a clear model of the routine and keep practising until it is right. "Whoops, we were a little slow that time, let's practise that again". (The Learning Curve: to learn something, pupils have to begin to forget then come back to something – usually multiple times).

Positive framing: Thank the class to acknowledge that they have completed the routine effectively. "Thank you, we are ready to learn", "Thank you, I have 100%".



Habit Outline

A strong finish to a lesson not only involves implementing clear routines for a calm and orderly conclusion within the classroom but also extends its impact beyond. Clear expectations for packing away materials and organising the classroom space help maintain order and minimise disruptions, with assigned tasks promoting responsibility and teamwork among pupils. By ensuring pupils tidy their workspaces and gather belongings calmly, teachers reinforce respect for the environment and prepare for subsequent activities. Using consistent dismissal routines, such as standing behind their chair quietly, not only ensures pupils exit respectfully but also contributes to a positive learning atmosphere beyond the classroom.

What to do

The teacher should:

- Clearly communicate the exit task instructions in a calm controlled manner, including what equipment needs returning.
- Stand on perch and be seen looking to ensure all pupils follow expectation.
- Ensure pupils pack away materials neatly and prepare for dismissal in an orderly manner
- Check ALL pupils' uniform is correct.
- Instruct pupils to stand behind their chairs and wait quietly for dismissal, reinforcing expectations for behaviour and readiness for the next movement.
- Dismiss pupils by rows or columns.
- Say 'goodbye' to pupils with a positive remark, encouraging them for their next class or activity.

The pupils should:

- Pack away materials neatly.
- Ensure uniform is correctly worn, eg shirts are tucked in, blazers are worn, and lanyards are on.
- Stand quietly behind their chairs and wait for the teacher's dismissal.
- Follow any specific dismissal procedures outlined by the teacher.
- Listen attentively for any final instructions or announcements.
- Respect classroom property and leave it in good order.
- Transition calmly and quietly to their next destination, whether it's another class or leaving the school premises.
- Maintain respectful behaviour towards peers and teachers during the dismissal process

Non-examples:

- Pupils pack away and walk around the classroom to talk to friends
- Teachers allow pupils to leave rubbish on the floor, chairs not tucked under the table and pupils talking over them while they give instructions
- Pupils walk out the classroom when they hear the bell.

Why this habit?

A robust conclusion optimises the final moments of class, reinforcing key concepts and providing closure that helps pupils consolidate their learning. A well-executed finish sets the stage for a smooth transition to the next class or activity. Conversely, a weak conclusion can leave pupils disengaged and disrupt the flow of subsequent lessons, requiring teachers to spend valuable time regaining momentum. Therefore, a strong finish is not just about wrapping up a lesson; it's about maximising instructional time, reinforcing learning, and maintaining positive momentum throughout the school day.

Additional considerations, including SEND

Routines at the end of lessons play a crucial role by providing predictability and structure, which are particularly beneficial for SEND pupils who thrive on consistency. These routines help in reducing anxiety, promoting independence, and enhancing overall classroom management. By establishing clear expectations for packing up materials, organising belongings, and transitioning calmly, teachers create a supportive environment that fosters confidence and reduces stress for SEND pupils during these critical times of the school day. Assigning peer buddies or classroom helpers can offer additional support and encouragement.

Tips for success

Choral recall - consider using chants or rhymes as pupils pack away to reinforce core knowledge.

Exit questions - use questions relating to core knowledge that pupils must get right to exit the classroom.

Reliable routines - further reading or development

Core habits:

Strategy	Document
Threshold and strong start	TLAC p391
Engineer efficiency	TLAC p406
Routine building	TLAC p407
Do it again	TLACp413
Radar and be seen looking	TLAC p432

Extending your skillset:

Strategy	Document	Why?
Habits of attention (<i>SLANT/STAR</i>)	TLAC p397	Build a strong culture of focus and listening, so pupils are ready to learn and respond at any moment.



