

Teaching & Learning Handbook

The Regis Way



2025 – 2026



The Regis School

The best in everyone™

Part of United Learning

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Vision

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide students with the powerful knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens.

We draw on Michael Young's distinction between 'the knowledge of the powerful' and 'powerful knowledge': "Powerful knowledge ensures that people are not trapped by the limits of their experiences." Yet we also want all pupils to be able to see themselves in our curriculum.

At The Regis School we adopt a research led approach to teaching & learning, delivering lessons using the 'I, We, You' model, Rosenshine's Principles of Instruction combined with the effective strategies outlined in Teach Like a Champion.

Our approach to teaching and learning supports the implementation of our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. This research led approach draws upon Rosenshine's Principles of Instruction. At the heart of Rosenshine's Principles are a simple instructional core:

- **Explanation** of new material in small steps (I Teach)
- **Guided practice** with prompts and scaffolds (We Check)
- **Independent practice** with monitoring and feedback from teacher (You Practice)

This approach is supported by the consistent use of the effective strategies outlined in Lemov's Teach Like a Champion.



Priorities 2025 – 2026

Our teaching and learning priorities for this academic year have been chosen as the areas where we feel there is the most scope for development and impact on the learning of students.



Priority 1

All teachers carry out Intellectual Preparation, ensuring they adapt and improve resources effectively to meet the needs of the students they teach in all stages of the lesson.

Priority 2

Teachers deliver lessons using The Regis Way; planning and delivering lessons with I Teach, We Check, You Practice cycles, consistently applying school routines to maximise engagement, participation, and disruption-free learning, while ensuring high-quality, consistent teaching across all classrooms.

Priority 3

All students will be provided with opportunities to acquire and apply powerful knowledge through regular and varied Independent Practice, producing work that is a product of their own thinking.



Core principles of Teaching & Learning

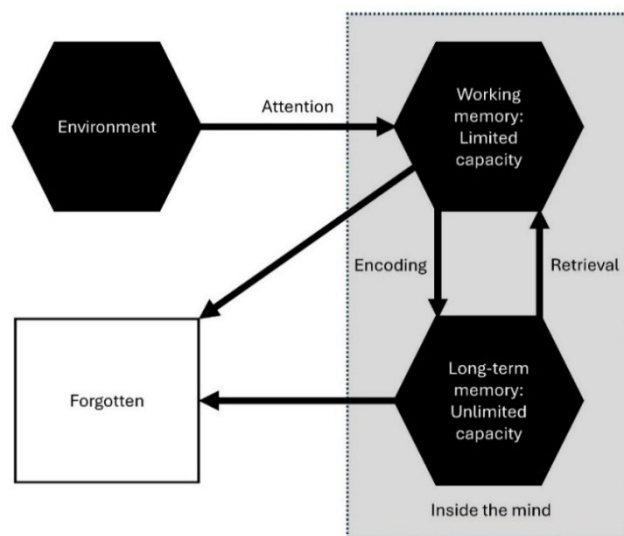
- Teachers use whole-school routines, supported by a shared language and shared understanding, to maximise student learning.
- Teachers carry out sufficient Intellectual Preparation for each of their lessons, securing an understanding of how best to explain and deliver new content, expose and address common misconceptions, and adapt to the needs of each of their classes.
- Every minute of every lesson counts.
- Teachers provide explicit instructions which enable students to participate effectively at every stage of the lesson.
- Teachers make themselves accountable for securing and maintaining high think- and participation-ratios within their lessons.
- Learning is revisited to provide spaced practice and retrieval opportunities.
- Before teaching new material, teachers check and reactivate prior knowledge.
- New content is taught through I Teach, We Check, You Practice cycles.
- Teachers check for understanding at every stage of each lesson and efficiently provide meaningful feedback.
- In each lesson, students produce work that is a product of their own thinking.



How students learn and why we teach ‘The Regis Way’

To support how we continue to guide the development of teaching and learning, it is important to remember what our core objectives are within each lesson. The goal is ultimately for students to embed powerful knowledge in their long-term memories so that it can later be recalled and applied.

Learning is an incredibly difficult task. The brain uses roughly 20% of a person's daily calorie intake. As such it has evolved to prioritise one task; forgetting. The brain therefore only encodes things into the long-term memory that it deems to be important. It determines importance by using a simple measure; the depth or frequency of thought that has occurred over time. Cognitive psychology has researched many different factors that affect memory and therefore learning. The outcomes of these studies fill many books. For us we just need a simple understanding of how it impacts the decisions we make as teachers. These will be summarised as a series of axioms, based on a simple model of the mind:



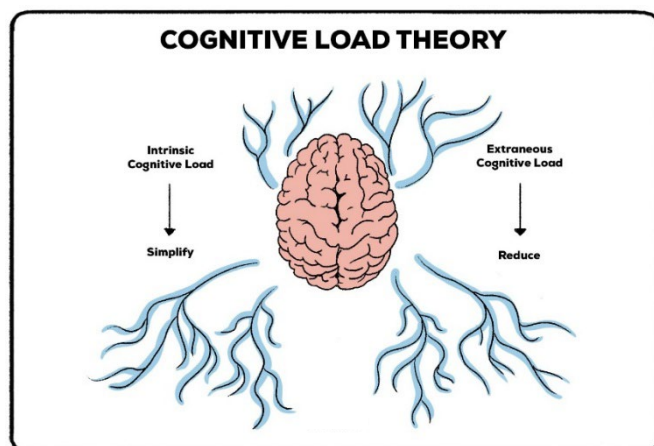
- A. Learning is a change in long term memory. This implies that only information stored in the long-term memory can be accessed and applied to novel problems.
- B. Memory is the residue of thought. This implies that for memory to be created (encoded) hard thinking needs to occur.
- C. New knowledge is only flexible if it is integrated into existing prior knowledge. This means it is vital that student's activate relevant prior knowledge before learning new knowledge.
- D. Whoever does the thinking, does the learning. This is crucial because it reminds us of the dangers of over scaffolding.
- E. Working memory is limited and can get overloaded. This is the central tenet of Cognitive Load Theory and has huge implications for how we structure our lessons.
- F. Attention is the gateway to learning. If we cannot direct students' attention to the most important things, then the information will not enter their working memory, and the chance of encoding is incredibly low. This has implications for instruction and classroom climate.

