



TEACH - Teaching Habits of Excellence

Tailored Planning	Explicit Instruction	Assessment	Climate for Learning	High Expectations	Subject Specific
<ul style="list-style-type: none"> • Demonstrate excellent subject knowledge • Plan for and address misconceptions • Link to prior learning and plan opportunities for retrieval • Provide opportunities for purposeful practice that address specific learning outcomes • Adapt teaching, showing an understanding of the needs of all pupils • Plan for opportunities to develop literacy and oracy 	<ul style="list-style-type: none"> • Present new knowledge in small steps • Explain clearly using accessible language • Question effectively • Provide high quality models • Deliver using metacognitive talk • Explicit vocabulary, reading and oracy instruction 	<ul style="list-style-type: none"> • Accurate use of formative assessment to aid responsive teaching • Accurate use of summative assessment to address gaps in learning • Give high quality progressive feedback • Provide pupils the opportunity to respond to feedback 	<ul style="list-style-type: none"> • Promote clear and consistent routines and learning behaviours through the values of Strength, Service and Success • Consistently apply the standards policy • Provide recognition through rewards and praise to promote effort • Positive framing and mission language 	<ul style="list-style-type: none"> • Stretch and challenge all pupils • Ensure all pupils are fully engaged in learning • Model positive attitudes and values • Promote the highest standards of literacy and oracy • Promote aspirations and catholic social teaching 	<ul style="list-style-type: none"> • Students are able to recall knowledge from this lesson and previous lessons • Students are able to explain what subject skills they have developed over time. • Are there any misconceptions which need to be addressed? • <i>Add subject specific questions (Use Ofsted Subject Review and National Curriculum for guidance).</i>

Tailored Planning

Habit	So that...	Examples
Demonstrate excellent subject knowledge	New knowledge builds on secure foundations, forming a deep understanding	Explain tier 3 vocabulary, use examples and analogies to explain, reference to curriculum specifications
Plan for and address misconceptions	Common misconceptions are not embedded in long term memories	Check for understanding, explain common misconceptions in activate / model, reteach, one shot thinking
Link to prior learning and plan opportunities for retrieval	Knowledge is committed to long term memory	Do now, explicit vocabulary, questions, connect 4, progress check, plenary, utilising sensory memory
Provide opportunities for purposeful practice that address specific learning outcomes	Pupils can demonstrate specific progress over the lesson(s)	Well thought out activate / resilience activities, refer to outcomes during lesson, including progress check, exam questions, presentation, reading tasks, collaborative
Adapt teaching, showing an understanding of the needs of all pupils	All pupils are challenged and supported to exceed expectation and make excellent progress	Appropriate scaffolding, targeted ordered questioning, adaptive resources, make reading material accessible, explicit instruction
Plan for opportunities to develop literacy and oracy	All pupils can access learning and communicate effectively, both verbal and written	Read like a ..., exposure to challenging texts, explicit vocabulary meaning and spelling, sentence starters if needed, structured talk

Explicit Instruction

Habit	So that...	Examples
Present new knowledge in small steps	Each step can be mastered and success experienced before moving on	I do, we do, you do, dual coding to encode, rule of 3
Explain clearly using accessible language	Cognitive overload is limited	Use success criteria, Analogies, stories,
Question effectively	It is evident each pupil understands each step	Cold call, pre-call, High order questioning
Provide high quality models	Standards of excellence are demonstrated to improve outcomes	Use success criteria, Live modelling, WAGOLLS, spotlighting
Deliver using metacognitive talk	Pupils understand the processes needed to succeed	Walking Talking Mocks, Think aloud as modelling, use learning partners
Explicit vocabulary instruction	Levels of literacy can be enhanced further, giving opportunities for deeper understanding	Say it, model it, correct it, teach etymology and morphology

Assessment

Habit	So that...	Examples
Accurate use of formative assessment to aid responsive teaching	Misconceptions and insecure learning addressed in a timely manner to deepen understanding	Self and peer with criteria, cold calling, pre-calling, hinge questions, pause, pounce, bounce, whiteboards
Accurate use of summative assessment to address gaps in learning	Learning sequences and foundations are secure, ensuring understanding of future learning	Exam questions, exit tickets
Give high quality progressive feedback	Pupils know their next steps to increase their outcomes	Written, verbal, whole class, live "ACTION: "
Provide pupils the opportunity to respond to feedback	They can build confidence giving deeper, more detailed responses to achieve mastery in their subject.	Re-teach, new scenarios,

Climate for Learning

Habit	So that...	Examples
Clear and consistent routines	Cognitive load is reduced and learning is the priority, with minimal learning time wasted	Meet and greet, Focus 3,2,1, End and Send, Perch
Consistently apply the standards policy	Pupils can think hard about their learning free from distraction	<p>I have noticed that... <i>state the behaviour that was observed</i></p> <p>Issue a "Rule reminder" using the 3R's... <i>explain which rule / expectation / routine it contravenes</i></p> <p>Remind students of previous positive behaviour...<i>use as a model for desired behaviour</i></p> <p>Connect the action to the consequence...<i>tell them what the sanction is</i></p> <p>Allow take up time... <i>walk away, allow time to make the right decision</i></p> <p>Thank them for listening... <i>look around and praise others following the rules</i></p>
Provide recognition through rewards and praise to promote effort	Pupils feel their effort is valued and understand the link between effort and achievement	<p>Growth mindset, Precise praise in public, "Great job citing the evidence"</p> <p>"Clever use of comparing weather to the character's mood in your description"</p>
Positive framing and mission language	Pupils can learn in a positive environment, reducing escalation of low level issues. Builds confidence.	Narrate the positive, Assume the best, "Well done, I can see students

demonstrating success and have already started"
 "Well done to 7R for showing strength and entering the assembly quietly and orderly ..."
 "I really like that you have ..."

High Expectations

Habit	So that...	Examples
Stretch and challenge all pupils	All pupils can exceed expectation.	Match expertise and support, 3:30:30
Ensure all pupils are fully engaged in learning	Learning time is maximised, pupils engage in participation and passive behaviours are eradicated.	No opt out, 100% rule, Hinge questions, ABC (Agree, Build Upon, Challenge) Every minute matters - focus on pace
Model positive attitudes and values	Human dignity and subsidiarity are lived.	Growth mindset, Chameleon effect (too much structure holds pupils back)
Promote the highest standards of literacy and oracy	Answers demonstrate academic rigour and pupils build communication confidence.	Tier 2 and 3 vocabulary, structured talk, Reading challenging with support
Promote aspirations and Catholic Social Teaching	Pupils can exceed their expectations academically and spiritually and become successful global citizens.	Link skills and practise to careers, explain links to Catholic Social Teachings