Habit Outline

A 'Do Now' is a short, focused task that pupils complete immediately upon entering the room/beginning a lesson, ideally in the first 3–5 minutes. The purpose is to retrieve and reinforce prior learning, which may include activating schema for the upcoming lesson. The task will usually be independent and should be immediately accessible without instruction needed for most pupils. This could include low-stakes quizzes and writing explanations from memory, sometimes with the use of concrete examples and/or visual prompts.

What to do

The teacher should:**Plan the 'Do Now':**

- Base the 'Do Now' on retrieval practice, ensuring this is spaced practice, interleaving knowledge from various prior lessons.
- Ensure the 'Do Now' task is possible to do independently and starting it should be non-threatening – for example, starting a quiz with a question that pupils are likely to be able to answer.
- There should be a written outcome from the 'Do Now'. This not only makes it more rigorous and engaging, but also enables you to gather better data.

Carry out the 'Do Now':

- Direct pupils to the 'Do Now' instructions as they enter.
- The 'Do Now' should be in the same place every day so it becomes a habit for your pupil – keep it consistent.
- 'Be seen looking' by scanning the room as pupils complete their 'Do Now'.
- Circulate the room once all pupils are seated to check completion and quality of the 'Do Now'. This could also be monitored on iPads.
- Review the 'Do Now', reinforcing the correct answers and issuing praise.

The pupils should:

- Follow the instructions to complete the 'Do Now', usually in silence.
- Complete the 'Do Now' independently.
- Review their own work and make their own corrections.
- Recognise that retrieving information strengthens memory.

Non-examples:

- The focus is more on behaviour than learning, leading to 'settling' activities that lack a learning purpose.
- Pupils use a knowledge organiser or another resource to find the answers to questions, therefore not retrieving the knowledge themselves.
- 'Do Now' is not reviewed, meaning it becomes isolated and lacks purpose.
- Teachers do not circulate the room as soon as pupils are seated. Therefore pupils are not held to account for completing the 'Do Now' straight away.
- Teachers lose track of time when reviewing the 'Do Now', deviating from their originally planned lesson.

Why this habit?

The way we start lessons sends a strong message to pupils about the culture, purpose and expectations, so teachers should be intentional about it. A predictable, familiar activity lets pupils start actively and with confidence. It allows pupils to mentally transition to your classroom and engage immediately in learning.

By using a 'Do Now' as an opportunity for regular, low-stakes retrieval, pupils are required to bring forward information from their long-term memory to their working memory, increasing the potential for learning over time.

Additional considerations, including SEND

A well-planned 'Do Now' task and review of answers sets pupils up for increased engagement in the upcoming lesson, also ensuring they are able to retrieve that information at relevant moments later on.

Brief, low-stakes quizzing has been shown to lower pupils' anxiety on end-of-unit assessments, because they report feeling more prepared.

Routines and perceived success are crucial aspects that support all learners but particularly disadvantaged learners.

Tips for success

Think hard – pupils must still think hard during the 'Do Now' to enable them to strengthen their schema around a topic

Time – consider a visual timer to allow pupils to manage their time but also make them accountable

Responsive – consider including questions that may have been a challenge recently to complement the planned retrieval questions

Retrieval is not a warm up for the learning, it IS the learning!



Habit Outline

The 'I Do' phase serves as a crucial foundation for pupil learning and understanding, acting as the first part of the learning framework where modelling is critical. During this phase, the teacher ensures that pupils gain clarity and understanding of the concepts and skills being taught, before they attempt to apply them independently. Pupils are provided with the necessary guidance, support, and understanding to master new concepts and skills. Pupils cannot just be told what they need to know; they have to see it demonstrated first-hand, making the 'I Do' phase essential in facilitating effective learning experiences.

What to do

Prior to the lesson, the teacher should:

- Have resources ready, prepared and planned, subdividing complex skills into component tasks/steps.
- Define the success criteria into small steps.
- Make it memorable – Present the information to pupils in a 'sticky' way eg. mnemonics.