While there are many case studies of students learning in a variety of contexts and with different approaches, these axioms provide us with a rationale for the 'best bets'; things in lessons that we think create an efficient and replicable pathway to learning.

Alongside this, the delivery and implementation of our curriculum is designed to address our understanding of Cognitive Load Theory and The Forgetting Curve.

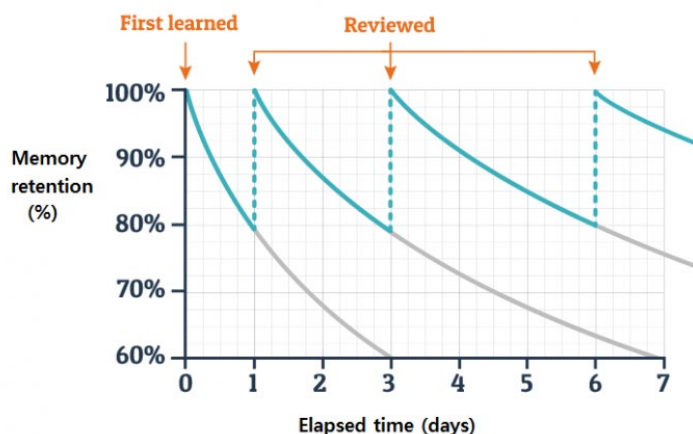
Cognitive Load Theory

Cognitive Load Theory is a series of ideas that aim to explain the ways teachers can reduce the extraneous cognitive load on a student. The extraneous cognitive load is the mental effort required to deal with information that is not relevant to the task. This information takes up space in the working memory therefore reducing the student's capacity to think about task-relevant information. The goal is to use the extra capacity to increase the intrinsic cognitive load, the level of challenge. As such students can learn more complex ideas and hopefully that leads to better and more flexible learning. Common examples of strategies that come from cognitive load theory are: Delivering information in small steps, providing examples and non-examples, avoid distracting features on teaching resources and providing images to support spoken explanations.

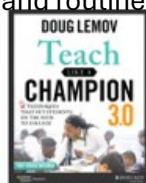


The Forgetting Curve

The oldest piece of experimental psychology, Ebbinghaus was focused on timing how long it took him to learn a series of nonsense words. The data he created is often illustrated using a graph like the one below. Ebbinghaus' idea that repeated exposure increases the retrieval strength of knowledge is now well established and experiments prove that the two strategies he used, testing and spacing are both incredibly effective. Recent research also now identifies the role of sleep in this process, with retrieval at the start of the next day being higher than at the end of the same day it was learnt.



This is underpinned by a robust lesson structure which is followed across the school, supported by our shared practice – 'The Regis Way'. This is informed by rich banks of evidence-informed techniques, strategies and routines.



The Regis Way

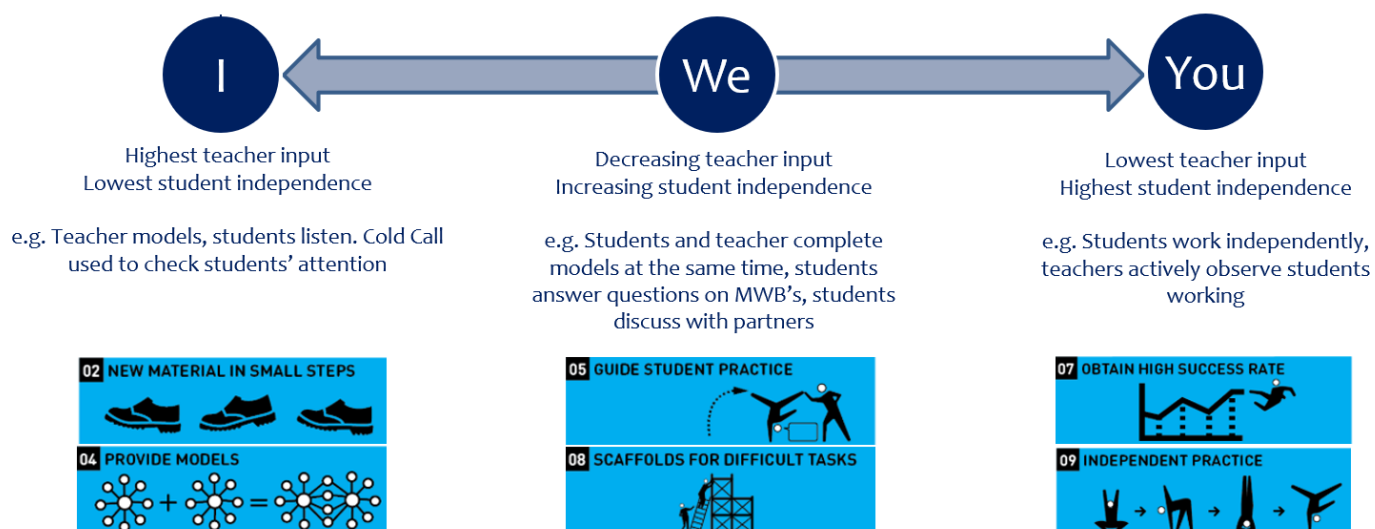
Below is an outline of the typical structure of TRS lessons, including the **non-negotiable shared techniques and routines** that we use to ensure a consistently high standard of learning across the school.

The Regis Way allows us to meet our 6 curriculum principles: **Entitled to Powerful Knowledge; Knowledge is diverse, inclusive and representative; Education with Character; Coherent Whole; Acquire & Apply; Adapt & Improve.** For more information, please see [TRS Visible Ambitious Curriculum .pptx](#) and [Principles of TRS Curriculum overview.docx](#).

Overview – I Teach, We Check, You Practice

The 'I, We, You' method is a simple approach to structuring the teaching and learning of new content through the curriculum. When we teach students something they have not learned before, there is a wide divide between the teacher as the expert and the student as the novice. Therefore, when we start teaching new knowledge or skills, there should be a high level of teacher input and a low level of student independence. This model is designed to support the transition towards students being able to utilise new knowledge and skills independently, with the teacher passing over their expertise to their students in staged, scaffolded steps.

