# **Do Now** – answer these questions:

1. How many year groups are there at Neatherd High School?
2. What is the name of the Director of Year 7?
3. What happens at 8.35am every morning?
4. How long is each lesson?
5. What is a “Neatherd”?

G. Valck ex.

# The lesson experience

In this session you'll experience:

- How we do things here, and why it matters
- How we reinforce routines and school values
- How we check progress in lessons

# Our vision:

At Dereham Neatherd High School, our vision is **to be the best in everything we do.**

We ensure that we are the best with our learning in the classroom by having **strong learning routines** in every single lesson.

These routines are common in the very best schools across the country, and have been shown to improve your opportunities to learn and succeed in the classroom.

In this session, we will go through each of these learning routines in turn so you understand what to do, and why it is important.

# Entry routine

1. Line up calmly and quietly outside the classroom, before the second bell (your teacher will tell you exactly where you should line up).
2. Your teacher will let you into the classroom, a few at a time.
3. Enter the classroom in silence.
4. Go straight to your seat, put your coat on the back of your chair, and take out your equipment.
5. Immediately begin the do now task.

The reason for this entry routine is to ensure a purposeful, positive start to every lesson (written or practical).

It helps you to transition from changeover or community time to learning, and shows the importance of learning in our school. **Every minute of lesson time counts.**

# Every minute of lesson time counts

Why?

**Because you spend only 20% of your waking hours at school.**

We need to get the best from this 20%, to make sure you make excellent progress with your learning.

# SLANT

- Sit up straight
- Listen
- Answer like a scholar
- Never interrupt
- Track the speaker

“SLANT on 3 ….. 1, 2, 3 please SLANT”

# Why is SLANT important?

- Having a consistent routine for turning your attention from your work back to your teacher means you know what to expect in every lesson.
- It is a quick way of moving to a different part of the lesson, but still gives you time to adjust.
- Attention is crucial, as you learn what you pay attention to. In a lesson, this needs to be your work, and your teacher.
- If you are tracking the teacher, the teacher knows you are listening.

The lesson will not continue until 100% of pupils are tracking the teacher and ready for the next part of the lesson.

# Retrieval practice

- Last lesson, we learned about the 5 values of Dereham Neatherd High School.

- Can you name these 5 core values?

# 5 values of Dereham Neatherd:

- Compassion
- Hard work
- Integrity
- Respect
- Fairness

# 100% on task

In order to achieve our vision of being the best in everything we do, we have very high expectations of your learning in every lesson.

We expect you to be 100% on task **throughout every lesson**. This means that no pupil will fall behind, and our precious lesson time is maximised (remember the 20%?)

Your teacher will also insist on **full, 100% accurate answers**. This helps you to have a clear understanding, and ensures you don’t miss crucial parts of the answer.

# Answering questions

We expect **all pupils** to answer questions in lessons. Sometimes, your teacher will ask you to put your hand up to answer. But for the vast majority of questions in lessons, **your teacher ask the question first, pause, and then name a pupil to answer.**

This is known as ‘cold calling’ and it helps teachers to make sure that everyone has understood the learning before moving on.

**If you are asked a question and you don’t know the answer,** your teacher will either break it down into easier chunks to help you reach the correct answer, or will name another pupil to answer, and then ask you to repeat the correct answer. This will help you to remember it.

# Reading aloud

We expect **all pupils** to read aloud in lessons. Reading is the single most important skill you learn at school, and reading aloud develops your fluency and enjoyment of reading. We also expect all pupils to follow along when we are reading aloud as a class.

1. **Use a ruler** to help you follow along with the text we are reading. You can be asked to ‘pick up’ and read aloud at any point.
2. **When it is your turn to read aloud,** we expect you to read at a good volume so everyone can hear you. Try to read in an expressive way to help your listeners to follow what you are reading. Your teacher will tell you when to stop.
3. **Hold your place** when the teacher stops the reading to discuss something or ask a question. This means you can easily find your place again when the class goes back to reading.
4. **Don’t worry** if there are tricky words that you are not sure how to pronounce. Your teacher will help you with these. We are all here to learn, after all!

# Checking Work

- We do not mark books
- We mark assessments

- We check for understanding and progress in real time
- The teacher circulates the room looking at the work

- This means feedback is prompt and specific
- Pupils are then able to correct and improve immediately

# Knowledge-rich curriculum

- Every child is entitled to knowledge – the ‘Matthew Effect’
- Skills rely on knowledge
- Knowledge is taught to be remembered, not just encountered
- Subject leaders have selected core knowledge – EVERY pupil
- Cognitive science – memory, forgetting and retrieval practice

# Exit routine

1. Your teacher will end the lesson 5 minutes before the bell.
2. Pack away quietly and sensibly, following the teacher's instructions for how this should be done in this classroom or lesson.
3. Your teacher will award the Golden Ticket for the lesson, and give two housepoints to every pupil who has met expectations in the lesson.
4. Listen carefully and in silence as your teacher reminds you of key messages for the next stage of the school day.
5. Stand behind your chair, in silence, and wait for your teacher to dismiss you.

The reason for this exit routine is to ensure that all lessons end in a calm, productive, positive and organised way.

We maintain our high standards right to the end of the lesson. We also maximise our learning time by having a clear and efficient routine to end the lesson.