The teacher should:

- Organise 'messy thinking' – Narrate your model, step by step with a strong voice.
- Be the expert – ensure the WAGOLL is clear being explicit about decision making throughout.
- Be precise.
- Establish 'how and why' with the pupils to ensure they understand the reasons behind a decision – consider multiple solutions to one problem
- Highlight misconceptions. Show empathy by pre-empting setbacks and potential anxieties.
- Clearly identify key words, questions and points.
- Review the success/quality of the model, making necessary adjustments.

The pupils should:

- Be actively engaged, listening and observing the teacher's demonstration (tracking, not watching).
- Be prepared to ask and answer questions to gain clarity and further understanding, at the right time.
- Ensure their iPads are off and flat.

Non-examples:

- The teacher prepares resources without thinking about core knowledge.
- The teacher talks through the new concepts without modelling or sharing their thoughts.
- The teacher asks the pupils how to solve the problem or provide next steps.
- Pupils take notes as the teacher narrates the steps

Why this habit?

By explicitly demonstrating how to approach a concept, teachers help pupils develop a deeper understanding and build essential skills. As Doug Lemov," emphasises, "Modelling is about demonstrating excellence," underscoring the significance of providing pupils with exemplary demonstrations to emulate. The 'I do' lays the foundation for pupils practising right in the 'we do' phase. Reductive steps reduce pupils' cognitive load; alongside links to prior knowledge, pupils build stronger schema and increase the chances of content being transferred to their long-term memory.

Additional considerations, including SEND

This strategy links to the lesson framework (in scaffolding), and teacher talk. Most pupils benefit from breaking down complex concepts into smaller, more manageable steps and offering additional explanations or demonstrations. However, using clear and simplified language, along with personalised prompts and verbal cues, can help clarify instructions and reinforce key concepts for SEND pupils.

Tips for success

Pupil note taking – this is crucial, as is having a record of a quality model, but this can follow in the 'we do' phase.

Independence – pupils need to learn how to transfer the 'procedure' to new contexts and so offering explanations about why you didn't do something can be just as powerful as why you did. What starts as a recipe, does not end up formulaic.

Split screen – can be used for aligning incomplete models and worked examples.

Scripting – The 'I do' should be teaching the pupils 'how'. Scripting beforehand, ready to create live, is different to pre-preparing and presenting them with a 'ready-done' model.



Habit Outline

The 'We do' phase serves as a crucial, extended handover phase; it is the second part of the learning framework where modelling is critical. During this phase, the teacher ensures that pupils consolidate understanding of the concepts and skills being taught, before they attempt to apply them independently. Pupils are provided with the necessary guidance, support, and understanding to practise new concepts and skills jointly with the teacher. The 'We do' phase allows for a gradual release of responsibility from the teacher to the pupils, allowing them to move from 'practising right' with scaffold to 'practising perfect' independently.

What to do

The teacher should:

- Introduce a new example that matches the context and challenge of the 'I do'.
- Model and narrate the first step to consolidate, using success criteria.
- Prompt pupils to participate in each step of the worked example through use of mini-whiteboards and targeted 'cold calling'.
- Where steps are understood, but pupil responses lack substance, use 'Think-Pair-Share' to scaffold verbal rehearsal and increase quality.
- Spotlight excellent responses, demonstrating how to include them in an accurate and fluent response e.g. through sentence starters.
- Use pause points to assess understanding, preparing to re-teach, defer, or move on.
- Secure a high success rate from the majority of learners.
- Review the quality and success of the model with pupils by recapping each step throughout, making necessary adjustments.
- When the example is full and complete, review/read it from start to finish, making any final edits with pupils.
- Introduce one more worked example, repeating the steps above.
- Pupils/classes who struggle need to practise:
 - with smaller steps – revisit the success criteria, ensuring the steps are appropriately significant and minimal;
 - more worked examples (2-3) or for longer;

This period must be driven by lots of checking for understanding through pause points and 'show me' boards, as well as guided practice on the details.

