

Effective classroom teaching

Aims

- To build on sessions 1–3 with practical advice about staff training to improve classroom teaching and learning
- To examine how effective classroom teaching can promote positive behaviour and regular attendance
- To consider approaches to planning by staff to include all pupils and raise standards of behaviour and attendance

Resources

- Slides 1–5
- Handouts 1–5
- Flipchart and pens
- Sticky notes

Outline of the session

Introduction	Whole group work	10 minutes
Planning lessons for positive behaviour and regular attendance	Whole and small group/paired work	20 minutes
Effective teaching – classroom organisation	Whole and small group/paired work	20 minutes
Effective teaching – lesson structure	Whole and small group/paired work	20 minutes
Effective teaching – engagement for positive behaviour and regular attendance	Whole and small group/paired work	15 minutes
Summary and points for action	Whole group and individuals	5 minutes

Introduction

10 minutes

Show **slide 1** to introduce the aims for the session.

Slide **1**

Aims of the session

- To build on sessions 1–3 with practical advice about staff training to improve classroom teaching and learning
- To examine how effective classroom teaching can promote positive behaviour and regular attendance
- To consider approaches to planning which include all pupils and raise standards of behaviour and attendance

Tutors may wish to begin with a reference to Sessions 1 and 2 where we examined the process for drawing up and implementing an effective behaviour, and attendance policy in school.

Session 3 will have alerted participants to the range of issues which should be reviewed before the school can determine its priorities for improvements. The most likely outcome of auditing will be the provision of further support for staff in organising classroom teaching to promote positive behaviour and attendance. This session explores some of the key issues.

Acknowledge that many teachers are faced with difficulties in managing pupils' behaviour. Some teachers will find this daunting. It is important for all members of the senior leadership team to recognise that this will be the case. Schools should ensure that where staff do encounter difficulty, the emotional context should be addressed as well as developing strategies for use in the classroom.

It is important to point out that classroom behaviour is only one aspect of whole school behaviour and attendance issues. Many of the behaviour patterns exhibited in class have origins outside the class or school. This session must therefore be seen in the context of whole school approaches to behaviour and attendance management.

Often pupils who are experiencing social, emotional and behavioural difficulties have associated learning problems. It is essential that, in planning for effective teaching, staff feel confident about meeting the learning needs of these pupils. The behaviours that support learning sometimes need to be specifically taught for these vulnerable groups.

Where pupils need to learn and understand how to behave in a more positive way, or to improve their attendance at school, staff will need to develop a range of strategies and techniques to support the teaching of social emotional and behavioural skills. These techniques will ensure that all pupils have access to teaching and learning that will raise standards.

Introduce **slide 2** and invite comments on whether this covers all the areas of support which senior leaders may wish to provide for improvements in classroom teaching.

Slide 2

Support and guidance from the senior leadership team may involve:

- Identifying training needs
- Coaching in behaviour and attendance management
- In-class support and modelling of strategies
- Observation, feedback and evaluation of good practice to promote behaviour and attendance
- Support for staff in addressing individual pupil needs
- Improving peer support systems
- Support for behaviour and attendance improvement planning

Planning lessons for positive behaviour and regular attendance 20 minutes

The effective teacher plans carefully the structure, content and delivery of lessons. Explain that it is also essential to plan the teaching of positive behaviour for learning. This ensures that pupils are clear about expectations and that colleagues have a consistent approach to promoting positive behaviour and good attendance.

Task 1

Ask participants to work in pairs to note the positive behaviour for learning they hope to see in their classrooms. This could be during whole class teaching/group work or a specific learning situation. Encourage them to share their lists, making brief notes on the flipchart, and ask them to reflect on how these behaviours are learned by pupils.

Point out that these behaviours might be reflected in classroom rules and routines.

Use Handout 1 to compare the feedback from groups with the positive behaviours for learning listed on the flipchart.

