



The Greenfield Framework for Teaching

Opening Statement and Philosophy

It is clear that certain teaching practices work better than others, and the staff wish to adopt any research and ideas which will help them raise pupil achievement.

This document offers, therefore, a framework for classroom teaching at the school.

Disclaimer:

- This is not a document for uniformity, or mediocrity.
- It is not an attempt to stifle or constrain.
- The School recognises that the inspiration of the individual is essential for lively and inventive teaching. The teachers are a collection of different personalities and approaches, and part of the wealth of education at the School is that children can experience different characters who relate to them in different ways.

The Framework is an attempt to embed good working practices of planning, teaching and assessment into the everyday habits of teachers at the school.

An anecdote from a school which recently adopted a similar framework for 'Learning in the Classroom' relates how every teacher stuck a laminated copy of the framework structure onto the desk. An Ofsted inspector, examining one copy, sneered that 'This is just good teaching'.

↩ That is what we want.

[The philosophy and practices of the Framework for Teaching have influenced, and find expression in, the school Lesson Planning template, and also in the Lesson Observation form.]

For Discussion

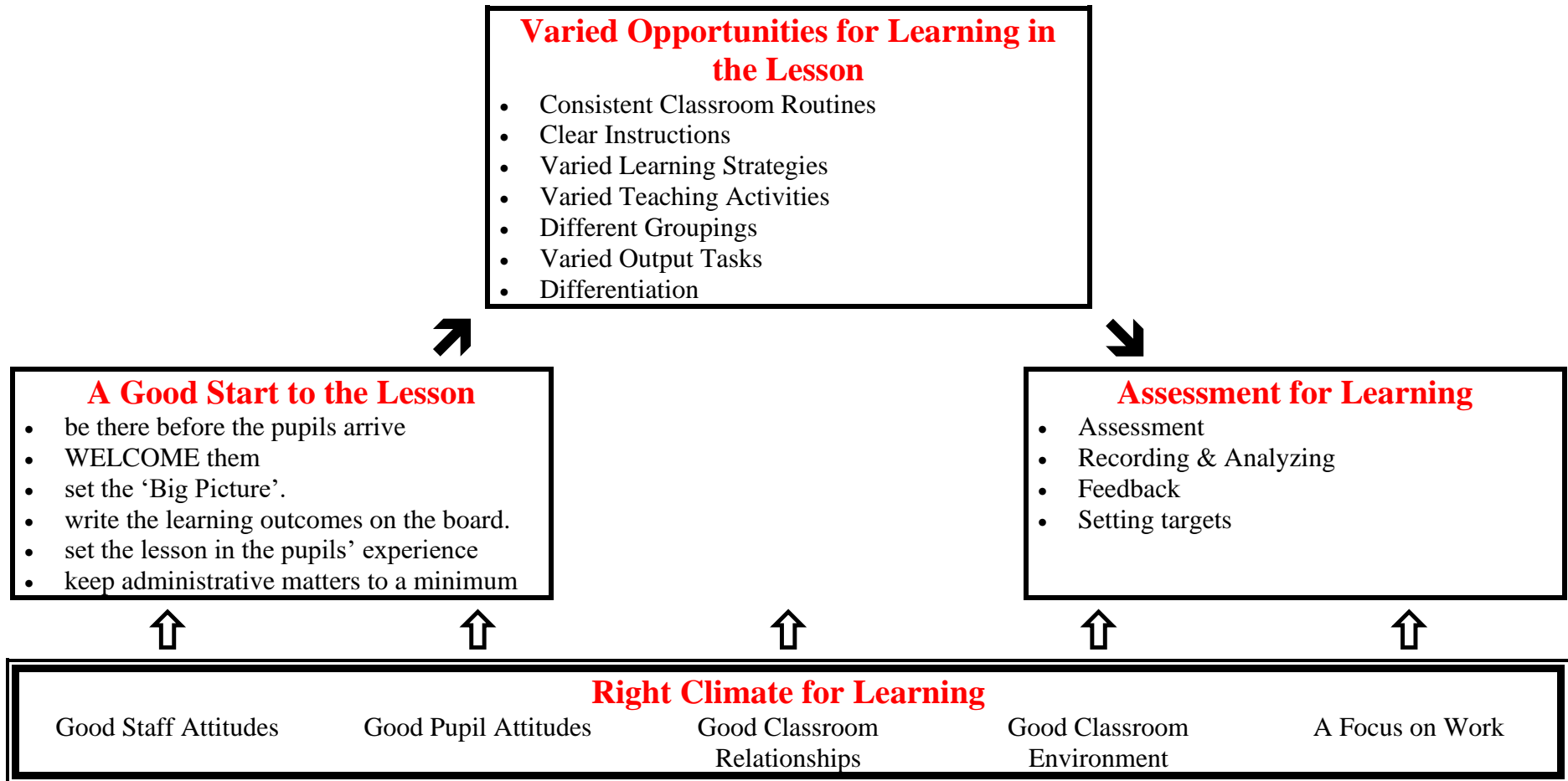
- What are the advantages of a Framework for Classroom Teaching such as this?
- What are the disadvantages?
- What obstacles do staff see which might hinder the adoption of the Framework by staff?