To put it simply, first the teacher starts by modelling how to do a task to the students (I Teach). The students then work through guided practice while the teacher checks for understanding (We Check). When the teacher is confident that students have a sufficient level of understanding, the students continue to practice the task independently to embed their learning (You Practice). Although 'I, We, You' is a very formulaic approach to planning a lesson, it is important that teachers are responsive to the needs of their class. Preparing students to cross the bridge from "I can't" to "I can" is sometimes a complex process. Because of this, we need to treat the gap between 'I teach' and 'You Practice' as a sliding scale rather than a discrete lesson phase.



The implications of this are that:

- there may be multiple tasks planned in the 'We Check' phase to build student independence
- the teacher may decide to revert to the 'I Teach' phase if they recognise their modelling was ineffective
- teachers may choose to break new content down into multiple 'I, We, You' cycles
- teachers must robustly check for understanding to inform their decision making

This means that while lessons are planned and delivered using a consistent model they can, and should, be adapted to respond to the needs of each class.

Teaching and Learning Non-negotiables Summary

The following section outlines the core expectations of all teachers in following fundamental school-wide routines at each stage of their lessons. Routines and consistency are important to us at The Regis School. They provide students with clarity over what is expected of them in each lesson, reduce the cognitive load of teachers so they can focus on the delivery of subject content and respond to the needs of their learners, and provide a stable platform for the continuous development of teaching and learning across the school.

Below is a summary of the non-negotiable techniques and expectations that will be present in lessons, with the following sections detailing the core aims of each lesson phase and providing more details on these techniques.

Behaviour and transitions (Routines for compliance)

- Call for attention
- Front-loading means of participation
- Radar and Be Seen Looking
- Circulate and Active Observation
- Achievement Points
- Least Invasive Intervention
- Art of the Consequence

Starts of lessons

- Threshold
- Do Now
- Routines for compliance

I Teach

- Cold Call – check for attention
- Minimal Copying

We Check

- Show Me
- No Opt Out

You Practice

- Brighten the Lines
- Golden Silence

Ends of lessons

- Achievement Points
- Final checks
- Threshold

For many of the techniques mentioned here, particularly those from Teach Like a Champion, you can find detailed guides in our [TRS CPD Toolkit](#).

Managing the classroom effectively

Routines for compliance and transitions

These techniques apply to all phases of lessons, and particularly in-lesson transitions. In-lesson transitions are the moments between tasks, where we want students to stop doing one task and begin another. Common in-lesson transitions are the ones that take place between the 'I, We, You' phases, but there are many others throughout each lesson. Our aims within and following each transition are to maintain a high level of pace to reduce lost learning time, set clear and explicit instructions, and ensure high levels of compliance and fidelity.

Call for Attention:

This is a shared routine used across the school to stop students from doing what they are currently doing and have them listening effectively for their next instructions. The teacher moves to the front of the classroom and loudly says "In silence, empty hands, eyes on me, in 3, 2, 1". Teachers must then insist that all students are complying with these instructions before they begin to set out their next set of instructions.

Front-loading means of participation:

The means of participation are how we frame and communicate our expectations to students regarding how they should participate in each activity. This also helps to build habits for regular and consistent instructions, freeing up working memory to focus on the learning within each task. When we front-load the means of participation, we ensure that students know what is expected of them before they can start to do the wrong thing. For example:

"Without calling out, what is the capital of France..."

"In silence, you are going to..."

"Don't copy this down, just watch and listen"

Essentially, this is about pre-empting what students might do that prevents them from engaging effectively or causes them to disrupt the learning of others and proactively setting expectations to prevent these things. There are two main things that teachers can do to ensure that this is effective.

Firstly, teachers can use an 'instructional sandwich'. This starts by setting a clear expectation that students do not begin carrying out an instruction yet. "When I say go – not yet! – when I say go...". The teacher then sets out their explicit instructions, front-loading the means of participation while students listen. Then the teacher signals students to carry out the instructions. "3, 2, 1, go!". This creates a sense of urgency and provides a clear opportunity for some of the other routines for compliance to take place.

The other way in which teachers can increase the likelihood of students following their instructions is with attention check style questions. Before signalling students to begin, the teacher has an opportunity to ask students to repeat or demonstrate their understanding of the instructions. "What is the first thing you're going to do when I say go?".

It is worth noting that doing all of this can be time consuming, but as students become more familiar with your consistent instructions, you will be able to cue tasks to begin quickly while still benefitting from an established set of high expectations.

Radar and Be Seen Looking:

These are core routines that enable teachers to check for and maximise the compliance of the whole class following an instruction. First, the teacher will want to identify the best position(s) in their classroom or teaching space to carry out Radar. This should be a location that enables the teacher to view their whole class with as little movement as possible, seeing as many students at a time as they can. This enables the teacher to quickly scan the classroom looking for evidence that students are following instructions, noticing any students who are not complying with expectations and swiftly intervening.

Be Seen Looking is the act of making the teacher's Radar obvious to students by deliberately exaggerating their body language. By making it obvious to students that they are scanning the room, the teacher communicates that they put value in their instructions and that they will ensure that students follow them.

These routines should consistently be carried out after issuing students an instruction but should also be used regularly within longer tasks. While these techniques allow the teacher to monitor the activity of a very large number of students at once, the teacher can only look for surface-level indications of students' engagement, participation and behaviour.

Circulate and Active Observation:

Put simply, Circulate is a way of moving around the classroom so that the teacher can ensure they have checked in on all their students individually. The layout of the classroom should be taken into consideration to devise a path that ensures all students are seen. It is also important to ensure that while moving around the room, the teacher is still able to monitor the whole classroom. This should be done immediately after Radar to obtain higher levels of certainty that students are complying with instructions and expectations.

Active Observation is about getting the most out of our time circulating the room, observing the content and quality of students' work as well as checking that they are working hard. There are three main ways in which teachers might do this.

