



**Ambition
Institute**

ECT

**Clinic 1: Maintaining
High Expectations**

Participant Workbook

**KEEP
GETTING
BETTER**

Name:

Session date:

Introduction

The purpose of clinics

Clinics are designed for you to:

- > **Focus on a persistent teaching problem** that will apply across contexts
- > **Apply** knowledge to scenarios
- > **Evaluate** teaching practice
- > **Collaborate** with colleagues

Clinics are NOT designed to:

- > **Discuss specific problems** from your own contexts
- > **Repeat** self-study content

ECT Clinic 1 outcomes

1. To understand the importance of high expectations and their impact on pupils.
2. To understand effective practice around maintaining high expectations.
3. To reflect on current practice around maintaining high expectations.

This clinic will focus on a teaching problem:

How can teachers prevent and respond to low-level disruption to create a positive, predictable, and safe learning environment?

Paired discussion

Task: In your pair, discuss the following questions

1. How does low-level disruption present in the classroom?

Notes:

2. What impact does it have?

Notes:

How do teachers maintain high expectations and attend to low-level disruption?

Maintaining high expectations	
Preventing low-level disruption	Responding to low-level disruption
<ul style="list-style-type: none"> • Routines • Teacher-pupil relationships • Clear instructions • Learning planned and content broken down to allow pupils to access it • Teacher's belief in pupil's ability to succeed • Social norms and culture of learning 	<ul style="list-style-type: none"> • Least invasive approaches (non-verbals, private reminders) • Escalation (behaviour systems and support) • Positive reinforcement

What are underlying features?

Underlying features are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Underlying features in this clinic

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
Clarity	Convey behavioural expectations specifically, clearly, concisely and with appropriate emphasis so pupils know what they are expected to do without confusion or ambiguity.
Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
Check pupils are following instructions	Ensure pupils understand and remain focused on instructions by proactively, overtly, and continually checking pupils are following instructions, and then intervening early when expectations are not met.
Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

I do

Task: Read the scenario.

Scenario 1

In alignment with the whole school feedback policy, teachers at Shorehouse Academy regularly engage pupils in whole-class feedback related to a model. Pupils respond to this feedback by editing their work in green pen. Today, in his Year 8 French lesson Mr. Murphy is marking a piece of pupil work on his board to give whole-class feedback on a writing task.

Mr Murphy wants to gain pupils' full attention. In line with his classroom routine, he uses a narrated countdown. Now that he has pupils' full attention, he is giving instructions: "While I am talking you through this piece of work, I expect you to be paying full attention. You need to work in silence, have your green pens in your hand and make improvements. Remember we are looking for our key vocabulary to describe holidays and at least two opinion phrases. Also, look out for our adjective agreements. Green pens in hands, let's do it."

Mr Murphy scans the room. He can see that three pupils have not yet got their pens in hand and do not appear ready.

"At least 80% of us are ready to go. That's great to see, well done. It's super important that we are paying full attention. We can then note down all of the changes we think of because we don't want to miss anything which will help you to improve your work".

All pupils now appear ready to begin the feedback task, Mr Murphy talks his class through the example work, looking up and scanning the room at moments when he would expect that they would be adding green pen to their own work. He notices that one pupil is not focussed on the board and is not adding to her work. He decides to give a final whole class reminder to support her to meet his expectations, "we have made some fantastic additions to our work so far, it is really important that we all add this extra example to our paragraphs because I haven't seen it in anyone's work yet, and it will increase the quality of our written work, I should see all of your green pens adding this in", he gives the less-focussed pupil a nod as he says this. She quickly adds to her work.

Question:

a) Where can you see the underlying features in the scenario?

- Consistency
- Clarity
- Rationale
- Checking that pupils are following instructions
- Positive reinforcement

b) What difference do you think the underlying features make to the teacher maintaining high expectations in the scenario?

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	
Check pupils are following instructions	
Positive reinforcement	
Other notes:	

We do

Read and analyse

Underlying features for scenario 2 and 3

The underlying features you need to have in mind as you read these scenarios are below. They are the same as for scenario 1:

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
Clarity	Convey behavioural expectations specifically, clearly, concisely and with appropriate emphasis so pupils know what they are expected to do without confusion or ambiguity.
Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
Check pupils are following instructions	Ensure pupils understand and remain focused on instructions by proactively, overtly, and continually checking pupils are following instructions, and then intervening early when expectations are not met.
Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

Task: Read both of the following scenarios.