For Personal Reflection

- Am I properly motivated to adopt the framework, or are there obstacles within me? If so, what are they, and do they need to be addressed?
- What is needed to give me 'ownership' of the framework?

A Framework for Learning: Overview

The Framework for Learning is based on the concept that, underpinned by a Right Climate for Learning, there are THREE features of a good lesson – A Good Start to the Lesson, Varied Opportunities for Learning in the Lesson, and Assessment for Learning:



Right Climate for Learning

Underpinning the system is setting a right climate for learning.

This involves FIVE factors:

Good Staff Attitudes	
<ul style="list-style-type: none">• Likes the pupils• Enthusiasm for subject• Punctual• Well-organised• Hard-working• Fully committed to helping <i>all</i> pupils• Self-questioning attitude and a determination to continuous improvement• Thorough long, medium and short-term planning• Gives constructive, regular feedback• Consistent classroom practices• Positive and optimistic – ‘Good fun’	
Good Pupil Attitudes	A Focus on Work
<ul style="list-style-type: none">• Enjoy subject• Motivated to succeed• Positive attitude towards establishment• Attention and perseverance• Keen to contribute• Pride in written output• Independence and initiative	<ul style="list-style-type: none">• Prompt start to lesson• Starter activities to engage pupils• Mutually agreed targets which the teacher is helping to pupil to achieve• Pupils kept on task• Striving after academic achievement• Effective use of Learning Support Staff
Good Classroom Relationships	Good Classroom Environment
<ul style="list-style-type: none">• Teacher likes and shows respect to pupils• Pupils like and show respect for teacher• Pupils show respect for each other• Recognise and celebrate success• Consistent approach to discipline (teacher uses STARS system)• Rewards and praise	<ul style="list-style-type: none">• Tidy, light and clean• Arranged for learning• Necessary resources available and used• Inspiring displays• Key words on display and referred to• Exemplar work available and used• STARS rules and rewards on display

For Discussion

- Put the five factors of the ‘Right Climate for Learning’ in order of importance.
- Taking each factor in turn, discuss how a quality approach in each might work to raise pupil achievement.
- The Table suggests key elements within each factor. Have any important things been omitted?

For Personal Reflection

- Am I a self-questioning teacher with a determination to continuous improvement?
- Am I fully committed to helping *all* pupils?
- Looking at the key elements within each factor, how far does my classroom fall short of the ‘Right Climate’?
- How might I improve the climate of my classroom? Which elements can I address myself? In which areas do I need to seek advice and training?

A Good Start to the Lesson

A good start to the lesson is vital.