- 1) **Success criteria.** The teacher should have a clear idea of what they are looking for in students' work. Looking at large chunks of text or answers to long lists of questions in 30 individual books can take a very long time, but if the teacher already knows that they are looking for specific phrases, writing structures or answers they can quickly evaluate students' work. Equally, teachers may be aware of common errors and misconceptions which they actively look for in students' work.
- 2) **Feedback.** Capitalising on the effective use of success criteria, every student could receive a short piece of meaningful feedback while completing a task. This may be positive affirmation, a direct instruction, or just a hint to check something that students can improve their work themselves.
- 3) **Gather information.** While circulating the room, teachers may make notes of the common errors they see. This may prompt the teacher to pause the task to give feedback, influence when and how the lesson moves on, prompt further support for individual feedback, or potentially influence the planning and delivery of future lessons.

Rewards, Warnings and Sanctions

Achievement Points:

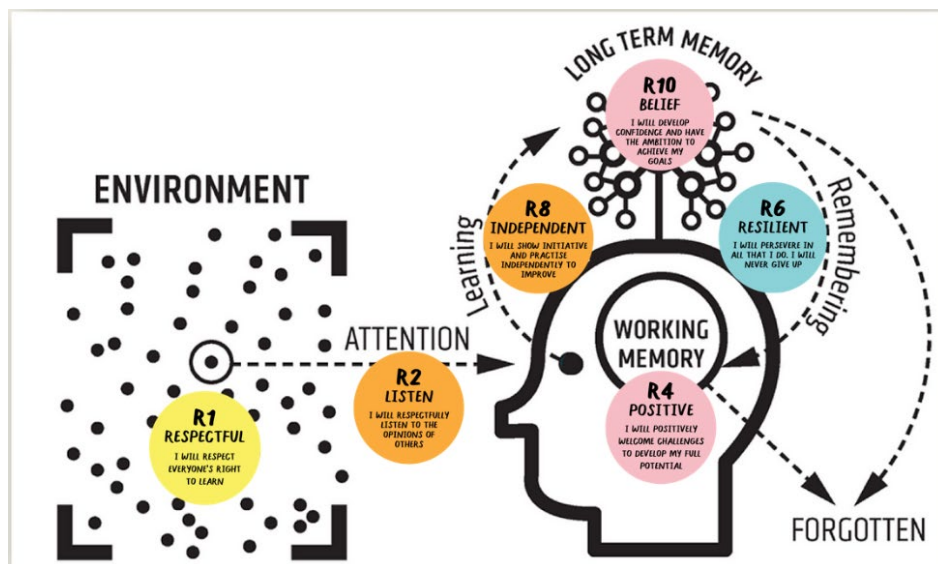
Teachers can award students with achievement points for upholding the school's values. A minimum of three achievement points will be awarded in each lesson, and it is important that students are provided with opportunities to be recognised for engaging effectively in their lessons and producing high-quality work. Achievement points are awarded publicly in lessons and play an important role in establishing positive social norms and codifying good behaviour for learning.

Some of our values are particularly prominent in certain lesson phases. For example:

Students who respond quickly and effectively to questions can be recognised for how well they have listened or their respectfulness.

Students who respond well to feedback and improve their work can be recognised for their positivity or resilience.

Students who work hard independently to produce high quantities of high-quality work can be recognised for their independence or belief.



Least Invasive Intervention:

Through the aforementioned techniques of Radar, Circulate and Active Observation, teachers may notice students who are not following instructions, are not engaging as effectively as they could be, or are disrupting the learning of others. All these behaviours should be addressed swiftly and robustly, but it is important to strike a balance that prevents behaviour management from further disrupting the lesson. For example, if the teacher notices a student daydreaming and pauses their explanation to address this, this is now impacting on the learning of the whole class. The behaviour should still be addressed, but in a way that ensures that the learning of others can continue uninterrupted.

Teachers may be able to utilise a broad toolkit of undisruptive techniques for nudging students back on task, but some of the common strategies that are used are summarised in our 'invisible ladder of consequences'.

The invisible ladder of consequence



1. Redirect class by brightening the lines (no names)

2. Praise the compliant by name - 'thank you x, well done 2nd row'

3. Move closer, 'the stare' to non-compliant

4. Non-verbal acknowledgement when on task

5. Redirect with a no name reprimand ('just two of you to get green pens out')

6. Redirect with no names but more warning (write 'warning' on board, look at students not complying)

7. Build in face saving – 'did you need a pen, no worries, let's get started'

8. Name non-compliant, give take up time, narrate the positive

9. Consider a move to the visible ladder of consequence (name on board)

However, some behaviours, particularly repeat behaviours or disruptive behaviours, will need to be dealt with more robustly.

Art of the Consequence:

The school has a robust behaviour policy which is designed with a core belief: all students at The Regis School have a right to disruption-free learning. Therefore, if a student does anything that disrupts or slows down the learning of themselves or others, they should receive a warning, and their name must be written up on the board. If a student has a warning and continues to be disruptive, they must be sent to the study room, where they will spend two lessons and one of their social breaks working independently. This serves two main aims; firstly, it supports teachers in explicitly teaching students how they should and shouldn't behave in their lessons and secondly, it removes disruptive learning from the lesson to allow the remaining students to learn effectively.

Least invasive interventions are important and effective in maintaining pace and purpose within lessons, but it is vital that teachers recognise when they should use the behaviour policy and it must be used consistently. A mantra at the school is "if we let them off, we let them down".

Further detail can be found in the school's behaviour policy.



Starts of lessons

Our aim at the start of each lesson is to ensure that students calmly and purposefully enter the classroom and begin learning as quickly as possible in the best possible learning environment. To this aim, lesson starts will always use two core routines, supported by additional routines for compliance.

Threshold:

Teachers stand in the doorway of their classrooms to greet students as they arrive. They are positioned so that they can monitor their classroom and ensure that students quickly sit down and start working but also monitor the corridor to support students in purposefully moving to their next lessons. Staff who are not teaching that lesson will provide additional support on the corridor.

Do Now:

A 'starter' task which students can complete at the beginning of the lesson without instruction from their teacher. This is delivered in a consistent format in each lesson so that students can complete it without any direction. Routines must be designed to engineer efficiency so that students can begin immediately, e.g. books ready, worksheets handed to students on Threshold. These tasks are typically 4 to 6 questions that assess students' prior knowledge, providing spaced retrieval practice or reactivating prior knowledge relevant to upcoming learning. Students should attempt all questions and work in silence. An extension question should be provided to ensure that students who finish quickly are not idle.

