**Teaching and Learning**

Classroom Culture: ‘Without Apology’ and ‘Warm Strict’

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**Without Apology: Help students embrace rigorous content and the hard work necessary for success**

1. ‘Share work on the broadcast and celebrate success’
2. ‘Display work under the visualiser and spend time identifying the elements of success’
3. ‘Students love their work being displayed’
4. ‘Be flexible by giving students more thinking and working time if needed’
5. ‘Plan opportunities for students to experience success’
6. ‘Normalise academic language by focusing on vocabulary acquisition’
7. ‘Celebrate the small wins alongside the bigger ones’
8. ‘Frame challenging work as a chance to succeed’
9. ‘Refer to good quality work each lesson’
10. ‘Embrace failures as learning opportunities’

**Warm-Strict: Be warm and strict in balanced proportions to make students feel valued and secure**

1. ‘Values need to be reinforced across the school day and not just in single lessons’
2. ‘Learn to recognise triggers for repeated bad behaviour’
3. ‘Remove the space for ambiguity’
4. ‘Over-communicate your expectations’
5. ‘Be prepared to wait for silence before you move on’
6. ‘Occupy a prominent position at the front of the classroom so students can see you watching’
7. ‘Record praise and sanctions on Edulink so parents and carers are fully aware’
8. ‘Think about the bigger picture of a student’s life rather than the experience of a single lesson’
9. ‘Let students know when you’ve noticed a positive change’
10. ‘Try to catch students doing the right thing’

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| **Next Steps**1. Follow the ‘pointers’ on the session handout and incorporate the TLAC techniques into your teaching
2. Record all incidents on Edulink even if it might feel like you’re ‘sweating the small stuff’
3. Develop the pastoral curriculum to explicitly ‘teach’ the behaviours we want our students to enact (SLT, STs)
4. Agree on a consistency of language for staff to use when challenging student behaviour (SLT, STs)
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| **Questions for Reflection**1. Do we underestimate the maturity of younger students and the impact of lockdown?
2. In what ways does a ‘maverick culture’ and benefit the few and disadvantage the many?
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