Scenario 2

Mrs. Ahmed is an Art Teacher at Cooper's Academy, a secondary school for pupils with special educational needs. She has found that pupils often struggle to maintain focus for the duration of longer tasks. This can cause low-level disruption as pupils become fidgety, move around the room and chat to each other.

Mrs. Ahmed knows that pupils benefit from regular short breaks. So, she has considered how to include these in her routines to support pupils. She also understands the importance of teaching her pupils to self-regulate because it will reduce the likelihood of low-level disruption in her lessons.

Over the last term, Mrs. Ahmed has established a routine which uses coloured sand timers to break long tasks into smaller periods of focussed work. Pupils can then take timed movement breaks. The frequency and length of these breaks are based on the individual needs of the pupils. However, the structure remains consistent.

In today's lesson, pupils will be working on an extended piece of work. She knows movement breaks will be a good way to support them to do this. When she is setting up the task, she reminds them of her expectations: "Today, it is an extended piece of work. We know our concentration is improved when we have an opportunity to move around and take a break from our work. So, I will give regular movement breaks. We will use the sand timers to help us remember how long we are working for, and how long our breaks last. I will direct you to the appropriate timer colour for you."

Later, while most pupils are settled into their drawing task, Mrs. Ahmed notices that Daniella is fidgeting in her seat. Mrs. Ahmed walks to her desk; "Daniella, you have worked really hard on the shading on your drawing. I am going to put this 2-minute timer on your desk because I want you to spend two more really focussed minutes on your drawing. I know you can time your own movement break. So, after this timer runs out you can go to the bench at the back of the room and pick up a red timer and start it. You will have until that timer has finished to take a movement break quietly, in the movement space. I will see you back at your desk when your red timer has finished."

Scenario 3

In Mr Florence is a Reception teacher. He knows the importance of routines for his pupils and has established a clear tidy-up-time routine for use before coming to the carpet for story time at the end of the school day. He always plays the same piece of music whilst pupils are tidying up. Pupils are supported to meet expectations as the play equipment containers are clearly labelled with a photograph of, and the word for, the equipment. This routine has been working effectively in his classroom and pupils are aware of what is expected of them.

Pupils are aware that tidy up time has begun. Mr Florence has begun the music and is scanning the room in an emphasised way. This ensures pupils know that he is checking that they are following his instructions. He notices that Sammy and Jordan are dancing to the tidying up music, rather than putting away play equipment. Mr Florence walks over to these pupils and bends down to their level. He carefully positions himself in such a way that he can see the rest of his pupils.

"Sammy and Jordan, I know the music makes you feel like you want to dance. We do need to tidy everything away because then we will have the space that we need to sit on the carpet and have our story. I know story time is one of your favourite parts of the day. I would like you to pick up 10 more bricks and put them away before the song ends."

Mr Florence walks away from Sammy and Jordan to give them an opportunity to follow his instructions. Sammy begins to pick up the blocks however Jordan does not. Mr Florence returns to Jordan:

"Jordan, I have asked you to stop dancing and put the bricks away. I can see that you are still dancing. We are going to go and start putting the blocks away together. I am reminding you that if you cannot follow my instructions then you will need to go and have some reflection time"*

Jordan and Mr Florence begin to pick up the play bricks together. *"Well done Jordan. Thank you for making the right choice and tidying up with me. I know that you will do a great job of finishing tidying this up. I will meet you on the carpet when the song has finished."*

Nearly all pupils are sat and ready on the carpet. Mr Florence stops the music. *“Well done. I was really pleased to see how well we tidied up today. Nathan, I appreciate you getting the tidying up done so sensibly and quickly. Now we can have as much time as possible for our story.”*

*Reflection time is part of the behaviour policy to help pupils who don’t follow instructions to do so next time.

Task: Respond to the following questions independently.

Questions:

- a) Where can you see the underlying features in these scenarios?
 - Consistency
 - Clarity
 - Rationale
 - Checking that pupils are following instructions
 - Positive reinforcement
- b) What difference do you think the underlying features make to the teachers maintaining high expectations in these scenarios?

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	
Check pupils are following instructions	

Positive reinforcement	
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Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenarios 2 and 3.

Notes:

Non-example

Read and analyse

Underlying features for scenario 4

The underlying features you need to have in mind as you read these scenarios are below. They are the same as the previous scenarios:

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
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Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
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Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

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Mr Murphy wants to gain pupils' full attention. In line with his classroom routine, he uses a narrated countdown. Now that he has pupils' full attention, he is giving instructions: "While I am talking you through this piece of work, I expect you to be paying full attention. You need to work in silence, have your green pens in your hand and make improvements. Remember we are looking for our key vocabulary to describe holidays and at least two opinion phrases. Also, look out for our adjective agreements. Green pens in hands, let's do it."