Routines for compliance:

Immediately after Threshold, teachers must ensure that students are participating effectively in the Do Now task. The core techniques for this are detailed above; Radar, Be Seen Looking, Circulate and Active Observation.



I Teach

The main aim in this phase of the lesson is to hold students to account for maintaining high levels of attention and engagement. The teacher will narrate their thinking and share their expertise with students, leaning on their subject knowledge and having prepared effectively to deliver high-quality exposition and modelling. During this phase of the lesson there is the highest amount of teacher input and the lowest amount of student independence, so it is crucial that teachers ensure that students are not passive but instead are actively listening and thinking.

Cold Call (check for attention):

The teacher will ask a high frequency of low stakes questions to keep students engaged and allow them to demonstrate that they are listening effectively. These questions will often be as simple as asking a student to repeat something that the teacher has just said – this is to check for listening, not understanding, so the questions should be very easy to answer for students who have been paying attention.

It is important that these questions are consistently being asked using Cold Call to prompt all students to pay attention; state the question, provide **Wait Time**, then select a student. The teacher does not need to provide a large amount of Wait Time for these types of questions, as students should be able to recall the answers very quickly.

It is important to ensure **No Opt Out** when asking these questions – if students are unable to answer and demonstrate that they have not been listening, the teacher should reset their expectations and follow up by asking the student another question soon after.

Minimal copying:

Teachers will need to give students explicit instructions not to copy down examples and models from the board unless instructed to. Instead of copying down notes, students' full attention should be focused on watching and listening to the teacher. Students should continue to follow the instructions of a 'Call for Attention' unless instructed otherwise – in silence, empty hands, eyes on the teacher.

If the teacher wants students to have notes in their books, it is often quicker and more effective for these to be printed and glued in.



We Check

In this phase of the lesson, the teacher will support students through guided practice. This can take different forms as the teacher removes scaffolding and builds the ability of their students to complete a task independently, but the main aim throughout this time is for teachers to check for understanding. This will support the teacher to make effective decisions about how to proceed – whether they should add or remove scaffolds, whether they need to return to the ‘I Teach’ phase and, most importantly, whether the students are ready to begin practicing independently in the ‘You Practice’ phase.

At TRS there is a strong culture of mini whiteboard (MWB) use and as such, this is the default way teachers check for understanding. Supported by strong, shared routines, this allows the teacher to effectively check the understanding of all students across a class while they **Replace Self Report** and ensure that their decision making is based on reliable data. MWBs also enable teachers to benefit effectively from **Planning for Error**, quickly being able to assess students’ ability to navigate common errors and misconceptions.

Other forms of checking for understanding do exist which may sacrifice the high levels of participation and accountability that MWBs provide in favour of speed. If teachers decide, for example, to use Cold Call instead, they must understand the limitations of the data that they receive from students. Skilled teachers may however decide to use short bursts of questioning in their guided practice to maintain high levels of attention, but this should continue to be done with consistent use of **Wait Time** and **No Opt Out**.

Show Me:

This is the routine that teacher execute to get students to answer questions on their MWBs. This routine is consistent across the school, but it is worth noting that students are prone to slipping out of good habits when they use MWBs, so may need reminding of the following expectations.

- Students must not doodle on their MWBs. Answers should be written in the format requested by the teacher (which should be an explicit instruction).
- Students will independently write their answer on their MWB and then hold it face-down in front of them to show that they are ready.
- When ready, the teacher will carry out a count down before students reveal their answers – “3, 2, 1, Show me!”.
- Students should hold their MWBs up when the teacher says “show me” – not before. They should be held up in a way that ensures the teacher can see them and so that they do not disrupt the view of other students’ answers.
- The teacher will carefully scan every MWB before providing class-wide feedback.

Within this, there is a lot of scope for teachers to use the MWBs more effectively. Some of the main success criteria revolve around how effectively teachers scan the answers on students MWBs, how effectively they provide class-wide feedback, how well they adapt their lesson in response to students’ answers and, prior to all of this, how effectively they plan their questions to enable students to demonstrate their understanding and expose and misconceptions.

No Opt Out:

In all types of questioning, ‘No Opt Out’ is a crucial technique to build a strong culture of participation in lessons, but also to ensure that teachers can enjoy the full benefit of the questioning techniques they are using. This is the case when using MWBs as well as Cold Call. If students do not know the answer to a question, they may hold up a blank whiteboard or simply write a question mark, or simply not comply by leaving their MWB down. It is important that teachers recognise and address this, and the same principal applies when students get questions wrong – the teacher is soon going to decide whether to move onto the ‘You Practice’ phase of the lesson and should not do this unless they are confident that students are ready to work independently. This may include following up by Cold Calling the student, finding a time to give them individual feedback, or providing class-wide feedback that addresses the gap in knowledge. Whatever course of action the teacher takes, it is important that

they then provide a further opportunity for students to demonstrate their understanding before moving on, ensuring that students feel successful and are accountable for their learning.



You Practice

In this phase of the lesson, the teacher provides students with the opportunity to embed their learning through completing independent practice. It is important that students enter this lesson phase with a high level of understanding secured from the 'I Teach' and 'We Check' phases so that they do not embed misconceptions. It is also important to try and maintain pace throughout the rest of the lesson to provide ample time for students to engage in independent practice. The goal is for students to overlearn the new knowledge so that it can be automatically recalled in the future and prevent overloading of their working memory. Students should gain a high success rate in You Practice, research has identified that 80% success rate is optimal.

Principles of effective independent practice

Planning:

1. Students have been explicitly taught the powerful knowledge through a previous I Teach phase(s).
2. Teachers have ensured students know the powerful knowledge through a previous We Check phase(s).
3. Students practice the curriculum intent and demonstrate they achieve it.
4. All students are challenged and succeed.
5. Students produce work that is a product of their own thinking.
6. Appropriate scaffolding ensures students practice the curriculum intent without being limited by other skills (e.g. literacy) and scaffolding is reduced over time.

In action:

7. In individual written independent practice, the classroom is silent. Relevant conversations between adults and students (e.g. feedback, scribing) are conducted as quietly as possible.
8. In group practical or verbal independent practice, all talk is relevant to the independent practice and does not disturb others.
9. Teacher circulates to actively observe student work throughout and give **high quality** feedback to individual students as appropriate for the curriculum.