Contrastingly, where teachers are modelling extended written responses, and pupils have developed fluency with the success criteria and practice:

- Increase use of faded worked examples – model the steps pupils have confidently acquired, leaving time for pupils to practise more difficult steps with the teacher.

The pupils should:

- Think hard and participate in each step of the worked example, demonstrating contributions on mini-whiteboards and verbally.
- Review the quality of the model with the teacher, by reflecting on the WAGOLL and success criteria.
- Ask/answer questions to gain clarity and further understanding, at the right time.

Non-examples:

- The teacher models without eliciting contributions or evidence of understanding from the majority of pupils.
- Worked examples vary greatly in difficulty and the steps required for success.
- Pupils take notes as the teacher facilitates worked examples.

Why this habit?

'We do' allows us to model concepts, processes, and problem-solving strategies, offering pupils clear examples and guidance, and creating a path to mastery. By explicitly demonstrating how to approach tasks/concepts, teachers help pupils develop a deeper understanding and build essential skills – providing exemplary demonstrations to emulate is essential. Preceding independent practice, 'we do' empowers pupils to develop confidence, competence, and a deeper understanding. Reductive steps reduce pupils' cognitive load; alongside links to prior knowledge, pupils build stronger schema and increase the chances of content being transferred to their long-term memory.

Additional considerations, including SEND

It is not just pupils with additional needs that benefit from breaking down complex concepts into smaller, more manageable steps and offering additional explanations or demonstrations as needed. Using clear and simplified language, along with personalised prompts and verbal cues, can help clarify instructions and reinforce key concepts for SEND pupils.

Tips for success

Cognitive load – ensure success criteria is visible throughout.

Practise – ensure accuracy and success by practising/scripting modelling and worked examples, beforehand.

Hinge questions – use preplanned hinge questions to check for evidence that the majority of the class are ready to move on.

Responsive – lead and facilitate, demonstrating how to integrate class responses fluently into a worked example.

Sample – Elicit contributions from a range of pupils, gauging the class' understanding, targeted specific individuals where appropriate.



Habit Outline

The 'You do' phase of the lesson is the third part of the learning framework where pupils complete tasks independently; tasks must be similar/minimally different to what has been modelled earlier. Pupils are provided with feedback on their independent work, after completion or via live marking and support. Moving into the 'You do' phase too early can lead pupils to guess and lower their self-efficacy for the types of tasks that they are being asked to do. Fundamentally, the 'You do' phase is the passing over of the baton where the teacher relinquishes support and pupils are more responsible for their own learning. The aim is for pupils to 'practise perfect' independently.

What to do

The teacher should:

- Set a task that is similar to, but different from, the 'We Do' tasks. Ensure the model is available to all pupils.
- Monitor progress and observe pupils as they work independently on the task. Keep pupils motivated and focused on the task through active monitoring, interaction (live marking) and circulation.
- Provide guidance by offering support and clarification when pupils encounter challenges. Don't be afraid to stop and go back to a 'We do' with all or some of the class.
- Encourage reflection by prompting pupils to think aloud about their approach and decision-making process.
- Provide timely feedback on pupils' work, focusing on strengths and areas for improvement.
- Use (insightful) questioning to ask probing questions to deepen understanding and encourage critical thinking.
- Clarify expectations and reinforce task objectives and criteria for success throughout the independent work.

The pupils should:

- Approach the 'You do' task with confidence and readiness to attempt it independently.
- Seek support when needed and understand that it's okay to return to the 'We do' stage with a teacher or TA if assistance is required to recall each step of the process.
- Still utilise scaffolding tools or prompts as needed to support completing the tasks effectively.
- Use their notes and 'We do' examples to refer back to to see steps required.