Effective teaching – classroom organisation 20 minutes

Classroom organisation should be able to cater for the full range of pupils' needs in relation to learning positive behaviour and regular attendance.

Use **slide 3** to highlight particular situations that may occur in the classroom.

Slide 3

Situations for which planning is needed:

- Pupils who arrive late
- Pupils who do not participate in the whole class lesson
- Pupils who do not participate in group work
- Pupils who have returned to school after an absence
- Pupils who have recently arrived at the school following exclusion from another school
- Pupils who have particular social, emotional or behavioural needs

Task 2

Ask participants in groups to discuss how classroom organisation ensures that pupils' needs are met.

Give out Handout 2 to record their ideas by identifying the pupils' needs in each case.

Participants may contribute ideas in relation to organisational factors such as timetabling of lessons and access to additional support, both of which will play a large part in securing improved behaviour. These are issues that the review of behaviour and attendance may highlight as requiring further attention.

Task 3

The physical environment of the classroom has an important impact on behaviour.

Show **slide 4** to identify some aspects of the physical environment.

Encourage participants to think briefly about whether they have any similar classroom constraints in their school. Ask them to think back to any lesson observations they have carried out and whether inappropriate behaviour is more frequent in these classrooms. Point out that time spent in developing the learning environment may reap dividends in terms of time saved in responding to difficult situations by senior staff.

Invite participants to consider the physical environment (classrooms and around school) and discuss the following:

Which aspects of the physical environment might impact negatively on pupil behaviour and attendance but cannot be easily changed?

Which aspects of the physical environment could be changed and how might this be achieved in their own school?

Slide 4

Aspects of physical environment which may impact on pupil behaviour and learning:

- The furniture may be fixed
- External distractions and noise at certain times of the day
- Light and ventilation in rooms may not be adjustable
- Sight lines may be poor
- Classrooms may be cluttered and untidy

Effective teaching – lesson structure

20 minutes

Participants will be aware that the design of effective lessons is fundamental to the pursuit of high quality teaching and learning and that this will in turn support and promote positive behaviour in the classroom. Good teaching fosters good learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned.

Effective teaching to improve behaviour and attendance

Task 4

Ask participants to work in pairs to identify six key points, which should be evident in effective teaching to support and improve behaviour and attendance. You may wish to prompt them with an example from the list below. Invite them to write each of the points on a separate card. The points might include some of the following:

Effective teaching and attendance results when staff:

- **focus** and **structure** their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already;
- actively **engage** pupils in their learning so that they make their own meaning from it;
- develop **pupils' learning skills** systematically so that their learning becomes increasingly independent;
- use **assessment for learning** to help pupils reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- have **high expectations** of the effort that pupils should make and what they can achieve;
- motivate pupils by **well-paced teaching**, using stimulating activities matched to a range of learning styles which encourage attendance;
- create an environment that promotes learning in a settled and **purposeful atmosphere**.

Ask participants to retain their cards, as they will need them for the next task.

Focusing on planning the teaching sequence

Task 5

Take participants through Handout 3, which shows the process of lesson design and is viewed as a series of planned learning 'episodes'. Remind participants that this Handout is based on the Pedagogy and Practice Key Messages leaflet that many of them will have seen.

Use the notes in italics below to expand upon the content in each of the boxes on the handout by relating the content to issues around behaviour and attendance.

Ask participants to use the outcome of Task 4 to identify further points on the Handout to support teachers' planning to promote positive behaviour and attendance.

