



The Warriner School Principles of Teaching



"We cannot change a child's prior attainment, but we can change their future."

Planning the lesson

Silence is golden	Knowledge retrieval	T-P-S
A silent starter is used to begin the lesson so that learners begin calmly and retrieve prior knowledge.	Knowledge retrieval or a 'harder thinking' task forms a key part of the starter so that students make links between prior learning and the new curriculum component.	'Think, pair and share' opportunities are used so that learners develop oracy skills and are more able to contribute in-depth when questioned.

During the lesson: our core principles

Improvement and Correction Time	Annotated seating plans	
Improvement and Correction Time (IACT) is key to almost every lesson via mid-lesson learning stops. Green pen is used for written teacher feedback (e.g. live marking). Red pen is used to respond to all types of	Seating plans show student data (SEND, Struggling Readers and latest standardised scores in reading). Teachers annotate the plans as they reflect on how best to support their learners.	
Circulating	High-Five reading strategy	
Teachers circulate so that learners are questioned, challenged, supported, and formatively assessed. Teachers move around the class and target learners to build relationships, provide challenge and address misconceptions.	The High-Five reading strategy is explicitly used so that texts become the 'beating heart' of the lesson' (Myatt). The strategy is explicitly used so that readers become more confident as students can make connections and acquire new knowledge.	
Presentation	Homework	Mid-lesson learning stops
High-standards of presentation are consistently reinforced so that students take pride in their work.	Meaningful work is set so that classwork is consolidated and knowledge is committed to long-term memory.	MLLS are frequently used so that students see modelling, experience success and peer assesses. This builds intrinsic motivation in learners.

Questioning

Strategy 1 - 'STAR'	Strategy 2 - 'Hands Down'	Strategy 3 - 'PPPB'
All students must be listening before questioning (or receiving instructions) so that all learners participate and are challenged to think more deeply.	When posing questions, 'Hands down' questioning is used so that learners expect to be asked at any moment.	'Pose, pause, pounce, bounce' so that students have thinking time, listen to their peers, and think more deeply when questioned further.

RESPONSIBLE - RESPECTFUL - READY