Non-examples:

- Pupils constantly rely on the teacher for every step of the task without attempting to work independently.
- The teacher excessively intervenes (or talks whilst pupils are working) and does not allow pupils to work through challenges independently.
- The teachers does not monitor pupils' progress or provide feedback during the independent task or does not offer support or scaffolding when pupils struggle or encounter difficulty.

Why this habit?

As Doug Lemov, emphasises, "Practice does not make perfect. Only perfect practice makes perfect". Pupils demonstrate initial comprehension during this phase and gradually rely less on teacher guidance, promoting autonomy and self-directed learning. The release of responsibility in this strategy is pivotal, preparing pupils to tackle independent practice, inc assessments under examination conditions. Practicing perfect can also support application of knowledge and develop problem-solving abilities.

Additional considerations, including SEND

Leave worked examples or written instructions on the board so pupils can refer back, guiding their independent work. Prompt sheets to consult for step-by-step guidance are also useful for some pupils. Additionally, offering an answer sheet allows SEND pupils to self-assess their progress and reinforce their understanding as they work through the task. These supportive measures not only promote independence but also ensure that all pupils, including those with diverse learning needs, can successfully engage with and master the learning objectives.

Tips for success

Additional worked examples - use for smaller groups or individuals needing extra guidance, pausing to allow pupils time to process the information and observe who is ready to proceed independently. Continue this process until all pupils are confidently engaged in their tasks, adjusting support levels as necessary.

Pause - Stop and allow pupils to start before you circulate the classroom

Live mark - (where applicable) this allows immediate feedback, guiding pupils towards improvement. Encourage pupils to explain their reasoning or reflect on their learning process, fostering metacognitive skills.



Habit Outline

The Recall and Reflect phase is designed to contain activities that ensure all pupils have a strong grasp of the key teaching and learning points from the lesson. Short tasks here allow pupils to demonstrate their understanding and identify any misconceptions that may have developed. Opportunities to recall knowledge and skills from the lesson, help reinforce what has been learned and promote future retention – this approach not only highlights current understanding but also reveals areas that may require further attention. Through these Recall and Reflect exercises, we aim to enhance pupils' long-term learning and support their academic understanding.

What to do

The teacher should:

- Plan to integrate these activities as an integral part of the lesson framework.
- Create short/concise, focused tasks that accurately assess core knowledge.
- Give explicit instructions to ensure pupils understand what is expected of them and how to complete the task effectively.
- Actively monitor pupil participation, offering support where necessary.
- Review pupils responses promptly to check their understanding and identify any common misconceptions or gaps in knowledge.
- Identify which concepts were well understood and which require further clarification or reteaching (in future).
- Provide constructive feedback to pupils based on their responses to help them understand their mistakes and learn from them.
- Use the insights gained from these activities to inform and adjust subsequent lesson plans, addressing any identified gaps or misconceptions.

The pupils should:

- Think about the main concepts and skills needed in the topic and try to recall as much detail as possible.
- Work independently in most cases.
- Ensure their responses effectively demonstrate their understanding, answer in complete sentences where appropriate.
- Before submitting, quickly review their answers to make sure they are complete and accurately reflect their understanding.

Non-examples:

- Pupils complete the activity hastily without thoughtful consideration or reflection eg. one word answers.
- Pupils do not complete their work independently and therefore don't assess their own understanding.
- Pupils only complete part of the activity, avoiding questions or aspects that are challenging.
- Pupils are not supported to paying attention to the teacher's feedback or fail to reflect on it, hence limiting future performance.

Why this habit?

These formative assessments provide immediate feedback, allowing teachers to identify misconceptions and adjust instruction (Black and Wiliam ,1998) and Roediger and Butler (2011) found that actively retrieving and reflecting on lesson content, boosts memory retention. These activities also help pupils synthesise information, promoting metacognition and encouraging critical thinking. Doug Lemov notes they are “a simple and reliable way to gather data on pupil understanding that can be used to inform the next lesson”. Regular use of these strategies fosters an environment where continuous assessment and feedback drive pupil progress and achievement.