- *Take account of any pupils who have missed extensive amounts of schooling and who may not have the same range of experiences to build on.*
- *Identify those pupils who have very active learning styles if the method to be used relies on listening.*

Task 5
continued

- *The objectives need to be relevant and motivate the pupils to learn.*
- *Breaking the lesson into shorter 'episodes' will make it easier to prompt pupils with rule reminders. These episodes also provide natural entry points for pupils to return to the lesson more easily following a period of disruption.*
- *Map pedagogical approaches to learning styles in order to meet the needs of most of the pupils most of the time.*
- *Understand that some pupils will not be receptive to certain styles of teaching and decide how you can accommodate this in your planning.*
- *Consider appropriate pupil groupings.*
- *Consider carefully the lesson transitions, which are often the key times for behaviour to become disruptive. At these times the flow of the lesson can be lost because there is less structure, therefore pupils may try to push the boundaries of what is acceptable if they arise.*
- *Encourage attendance at the next lesson by having a positive plenary.*

Get feedback and build a series of effective teaching strategies to support positive behaviour and attendance. Point out these strategies will support members of the senior leadership team working with staff when reviewing lesson design and in effective teaching.

Effective teaching – engagement for positive behaviour and regular attendance

15 minutes

Participants will be aware that an effective teacher has a wide-ranging repertoire of teaching and learning strategies and techniques. This should include skills for developing and promoting positive relationships between staff and pupils and between pupils themselves. This creates a classroom where pupils feel valued, engaged, motivated to learn and keen to attend.

Raise awareness in the group that this complex range of activities will require sophisticated and varied teaching skills if behaviour problems are not to arise.

Say that this section focuses on the strategies that staff can use to promote positive behaviour in the classroom. Give out Handout 4 and ask participants to consider each technique, how effective they think it is and whether these strategies are used consistently in their own school.

Ask participants to add further examples.

Invite participants to consider how, or if these strategies are used consistently in their own school.

Summary and points for action

5 minutes

Show **slide 5** to summarise.

Slide **5**

Summary

Effective teaching for positive behaviour and regular attendance includes:

- Structuring lessons to include the teaching of positive behaviour and attendance
- All the techniques for effective teaching in general
- Good classroom organisation, including the physical environment
- Understanding pupils' responses and needs related to their behaviour and attendance

Explain that the four sessions have focused on the developing role of senior leadership teams in promoting positive behaviour and attendance. The Points for action will enable teams to begin further developments in their school, which will be supported by the developing school practice file, which will be in schools next term.

Encourage participants to complete the Points for action about what needs to be done next in their schools. Remind participants to focus on the needs of all staff in relation to providing support for all pupils.

Points for action in school

Encourage participants to complete the Points for action in Handout 5. Identify how they will use this session to provide training in school, whom they will involve, and when.

It will be helpful to share this form with the SLT and their consultant at the next meeting.

Handout 1

Summary of some positive behaviours for learning

Behaviour for learning	Teaching approach	Pupil learns by
Positive interaction staff/pupil		
Listening to each other Responding to requests Speaking politely Asking questions Showing concern and understanding Following instructions and requests	Modelling Explicit expectations Focus for learning Setting as a specific Target for the group Phrased as a rule for example 'We listen to each other in our class'. Reminder of expectations or rules	Observation Practice Feedback on performance Praise Acknowledgement
Sensible use of resources		
Bringing correct material to class Sharing equipment Looking after own/others property Keeping desk/classroom tidy	Explicit expectations Routines in place Reminders Modelling Set as behaviour target	Observation Feedback on performance Acknowledgement Praise
Appropriate use of language		
Speaking politely Using proper names Waiting turn to speak Listening to ideas of others without negative comment Giving way in an argument Accepting ideas and suggestions of others and act upon them Tone of voice congruent with body language Appropriate tone of voice for task	Modelling Use of pupil first names Skills required identified and taught Set as behaviour target Provide feedback on performance	Observation Encouragement and recognition of effort Opportunities to practice new skill Feedback on performance Understanding expectations Visual clues