Mr Murphy starts to talk his class through the example work. Soon the noise level in the room begins to rise as pupils start to talk to one another. Mr Murphy stops the class and repeats his instructions; “You are all talking, and you should be looking at the board.” Mr Murphy is feeling frustrated as he thinks his instructions were very clear. He believes that the pupils are behaving like this on purpose because they can’t be bothered to do the work.

He returns to talking them through the model answer. Gradually, more pupils are starting to go off task. He has lots of content still to cover in this lesson so decides to carry on rather than lose the pace of the lesson. He wants to reward pupils who are following his instructions. “It’s so great to see Nico and Francesca so focussed, well done you two.”

The pupils who have continued to talk have now reached a volume that Mr Murphy cannot ignore. “Back row, all three of you are now on your first sanction because you are constantly talking and not doing as you are told.”

Mr Murphy decides it is best to move on to the next task before fully completing his feedback task. After the lesson he is left wondering what he could do next time to ensure all pupils stayed on task.

Task: Respond to the following questions independently.

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	

Check pupils are following instructions	
Positive reinforcement	

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 4.

Notes:

Reflections and action planning

- > Of the underlying features, which do you already use to help you to maintain high expectations?
- > Which of the underlying features will you use more in order to support you to:
 - > Maintain high expectations
 - > Prevent low level disruption
 - > Respond to low level disruption?
- > Know when your next clinic takes place.
- > Any questions?

Record your next steps:

Appendix

I do (2)

Task: Read the scenario.

Scenario 5

Mr Adiche is lining his class up outside the classroom after lunch. This is part of their daily routine. "I'm looking for all eyes on me." Mr Adiche looks down his line. He notices two pupils are looking down at their feet and are slumped against the wall. He begins to walk down the line. "We are nearly ready. I am just waiting for a couple of us to be stood up nice and straight with eyes on me. I want to be sure that everyone knows what they are supposed to be doing when we get into the classroom." All pupils are now looking his way and Mr Adiche leads them into the classroom. He reminds them they will be silently reading for 15 minutes; their daily routine after lunch.

Mr Adiche knows the two pupils who needed an additional reminder in the line often play football together at lunchtimes. Previously, there have been unresolved lunchtime conflicts involving the pupils which have disrupted his afternoon lessons. Mr Adiche knows that if he doesn't address this quickly and proactively then minor disruptions can escalate. However, he also knows both pupils' behavioural needs. If he brings them over to speak to him about what has happened (either individually or as a pair), it is likely to escalate the situation.

His class have sat in their seats and are reading silently. Mr Adiche stands at the front of the room, watching intently. A couple of pupils look up and catch his eye. He smiles at them, nods, and then gives them a thumbs up.

Once he is confident that the class is settled and focussed on reading, he moves over to Minal and bends down to her level at the side of her desk. This is so he can still see the rest of the group. Mr Adiche whispers, "Are you okay Minal?" She shrugs. "Okay, I will give you a couple of minutes and will come back before the end of reading time. It is important to me that you are in the right frame of mind so you can focus on our lesson this afternoon."

He goes to speak to the other pupil. They tell him that they have fallen out with Minal at lunchtime. Mr Adiche acknowledges how this pupil is feeling and gives them an explanation as to why he now needs them to focus on this afternoon's lesson. He returns to Minal.

"Minal, I understand at the time that that was important to you, and you felt it was unfair. We are now in lesson time. I really need you to give all your attention to this afternoon's learning because I know you will find it easier to learn if you do. We can talk about this at the end of the day if you still want to then. I am really looking forward to telling your mum how great your afternoon has been. We have five more minutes of reading. I reckon you can read at least 3 more pages in that time!"

Question:

a) Where can you see the underlying features in the scenario?

- Consistency
- Clarity
- Rationale
- Checking that pupils are following instructions
- Positive reinforcement

b) What difference do you think the underlying features make to the teacher maintaining high expectations in the scenario?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	
Check pupils are following instructions	
Positive reinforcement	
Other notes:	

References

Barker, J. and Rees, T. (2020). Developing School Leadership. In: S. Lock, ed., *The ResearchEd Guide to Leadership*, 1st ed. John Catt Educational.

Kennedy, M., (2016) Parsing the Practice of Teaching. *Journal of Teacher Education*. Los Angeles, CA: SAGE Publications, 67(1) pp. 6–17.