St Gabriel's

OUR MODEL FOR TEACHING AND LEARNING

How we create the conditions, structure and teaching that help pupils know more, remember more and can do more.

CLIMATE FOR LEARNING HABITS

The positive conditions for learning in every classroom.

1. WARM WELCOME
2. LEARNING FOCUS
3. CLEAR ROUTINES
4. POSITIVE RELATIONSHIPS
5. POSITIVE FRAMING
6. FULL PARTICIPATION
7. RECOGNITION AND PRAISE
8. CONSISTENT RESPONSE
9. PRIDE AND HIGH STANDARDS
10. CALM CONCLUSION

TEACHING & LEARNING PRINCIPLES

The key ingredients of high-quality teaching in every lesson.

1. KNOW OUR PUPILS
2. PURPOSEFUL PLANNING
3. CONNECT PRIOR KNOWLEDGE
4. EXPLICIT INSTRUCTION
5. EXPERT MODELLING
6. CHECKING FOR UNDERSTANDING
7. RESPONSIVE AND ADAPTIVE TEACHING
8. PURPOSEFUL PRACTICE
9. CHALLENGE AND THINKING
10. READING, VOCABULARY AND ORACY

LESSON STRUCTURE

A clear structure for every lesson, with progress checks throughout.

1. DO NOW
2. LESSON OUTCOMES
3. ACTIVATE (I DO)
4. MODEL (WE DO)
5. RESILIENCE (YOU DO)
6. PLENARY

PROGRESS CHECKS – THROUGHOUT

St Gabriel's

CLIMATE FOR LEARNING HABITS

How we create classrooms in which everyone can learn.

1 WARM WELCOME

We greet pupils at the door, creating a calm and positive start to the lesson.

2 LEARNING FOCUS

We establish and maintain a strong focus on learning, minimising distractions and ensuring pupils know what is expected of them.

3 CLEAR ROUTINES

We use seating plans and follow consistent routines and smooth transitions to protect learning time and ensure lessons run calmly and efficiently.



4 POSITIVE RELATIONSHIPS

We treat everyone with respect, showing care and belief in every pupil.

5 POSITIVE FRAMING

We communicate expectations clearly, positively and consistently, telling pupils what success looks like.

6 FULL PARTICIPATION

We include everyone in the lesson, using strategies that maximise participation and ensure all pupils are expected to engage and contribute.



7 RECOGNITION AND PRAISE

We notice and celebrate effort, improvement and success, using our rewards system meaningfully.



8 CONSISTENT RESPONSE

We apply our behaviour expectations fairly, calmly and predictably, with appropriate recognition and correction.



9 PRIDE AND HIGH STANDARDS

We maintain high standards for presentation, language, equipment and the learning environment. We take pride in our work and our school.



10 CALM CONCLUSION

We end lessons purposefully, review learning, organise resources and ensure pupils leave calmly and ready for the next lesson.



St Gabriel's

TEACHING & LEARNING PRINCIPLES

How we deliver consistently strong teaching.

1 KNOW OUR PUPILS

We understand our pupils' starting points, strengths and needs, including any barriers to learning, and use this knowledge to plan and teach effectively.

2 PURPOSEFUL PLANNING

We plan lessons that are carefully sequenced, build on prior knowledge and anticipate misconceptions, so that all pupils can make progress.

3 CONNECT PRIOR KNOWLEDGE

We routinely retrieve and connect what pupils already know, identifying and addressing misconceptions to prepare them for new learning.

4 EXPLICIT INSTRUCTION

We explain new knowledge and skills clearly and precisely, using accessible language and manageable steps.

5 EXPERT MODELLING

We make expert thinking visible through high-quality models, worked examples and think-alouds, using scaffolds to support understanding.

6 CHECKING FOR UNDERSTANDING

We use assessment, effective questioning and ongoing checks to establish what all pupils understand, identify misconceptions and adapt teaching in response.

7 RESPONSIVE AND ADAPTIVE TEACHING

We adapt explanations, examples, scaffolds and tasks in response to what pupils know and need, including those with SEND, so that all pupils can access learning and make progress.

8 PURPOSEFUL PRACTICE

We provide sufficient opportunities for pupils to practise, apply and build fluency, moving from guided to increasingly independent learning.

9 CHALLENGE AND THINKING

We expect all pupils to think hard, providing appropriate challenge and opportunities for pupils to explain, justify, connect and apply their learning.

10 READING, VOCABULARY AND ORACY

We explicitly develop reading, subject-specific vocabulary and oracy in every lesson, using high-quality texts and discussion to strengthen understanding and help pupils express their thinking.

St Gabriel's

LESSON STRUCTURE

How we structure learning so that pupils know more, remember more and can do more.

1 DO NOW

Retrieve and prepare.

Pupils begin promptly and independently, retrieving prior knowledge and preparing for the learning that follows.

2 LESSON OUTCOMES

Establish the learning.

The purpose of the lesson is clear. Learning outcomes are specific, measurable and linked to prior knowledge.

3 ACTIVATE (I DO)

Introduce and explain.

New knowledge and key skills are presented explicitly, using clear explanations, accessible language and relevant examples, while connecting to prior knowledge.

4 MODEL (WE DO)

Practise together.

We work through examples together, using high-quality models, worked examples and think-alouds to develop understanding and build confidence.

5 RESILIENCE (YOU DO)

Practise and apply.

Pupils have opportunities to practise, apply and build fluency, with appropriate challenge and support, moving towards independent learning.

6 PLENARY

Review and consolidate.

Learning is summarised and checked. Key knowledge is revisited, remaining misconceptions are addressed, and next steps are clear.

PROGRESS CHECKS – THROUGHOUT

We routinely check what all pupils understand, identify misconceptions and adapt teaching in response.