Additional considerations, including SEND

Use clear and straightforward language in the questions and include visual supports such to aid understanding. Allow extra time for completion, and consider reading questions aloud. Minimise the number of questions to focus on essential concepts and provide examples to clarify expectations. Positive reinforcement is crucial to motivate and encourage pupils throughout the activity. Regularly check for understanding and privately review responses to aid in confidence building. Adapt question types and scaffold responses as needed to ensure that all pupils, including those with diverse learning needs, can meaningfully engage with and benefit from recall and reflect activities.

Tips for success

Mini whiteboards – use to facilitate engagement and allow for a quick assessment of pupil understanding
Use dedicated response books to encourage best work.

Show Call – use to showcase WAGOLL or nearly perfect responses to encourage critical thinking and promote detailed pupil contributions.

Challenge questions – consider including these to extend pupils' thinking capabilities.

Time management – ensure that there is always time for this crucial part of the lesson!

Lesson framework - further reading or development

Core habits:

Strategy	Document
Do now	TLAC p187
Quizzing	Walkthru 1
Worked examples/Backward fading	Walkthru 1
Break it down	TLAC p315
Live modelling	Walkthru 1
Check for understanding	Walk thru 1
Guided practice	Walkthru 1
Independent practice	Walkthru 1
Use exit quizzes	Steplab: Ensure consolidation
Use retrieval quizzes	Steplab: Ensure consolidation

Extending your skillset:

Strategy	Document	Why?
Metacognitive talk	Walkthru 1	Helps pupils understand how they learn, improving independence and problem-solving skills.
Take the steps	TLAC p194	Ensures pupils show their full thinking process, building deeper understanding and reducing errors.
FASE reading (formally 'Control the game')	TLAC p209	Builds strong teacher-led modelling of reading and pupil focus during instructional delivery
Everybody writes/stop and jot	TLAC p324	Powerful technique for thinking and accountability before discussion in a 'we do'.



Habit Outline

'Cold Calling' is designed to promote active thinking during whole-class questioning. Rather than asking for a volunteer, the teacher poses a question, pauses (allowing all pupils to think and answer in their heads) and then calls on a particular pupil to respond.

Cold Call is one of the strategies that can have the biggest impact on the overall effectiveness of lessons. It is often used alongside pedagogical strategies such as 'think time' and 'no-opt out'.

What to do

The teacher should:

- Prepare key questions in advance to ensure they target core concepts and learning objectives to gauge understanding and provoke critical thinking.
- While embedding the routine, tell the class that the following question is a 'no hands up' question. Remind pupils that a 'culture of error' is positive.
- Ask the pre-planned question (amend pitch/difficulty if necessary).
- Give appropriate thinking time (No hands up, no calling out; scan the room as they think, keeping the focus). **Do not** talk over think time.
- Select someone to respond.
- Respond to the answers.
- Select another pupil and choose whether you require further information and whether the response should build on the previous answer or respectfully offer an alternative.
- Use further questions to allow elaboration, stretch or challenge.

Mini-whiteboards may be used to compliment this habit.

The pupils should:

- Listen to the question and prepare an answer in their heads.
- Be prepared to share their answer if they are selected.
- Look at the person who is speaking and give them positive affirmation (track the speaker).

Non-examples:

- Allowing hands up to be 'the norm' or allowing hands up while Cold Calling.
- Using the child's name before asking the question, therefore meaning the rest of the class stop thinking.
- Not giving pupils enough thinking time.
- Allowing pupils to **opt out** of learning by saying "I don't know."
- Using lollypop-sticks or similar to randomise who is called on, rather than being strategic about who is chosen to help inform next steps.
- Never switching out of Cold Call, leaving good ideas left unsaid. It is sometimes appropriate to ask for hands-up, for discussion and opinions (asking the class for hands-up, signals that this is an exception).

Why this habit?