Behaviour for learning	Teaching approach	Pupil learns by
Acceptance of new challenges		
Setting appropriate goals Taking risks Trying new things Asking for help Using peer support Making mistakes and moving on Self-aware – knowing how and when to get help	Modelling Mistakes accepted Responds to request for help Motivates Encourages Provides personal feedback	Praise Success Achieving goals Feeling proud Feedback on performance from significant adults Perceiving mistakes as a learning opportunity Positive relationships with peer group
Able to work independently		
Correct equipment for tasks Good time-keeping Attention focused on task Ignoring distractions Persistent Monitoring own progress	Expectations are made clear Modelling Acknowledge skills being used Praise Provide personal feedback Classroom seating plan appropriate	Observation Clear explanation Feedback on performance Praise and recognition Feeling successful

Handout 2

Behaviour	Pupil Need	Classroom Organisation	Strategies for improving behaviour
Pupils who arrive late		<p>Lesson objectives clearly displayed</p> <p>Easily accessible materials to be collected by the pupil</p> <p>Routine lesson structure so that pupil knows when the teacher may be available to recap on instructions for an activity</p> <p>Easy access from the door to a vacant seat</p>	<p>Establish a positive classroom atmosphere.</p> <p>Establish and teach routines for late arrival to minimise disruption.</p> <p>Reminders about expectations.</p> <p>Use of school systems for example late slips.</p> <p>Reward/acknowledgement/ recognise punctuality.</p> <p>Be sensitive to individual pupil needs, worries and concerns.</p> <p>Find out why pupils are late – support strategies in place.</p>
Pupils who do not participate in the whole class lesson		<p>Lesson objectives clearly displayed</p> <p>New and frequently used vocabulary displayed</p> <p>Wall display that may be used interactively to engage the pupil</p> <p>A bank of related work that can be completed independently, providing some challenge but requiring limited support</p> <p>Routine lesson structure so that the pupil can be prompted to rejoin the rest of the class at key points in the lesson. For example, when group or independent work starts</p>	<p>Encourage questions.</p> <p>Provide supportive feedback.</p> <p>Encourage/acknowledge all efforts to participants.</p> <p>Acknowledge contributions.</p> <p>Evaluate lesson content and differentiation.</p> <p>Explore motivation to learn.</p> <p>Ask how you can help them to participate.</p>
Pupils who do not participate in group work		<p>Buddy system where another pupil is encouraged to work outside the group situation alongside this pupil</p> <p>Spare materials to enable the pupil to continue the group work independently</p> <p>Lesson organised into chunks to encourage the staff to provide a way back into the group work for the pupil who has opted out</p> <p>Chair and table available for pupil to work alone</p>	<p>Reminder of behaviour needed for group work.</p> <p>Ensure pupils have skills for this – if not teach them.</p> <p>Evaluate routine for setting group work.</p> <p>Teach necessary social skills.</p>

Behaviour	Pupil Need	Classroom Organisation	Strategies for improving behaviour
Pupils who have returned to school after an extended absence		Flexible grouping arrangements to enable a pupil to join a group who can provide an update on the work covered Buddy system where another pupil is encouraged to work outside of the group situation alongside this pupil Word or phrase banks clearly displayed or available to provide key words to be used in understanding teaching Wall displays that represent key learning points or visual images that will support learning. For example, grammar rules to support the use of the past tense in French, place value charts containing decimals etc	Provide notes on work missed. Welcome back, show concern, be pleased to see them. Offer reassurance, build in time to discuss work missed.
Pupils who have recently arrived at the school following exclusion		As above Classroom rules published, clearly displayed and referred to within the lesson Flexible positioning of pupils in whole class sessions to enable a pupil to be integrated to a location where a teacher may have easy access Well-positioned teaching assistants, if available, to support the pupil	Assess ability and provide appropriate work. Welcome, show concern, be pleased to have them in your class. Ensure they understand it's a fresh start, be positive. Explain class rules and routines. Establish buddy system to help them settle.
Pupils who have special needs in relation to their social, emotional and behavioural skills		Learning assistant to support with timing of tasks, provision of equipment and notes for the lesson Additional time allowed for tasks Differentiated tasks and homework set Routine lesson structure Frequent progress checks during lesson Pupil paired with appropriate role model Clear classroom behaviour expectations Clear routines in place Buddy systems for learning or emotional support Allocation of teaching assistant support	Teach necessary behaviour skills. Provide emotional support. Develop personal relationship. Acknowledge efforts to improve. Provide supportive feedback. Provide corrective feedback. Set individual targets. Follow through individual behaviour plan.

