



# The Warriner School Principles of Teaching



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

## Circulating

Teachers circulate so that learners are questioned, challenged, supported, and formatively assessed. Move around the class and target learners to build relationships, provide challenge and address misconceptions.

### Why is circulating so important?

**Relationships**-individual conversations build connections. It shows "botheredness" (Hywel Roberts) and your wish to invest your time in the student (Paul Dix). Ensure no student goes unnoticed.

**Noticing**-builds relationships, allows opportunities for praise but also time to address misconceptions. You may need to reframe the task if these misconceptions are widespread.

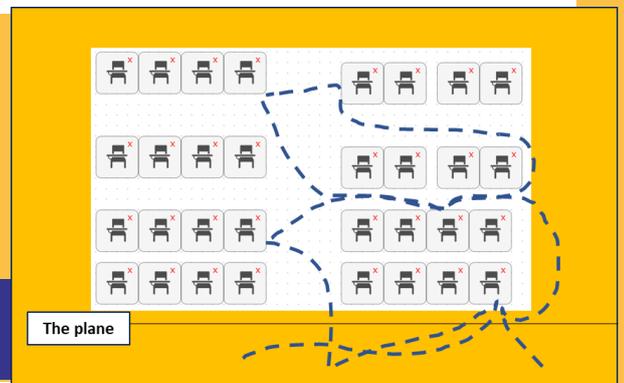
**Questioning**-further, probing questions work most effectively when they are low stakes and on a one-to-one basis.

**Targeting**-adaptive teaching means doing more for those that need it to try and achieve the best outcomes for all. By targeting Struggling Readers and underperforming students on your walkabout you can build confidence through noticing, questioning, and praising effort. Don't forget to support learners where TA's are in attendance, too.

**Managing**-target those off task, ask questions, clarify expectations and then say you will return. Go back and check in and praise where due.

**Tracking**-know when to finish the task or add further layers. Formatively assess through live marking.

Consider your heat map within your teaching space and break the plane at every opportunity.



## Annotated seating plans

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 (strategies not needs).

### Why do annotated seating plans matter?

The creation of the seating plan is our first engagement with learner needs (SEND, Struggling Readers, and their standardised reading scores). Seating plans support our circulating strategy by placing learners in accessible areas. The data allows us to target learners as we build our understanding of their needs.

Annotations (teacher notes) on our plans record strategies on how best to support our learners moving forwards. The annotations are updated as assessment reveals additional needs and the potential for new strategies. The annotations show that we know our learners and how to support them.

**RESPONSIBLE - RESPECTFUL - READY**