If we rely on pupils putting their hands up, our Assessment for Learning is incomplete and confident pupils will self-select. It can also lead to a false belief that because pupils with their hands up answer correctly, all pupils must know the answer. Developed by Doug Lemov in Teach Like a Champion, the benefits of Cold Calling include: increased thinking and participation in learning; improved momentum and pace; more strategic oversight of the class and embedded inclusion.

Additional considerations, including SEND

Accountability and inclusion go hand in hand; everyone is made to think and think time can reduce anxiety. It is possible to adapt the process if necessary to build pupils' confidence:

- use 'pre-call' with individuals - quietly let a pupil know you are going to call on them as you circulate. Clarity is key.
- use stem sentences to help pupils shape their responses.
- ask questions straight after whole class oral rehearsal eg "4 tens are 40". What are 4 tens, David?
- provide explicit/visual timers

Tips for success

Vary respondents - Teachers may choose to take different approaches to selecting a pupil for a Cold Call, depending on pedagogical objectives and the nature of the lesson.

Everyone welcome - Cold Calls should not be viewed as punitive, but rather 'opportunities to shine' and reinforce the messages that everyone's contributions matter. Teachers can further encourage this view by balancing challenge and support as the Cold Call unfolds. The spirit is inclusive and invitational; it's never a 'gotcha'. Teachers need to be prepared to be responsive to the answers and responses pupils give.

Consider timings - For more complex questions, you will get higher quality answers if you give more thinking time.



Habit Outline

A tool for checking pupils' understanding quickly and visually by having pupils write responses to a question on a small, erasable whiteboard, or iPad, that they can hold up.

What to do

The teacher should:

- Establish a **Routine**: Have clear, simple routines for taking out, writing on, showing, clearing and putting away mini whiteboards/iPads being used as whiteboard. Break these routines into steps then use tight routines to embed them.
- **Select** the right question type: Use multiple choice, including Hinge Questions or questions with short responses you will be able to assess quickly.
- Direct the class with **"Show me"**: Give the cue "1,2,3, show me", then deliberately scan and visibly process pupils' responses while they hold their whiteboards up.
- **Act**: Ask pupils with the correct answer to explain it (even if everyone has got it right) and follow up with those who have got the question wrong. Re-teach any widespread misconceptions if appropriate.

The pupils should:

- Write their response as they've been asked to. This may include writing in a specified size or position on the board or, in the case of an iPad, being prepared to 'zoom in' to ensure their teacher is able to see their response when shown.
- On cue, pupils should hold up their mini-whiteboards at the same time, in two hands below their chin.

Non-examples:

- Non-simultaneous: Pupils hold up an answer as soon as they finish writing.
- Teachers do not establish clear routines for the use of mini-whiteboards and this leads to them being used inefficiently, or causing disruption. eg. pupils waving boards above their heads which distracts others and does not allow the teacher to sample responses effectively.

Why this habit?

One of the hardest things about checking for understanding within a lesson is the inability to view and remember what each pupil has produced independently.

Cold calling is a fantastic tool, but only provides data on one pupil at a time. Show me – mini whiteboards solves this problem by providing a snapshot of everyone's understanding simultaneously, which you can then respond to.

Additional considerations, including SEND

It may be appropriate to 'be seen looking' at certain pupils' boards first when you scan.

Consider when mini whiteboards with lines or squares and/or coloured whiteboards may be beneficial for some or all pupils.

Where applicable, this technique can be deployed using the Explain Everything app on individual iPads (instead of mini whiteboards).

Tips for success

Practise – Practising the routines to make 'Show me' slick and maintaining high expectations around this will mean you can make the most of this technique.

Model the response – Modelling/telling pupils *how* you want the answer to be written will help reduce **your** cognitive load as you scan the boards.

Unanimous response – Insist on all whiteboards being held up on your cue, even if a pupil hasn't finished. Plus, pupils should not be using a question mark as a way to opt out.

Be prepared – make sure you have the right amount of useable equipment ready **before** the lesson.