Handout 3

Supporting positive behaviour and attendance

Locate the lesson or sequence of lessons in the context of:

- the scheme of work
- pupils' prior knowledge
- pupils' preferred learning styles

Identify clearly the essential objective(s) for pupils in terms of :

- their knowledge, attitude and skills
- their attitudes and personal development

Structure the lesson as a series of episodes by:

- separating the learning into distinct stages or steps

Decide how to teach each episode then choose:

- the best pedagogic approach
- the most appropriate teaching and learning strategies

Ensure coherence by providing:

- a stimulating start to the lesson
- transition between the episodes which recapitulates and launch new episodes
- a final plenary that reviews learning

Handout 4

Teacher Techniques	Details
Choice	<p>Gives pupils some control over a situation and is less likely to initiate point-blank refusal. Examples include:</p> <p><i>'I want you to get on with your work or (consequences) it's your choice.'</i></p> <p><i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i></p>
Take-up time	<p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply.</p> <p>Example include:</p> <p><i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i></p>
Partial agreement	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include:</p> <p><i>'Yes, you may have been talking about your work but I would like you to...'</i></p> <p><i>'Yes, it may not seem fair but...'</i></p>
When-then direction	<p>Avoids the negative by expressing the situation positively. Example include:</p> <p>It is better to say, <i>'When you have finished your work, then you can go out'</i> than. <i>'No, you cannot go out because you have not finished your work'</i>.</p>
Privately understood signals	<p>Draws the class together and builds in sharing times. Examples include:</p> <p><i>'Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'</i></p>
Tactical ignoring	<p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.</p> <p>Example include:</p> <p>The teacher may say to a nearby pupil. <i>'Well done. You have remembered to put your hand up to answer a question.'</i></p>
Redirect behaviour	<p>Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Example include:</p> <p><i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i></p>
Consequences and sanctions	<p>Needs to be in line with school policy, and be implemented clearly and consistently. Example include:</p> <p><i>'Remember the school rule Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all.'</i></p>
Deferred consequences	<p>Deals with a pupil who is mis-behaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example include:</p> <p><i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.'</i></p>

Handout 5

Points for action in schools

Points for action	<i>Staff involved</i>	<i>Timing</i>
Prior to training		
During training		
After training		



Session 4 Aims of the session

- To build on sessions 1–3 with practical advice about staff training to improve classroom teaching and learning
- To examine how effective classroom teaching can promote positive behaviour and regular attendance
- To consider approaches to planning which include all pupils and raise standards of behaviour and attendance



Slide 2

Support and guidance from the senior leadership team may involve:

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- Identifying training needs
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- In-class support and modelling of strategies
- Observation, feedback and evaluation of good practice to promote behaviour and attendance
- Support for staff in addressing individual pupil needs
- Improving peer support systems
- Support for behaviour and attendance improvement planning

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Key Stage 3 *National Strategy*



Situations for which planning is needed:



- Pupils who arrive late
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- Pupils who have particular social, emotional or behavioural needs





Slide 4

Aspects of physical environment which may impact on pupil behaviour and learning:

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- The furniture may be fixed
- External distractions and noise at certain times of the day
- Light and ventilation in rooms may not be adjustable
- Sight lines may be poor
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Summary

Effective teaching for positive behaviour and regular attendance includes:

- Structuring lessons to include the teaching of positive behaviour and attendance
- All the techniques for effective teaching in general
- Good classroom organisation, including the physical environment
- Understanding pupils' responses and needs related to their behaviour and attendance