Following:

10. Students always receive **high quality** feedback through self, peer or teacher marking against the curriculum intent.

Planning: shared practice to meet principles 3-5

The most effective design for a You Practice task depends on the type of powerful knowledge (procedural or conceptual) and whether the goal is to support students to just acquire the knowledge, or to acquire and then apply the knowledge. Students must always acquire the knowledge before they learn to apply it; applying knowledge without first acquiring knowledge is like building a house on sand.

The table below summarises the process for these four different types of You Practice.

	Acquire <u>'secure knowledge' Peps Mccrea</u> <u>Inflexible knowledge</u> <u>Context specific</u> <u>Recall</u> <u>Strong foundations</u>	Apply <u>'transfer knowledge' Peps Mccrea</u> <u>Flexible knowledge</u> <u>Links between knowledge</u> <u>Use in new contexts</u> <u>Built on the strong foundations</u>
Procedural knowledge ("knowing how to...", e.g. chlorophyll is green)	☐ Articulate the process ☐ Chunk & isolate skills ☐ Plan to address common errors and mistakes. ☐ Provide lots of same same but different practice to recall what and how to do the process automatically.	☐ Include variation in You Practice, increasing the demand of application. ☐ Provide questions to give lots of practice of why and when to apply the process. ☐ Plan to address common errors and mistakes. ☐ Increase variation using different question types*.
Conceptual knowledge ("knowing that...", e.g. how to test for chlorophyll)	☐ Articulate the knowledge ☐ Chunk & isolate knowledge ☐ Plan to address common errors and mistakes. ☐ Organise the information to show how the knowledge links. E.g. Diagram, flow chart, table, decision tree. ☐ Provide questions to give lots of practice of what the knowledge is and what it is not, and how the knowledge links together within the topic. ☐ Include questions asked from different directions to make students think about the knowledge from lots of different perspectives. ☐ Increase variation using different question types*.	☐ Include variation in You Practice, providing ☐ Different contexts ☐ Linking knowledge together beyond the topic (Increasing interleaving) ☐ Exceptions to the knowledge if relevant ☐ Provide lots of practice of when to use the knowledge and when not to, and to make knowledge links beyond the topic. ☐ Plan to address common errors and mistakes. ☐ Increase variation using different question types*.

***Question types to increase variation:**

Question type	What is this?
Justify true / false statements.	T/F statements for Powerful Knowledge. Often useful to test common errors and mistakes.
Spot the errors	Give incorrect process for students to improve to address common errors and misconceptions,.
Odd one out	Multiple correct, at least one incorrect process / element to spot.
Sometimes, always, never	Statements which students justify as sometimes true, always true or never true.
What if...	Suggest changes to the method. Students identify what the consequence would be.
Explain why...	Explain why step XXX is needed? Explain why the process is used in YYY situation.
Comparison questions	Compare a correct and incorrect process. Compare this process to a process previously studied.
Refutation questions	A student thinks “XXX”, justify whether they are correct.
Apply all your knowledge.	Complete the whole process in a different context. Teach another student the process.

Brighten the Lines: a shared routine to meet principles 7-9

Of all the in-lesson transitions, the one into independent practice is the most important one. As students are given the highest amount of independence, teachers will now have the least amount of input, so it is important that they understand what is expected of them during this time and are prepared to work hard without being prompted constantly. What is required is a strong use of the previously mentioned ‘routines for compliance’, with clearly defined means of participation and a strong start to the task, which will typically look like this:

- **Call for Attention** – “In silence, empty hands, eyes on me in 3, 2, 1, ...”
- The teacher prevents students from starting the task until you want them to. If the task or questions are on a slide, keep the slide hidden. If it is on a worksheet, either don’t hand the sheet out yet or ask that it is left face-down.
- The teacher sets out explicit instructions and expectations. What is the task students will be completing? How should they complete it? How much time will they have? What should and shouldn’t they do during this time?
- The teacher uses attention check questions to ensure that students have listened to the instructions.
- The teacher counts students in for a synchronised start to the task. “3, 2, 1, go.”
- The teacher moves to carry out **Radar** and **Be Seen Looking**, checking that all students have begun the task. This should be done for longer than other tasks to ensure that students continue working hard and to embed ‘Golden Silence’ (see below).
- When ready, **Circulate** and carry out **Active Observation**.
- Pause to provide class-wide feedback if necessary. This pause can be started with a ‘Call for Attention’ and finished by counting students back in.

Golden Silence: a shared routine to meet principle 7

There is a strong, shared expectation across the school that students complete their independent practice in silence, to ensure it is truly done independently and that students can embed their learning in the best possible learning conditions. Golden Silence, a concept derived by Adam Boxer, is the idea of embedding these learning conditions in the lesson. The teacher establishes silence by **brightening the lines** and carrying out their routines for compliance (see above), but this silence is initially fragile and can be easily disrupted. Therefore, the teacher will continue to utilise their routines for compliance, staying at the front of the room and **being seen looking**, until they are confident that 'Golden Silence' has been achieved; a state of focus which cannot be broken by small distractions such as the teacher giving one-to-one feedback to another student, or a visitor walking into the classroom. It is at this point that the teacher will start to **Circulate**.



Ends of lessons

Having lessons start smoothly and productively is hugely important, but it is also important to manage the ends of lessons effectively. This can have a positive impact on how students leave the classroom and move around the building and provides a regular opportunity to continue building positive social norms.

Teachers will choose when to launch their end of lesson routine in each lesson. This is typically around five minutes before the bell sounds at the end of the lesson with teachers aiming to strike a balance between maximising learning time and ensuring they can end their lesson effectively. This can be supported by well-established routines that engineer efficiency, but more time may be needed if specialist equipment needs to be collected in or put away. It is important that the teacher signals students to pack away; it is their decision when the lesson has ended, not the students. This is done best using an 'instructional sandwich' (see [front-loading means of participation](#) in routines for compliance). The teacher can then [call for attention](#) to have students listening in silence before carrying out the following actions.

Achievement Points:

In each lesson the teacher will award a minimum of three achievement points (see 'Rewards, Warnings and Sanctions' for more information). At the end of the lesson, the teacher will remind the class of who achievement points have been awarded to and why. Narrating the positive in this way helps to build positive social norms and celebrate students that have exemplified or exceeded the teacher's high expectations.