Habit Outline

Think-Pair-Share is an instructional routine in which pupils use content knowledge during a brief conversation with a peer. Pupils are provided with a short prompt to think and then discuss content or a skill. After thinking time, pupils turn to their partner and answer the prompt while their partner listens. Then, the partners switch roles to allow the second pupil to address the prompt and speak. Think-Pair-Share is an extension of a 'turn and talk' routine.

What to do

The teacher should:

- Establish appropriate talk partners for every child in advance.
- Provide pupils with an appropriately challenging prompt, question, or discussion point to consider.
- Provide a clear time-frame, scaffolding thinking and discussion time e.g. "In silence, by yourself, you have one minute to identify two points about... Now, with your partner (use gesture, signal or symbol), you have two minutes to..... :
 - (primary) explain how you know why 51 is greater than 19"
 - (secondary) justify your perspective, using evidence from the source".
- Make the signal to switch roles explicit (eg after one minute)
- During paired discussion, circulate with purpose and/or actively listen, identifying strengths and misconceptions to be addressed.
- Affirm success and intervene where required. Where helpful, spotlight high-quality conversations for the whole class to observe, precisely reinforcing why the talk is successful.
- Use cold calling to sample paired responses from the whole class.
- Insist that pupils project and articulate in full sentences, using the correct connectives and terminology.
- For older pupils, Use Add, Build, Challenge to elicit a full range of points and perspectives from the class.

The pupils should:

- On the Think-Pair-Share signal, turn their bodies to face their partner.
- One pupil verbally answers the prompt, question, or discussion point, while the second pupil actively listens.
- The roles are then reversed, and the second pupil answers the prompt, question, or discussion point, while the first child listens.
- When the Think-Pair-Share is over, follow the whole school stop signal and turn bodies back to track the speaker.

Non-examples:

- Pupils are not given thinking time and the default approach is 'turn and talk'
- One pupil dominates the conversation and the second pupil does not have opportunity to verbalise their thoughts.

Why this habit?

Think-Pair-Share allows all children to break down complex thoughts and ideas before sharing their thinking with one another. Equally, it provides useful verbal 'rehearsal' time to practise explanations, using subject specific vocabulary. This supports pupils to offer higher quality contributions and articulate with greater clarity and confidence during whole class discussion.

Additional considerations, including SEND

Chunking is inherent in Think-Pair-Share. Thinking, speaking and listening is structured to support pupils to access and respond thoughtfully to higher order prompts and questions. Scripting supports clarity and expectations for all pupils, including those with SEND.

Stem sentences can be used to support all abilities and ages to perform at a high level and 'raise the bar'. High quality, verbal responses/instructions are a crucial stepping stone towards excellence.

Tips for success

Reverse design – Turn and Talk type routines are most effective if teachers ask themselves beforehand:

- if the use of a Turn and Talk will help all pupils to meet goals of the lesson.
- what children should experience and understand by the end of each Turn and Talk.

Routines to support success – Establish ground rules for talk prior to embedding Think-Pair-Share.

Sample – Embed mini-whiteboards into the routine, scanning individual responses for understanding before pupils discuss.

Core teaching habits - further reading or development

Core techniques:

Strategy	Document
Cold call	TLAC p282
No opt out	TLAC p139
Show me	TLAC p104
Wait time	TLAC p276
Turn and talk	TLAC p355
Use paired talk	Steplab – Drive thought
Build a culture of feedback	Steplab: Gather and give feedback
Gather responses during instruction	Steplab – Gather and give feedback
Circulate	TLAC p222
Gather responses during circulation	Steplab – Gather and give feedback

Extending your skillset:

Strategy	Document	Why?
Choral response	Steplab – Drive thought	Allows all pupils to respond at once, increasing participation and giving instant feedback. Increases memory building.
Call and Response	TLAC p301	As above
Stretch it	TLAC p161	Deepens thinking by pushing pupils to explain, justify or extend their answers, promoting higher-level

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