Final checks:

The teacher then can give any final messages and reminders, particularly relating to homework or upcoming assessments. This time should also be used to ensure that the classroom and the students are ready for their next lessons, respectively. The teacher and the students can check on and under desks to ensure that no rubbish is being left behind, ensuring that the next class walks into a tidy classroom, and students can be prompted to make sure their uniform is correct and that they know where they are going next.

Threshold:

Before or when the bell goes, the teacher will return to Threshold to monitor the classroom and the corridor. When the bell has sounded and students are stood behind their desks in silence, the teacher will systematically dismiss students, typically one row at a time, supporting calm and purposeful movement around the building. Students have five minutes to get from one lesson to the next and do not need to be dismissed immediately when the bell goes. If the teacher needs to take an extra minute to ensure that students are leaving the classroom in a suitable manner, then they should take this time.

Intellectual preparation

The Regis School understands the value of a common ambitious visible curriculum. We aim to provide a coherent curriculum which makes the powerful knowledge and sequencing visible to all. Subject-specific curriculum documentation is available from heads of departments, including: vision; curriculum principles; subject structure; end points; progression maps; route throughs; schemes of work; adaptable resources; and student core knowledge. Together, these curriculum resources support teachers to plan to meet the needs of their individual classes. Teachers may benefit from working collaboratively with other colleagues.

To successfully prepare a lesson teachers will:

- Have a good understanding of their classes **starting points**, including their prior subject knowledge and individual learning needs, including SEND status.
- use curriculum intent documents to have robust understanding of how the **powerful knowledge** students need to learn is **sequenced over time**. For each lesson teachers therefore understand: the relevant prior knowledge, the new powerful knowledge in this lesson, how this knowledge links to future learning, and any relevant cross-curricular links.
- Plan and implement pace planners to ensure the curriculum is delivered in the time available for each class.
- Have strong subject knowledge and awareness of common misconceptions and errors, with strategies on how to expose and address them explicitly, particularly through the design of explanations in I teach, questioning and modelling in We Check, and You practice task.
- Backwards plan I teach, We check, You practice cycles : plan the You first!
 - Plan the Independent Practice to ensure the students to acquire and apply the powerful knowledge in the curriculum intent.
 - Plan the We Check to granularly check students have understood all aspects of the knowledge required for successful completion of the Independent Practice.
 - Plan the I Teach phase to ensure all key knowledge is explained in small well-sequenced steps.
- Ensure all resources throughout the lesson are well scaffolded to ensure that all students can acquire and apply the powerful knowledge in the curriculum intent.

Strategic Seating Plans

At the Regis School we believe the seating plan is an effective tool, that has three main objectives:

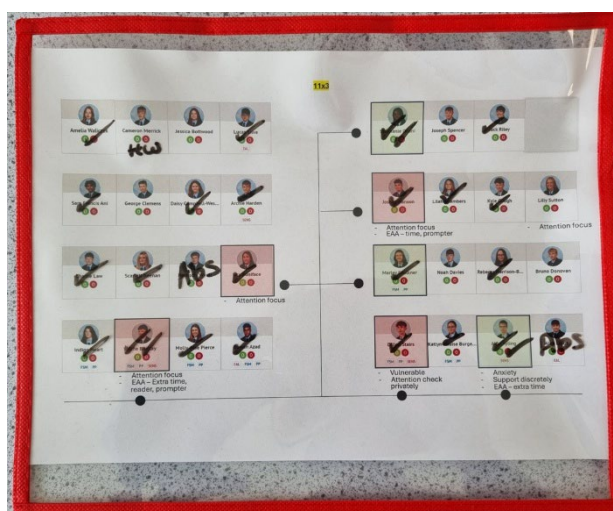
- Get to know your students and their individual needs
- Proactively manage behaviour
- Ensure focus students are known and accessible

All teachers are expected to create a seating plan on Arbor, which should then be annotated with useful student information. Annotations should include information from student access plans, student data relating to assessment, reading age or reasonable adjustments. Seating plans should be reviewed regularly e.g. following an assessment, to ensure they are still useful.

Teachers always include a success route on their seating plan, which is a physical route through the classroom that passes the students in need of the most support. This is shown on the example below. This route passes the students in need of the most support, who are highlighted in green and red.



Seating plans should be printed and placed in plastic wallets as shown below. This allows teachers to make temporary notes on the front, using a board pen. There are a large number of practical uses for seating plans when writing live annotations, including noting students who are absent that day and which students have been questioned during that lesson as some of the most impactful applications.



Literacy

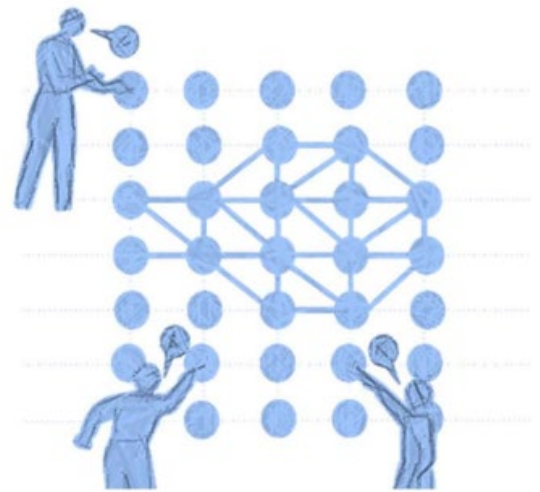
It is easy to think that literacy teaching is the sole responsibility of the English department, but this is not true. Students learn best when every teacher seeks to unlock the curriculum by giving explicit literacy instruction.

Teachers will always consider their students' reading ability. For children in Key Stage 3, this will be determined by their Stanine score which can be obtained from Arbor. It is expected that this information is included on class seating plans and that 'success routes' are planned to support with comprehension, spelling, punctuation, and grammar.

Vocabulary:

When teachers are planning and adapting lessons, they consider what vocabulary may be challenging for their students and therefore require deliberate instruction:

- Tier 1: **Incidentally** learnt vocabulary; basic, everyday words that students are likely to know. Teachers may need to prompt but will not need to explicitly teach.
- Tier 2: high-frequency words used by mature language users, often appearing in academic texts, e.g. "masterpiece," "fortunate," and "industrious". A **brief explanation** may be required so that students can understand the text.
- Tier 3: Low-frequency, subject-specific words found primarily in specialised fields, e.g. "osmosis" in biology or "trigonometry" in mathematics. This vocabulary will need to be **pre-taught** using a clarify method.



Teachers at the Regis School use the 'clarify' method to pre-teach new vocabulary. For example, they will:

- Use phonics and word analysis skills to decode unfamiliar words.
- Display student friendly definitions of the vocabulary and examples of use in context.
- Use dual coding, e.g. provide images or diagrams to help student arrive at their own definition
- Model the correct pronunciation of words and ask students to echo.
- Model self-help strategies, e.g.: re-reading, or reading on to find clues and figure out confusing points, words, or phrases; looking for known word parts; breaking the word down into syllables; thinking of another word that looks similar; replacing the word with a synonym that makes sense.



During independent practise tasks, teachers circulate to support students with comprehension. They model and promote the use of clarify methods, helping students to gain confidence as they independently work out the meanings of vocabulary they are unfamiliar with.

Live Marking for Literacy:

While teachers circulate, they have the opportunity to check for and correct literacy errors. They can pay particular attention to the students identified on seating plans as requiring additional literacy support.

- Teachers place a red circle around errors, which the student corrects with a green pen.
- Teachers support struggling students by writing out the correct spellings and briefly explaining errors.
- Common literacy errors are addressed with the whole class. For example, “Pens down. Eyes on me. I have noticed that...”

Reciprocal Reading:

Teachers of English, History, Geography, Religious Studies, and Social Sciences use the Reciprocal Reading pillars to support students' comprehension.

- Before Reading = Prediction
- During Reading = Question and Clarify
- After Reading = Summarise



SEND, PP and Adaptive Teaching

Students with SEND and those in receipt of pupil premium funding are in most need of excellent teaching and benefit most when their learning needs are fully understood.

Teachers at The Regis School adapt their lessons to be inclusive by design, rather than as an afterthought. This means that teachers plan lessons that effectively meet the individual needs of each class and the individual students they teach. Adaptive teaching is harmful to no one, helpful to everyone and vital for students who are disadvantaged and for those with SEND. Teachers must ensure they effectively use resources such as student support plans and seating plans to adapt their lessons to maximise impact.



Student Support Plans:

Teachers read, understand, and apply the guidance provided on student support plans, which can be located on Arbor. Teachers make reasonable adjustments through quality first teaching, ensuring that all students have fair access to the full curriculum. The SENDCo and their team are crucial members of the T&L team because they are responsible for updating, disseminating and quality assuring the use of student support plans. Teachers always consider the needs of their students and provide feedback to the SEND department.

Presentation

All students benefit from teachers' high expectations of the pride and care students are expected to take in the quality of their books. At The Regis School, teachers reinforce high presentation standards in students' books. Students are expected to take pride and care in the presentation of their work and teachers must pick up any issues as they arise.

As outlined on the front of student's books:

- Every piece of work must have a title and date
- All titles and dates must be underlined with a ruler
- Each line and each page should be used to maximise space
- Black pen should be used
- Use a pencil for graphs, tables and diagrams
- Cross out mistakes neatly with a single line
- Work is free from graffiti, doodles or scribbles



The Regis School
The best in everyone™

Name:	
Year/class:	
Teacher(s):	
Subject:	

Presentation of work

All work should be presented in the following style:

- Every piece of work must have a title and date.
- All titles and dates must be underlined with a ruler.
- Do not waste space. Use every line on your page and every page in your book.
- Use a black ink pen for writing.
- Use a sharp pencil for all drawings, graphs and tables.
- Cross out mistakes neatly with a single line.
- Do not graffiti on or in your book.

"Be proud of the work you do and the person you are"

Self-assessment, peer-assessment and teacher feedback should be in green. Drawings are completed in pencil. Mistakes are crossed out using a single line. Work is free from graffiti, doodles and scribbles.



Lesson Visits and Developmental Feedback

The Regis School is proud to have an ‘open-door’ policy where visitors are welcomed into lessons and teachers are encouraged to visit other teachers’ lessons whenever they have the opportunity. While the school offers a large amount of whole-school, subject-level and targeted CPD sessions each year, the opportunities that teachers can access to receive one-to-one feedback and learn from their colleagues are among the most impactful in driving their professional development.

When observing another teacher, the observer will write up a ‘Drop-In’ on Steplab. Drop-in feedback is for praise only and is easily written up on the platform by pressing the ‘Drop-In’ button at the top of the page and searching for the teacher’s name. We have success criteria for writing effective drop-ins. These support the observer to understand what they are observing, recognising routines and techniques from ‘The Regis Way’ and understanding the link between how students are learning effectively and what the teacher is doing to achieve this. As well as being able to enjoy a compliment from a colleague, the observed teacher also benefits from having their practice codified to help them recognise what is going well in their teaching.

- **Go granular:** name the specific technique/step using your shared language *It was effective when you...*
- **Give examples:** include specific quotes, examples of what the teachers or students said or did
- **Link to learning:** state the impact on learning *This meant students could/showed..*
- ✓ **Celebrate:** use shout outs *You smashed it when...*

Drop-ins can be completed by anybody at any time, but all teachers should expect to receive at least one lesson visit per cycle (typically a fortnight) from a regular observer. For ECTs and ITTs, the regular observer will be their mentor. For other teachers, this will typically be a head of department, curriculum leader or line manager. While ECTs and ITTs will work through their programmes’ processes for feedback and development, all other teachers will have ‘Developmental Feedback Meetings’ throughout the year.

Developmental Feedback Meetings (DFMs) will take place four times throughout the year between each teacher and their regular observed. These serve as opportunities to discuss how things are currently going in the classroom, reflecting on what has been going well and what potential areas for improvement there could be to enhance the learning of students. The teacher and the regular observer will then agree on a single developmental focus for the teacher which they commit to working on for the next 10-12 weeks before their next meeting. The first of these meetings will take place in September ahead of PDR objective setting, with a second focus set before Christmas, a third before Easter and then a final meeting in half term 6 to reflect on the year, ahead of PDR reviews.