The School wishes to embed the following good practices into all the teachers' working practices:

1. Be there before the pupils arrive.
2. WELCOME them as they enter the classroom.
3. Let the pupils see where what they are studying 'fits' – i.e. set the 'Big Picture'.
4. Clearly state to the pupils the specific learning outcomes for this lesson, and write them on the board.
5. Start the lesson with an 'engagement activity' to set the lesson into the pupils' experience.
6. Administrative matters (seating, register, handing out books etc.) should be restricted to the minimum time possible – the focus from the start of the lesson **MUST** be on the learning. Although a register must be taken, it is **NOT** a suitable 'settling down' activity, and it is better practice to note absences discretely at a convenient moment during the lesson than to 'call a register' at the start.
7. *[Dismiss the pupils promptly at the right time (neither late nor early) so they might be at the next lesson at time.]*
8. *[Be evident to monitor pupils' movement about the corridors at change of lessons, so they might arrive calmly and punctually at their next lesson.]*

For Discussion

- Discuss the pedagogic and practical advantages of each of the eight 'good practices' listed above.
- Divide them into 'essential' and 'desirable', and highlight the essential practices.
- What obstacles hinder staff from doing all of these all the time?
- As a group, share good ideas/ examples of ways of achieving each of the eight 'good practices'.
- How clear in your lesson planning is the distinction between Aims, Teaching Objectives and Learning Outcomes, and to what extent does this distinction find its way into classroom practice?

For Personal Reflection

- Have the essential practices become habit for me?
- How can I change my attitudes and behaviour where classes and individuals are *not* welcome?
- What do I do if the pupils arrive like a wild flood?
- How adequate – *being honest* – is my day-to-day planning for individual lessons? In particular, have I always adequately identified the *Learning Outcomes* to write on the board for the pupils?

Varied Opportunities for Learning in the Lesson

After the 'openers', most lessons will have a period of 'core content'.

The School endorses the following principles:

- Teachers should provide Variety, Challenge and Support.
- Without wishing to over-constrain teachers, most lessons will consist of a period of exposition by the teacher, a pupil activity to discover/consolidate learning, and a period of silent individual work.
- There should be high expectations/ a shared striving after academic achievement by both staff and pupils. Staff should eschew routine, work-for-the-sake-of-it such as copying.
- Lessons **MUST** be as exciting and interesting as possible. They must exhibit appropriate pace and rigour. The work must ***never*** be boring.
- There is a difference between teaching and learning: 'Tell me and I will listen. Show me and I will understand. Involve me and I will learn'.

The best way to see whether a pupil has appropriated a concept is to ask him if he can think of an analogy.

For Discussion

- What do YOU think are the key principles of good teaching in the classroom?
- In what circumstances will lessons in your subject NOT be an exposition-activity-writing 'sandwich'?
- Is copying EVER justified? What alternatives are there?
- How might an observer measure whether the 'pace' and 'rigour' of a lesson were 'appropriate'?
- When, and how does your department seek to compare pupils' learning:
 - + against their potential
 - + against other departments
 - + against national levels?
- Working as a whole group, build a 'crib-list' of ways to make learning interesting and exciting in your subject.

For Personal Reflection

- Looking back at your lessons last week, how much variety, challenge and support did you provide for the pupils?
- Focused observation: ask an observer to time in one of your lessons how long the pupils spend listening, doing, and writing. Compare the proportions in your lesson to those in other department members' lessons / in other departments' lessons.
- Do you ever try to find if the pupils are finding your lessons boring? How might you do so?
- What are 'residuals', and did you use them as asked this year?

The School therefore wishes to embed the following good practices into all the teachers' working practices:

<p style="text-align: center;">Consistent Classroom Routines</p> <ul style="list-style-type: none"> • 'Socially-engineered' seating plan • Moving to groups • Starting work-tasks • Setting out work • Clearing away 	<p style="text-align: center;">Clear Instructions</p> <ul style="list-style-type: none"> • Explains <i>what</i> needs to be done • Given in different forms – spoken, written on board, flow-diagram, lists for individuals etc. • Explains <i>how</i> they have to do it
<p style="text-align: center;">Varied Learning Strategies</p> <ul style="list-style-type: none"> • Multi-sensory teaching • 'VAK every lesson': i.e. specific strategies <ul style="list-style-type: none"> + for Visual learners + for Auditory learners + for Kinaesthetic learners 	<p style="text-align: center;">Varied Teaching Activities</p> <ul style="list-style-type: none"> • A number of different teaching activities within the lesson, depending upon concentration-span • Exposition • Question and Answer (from 'what' to 'how') • Using different resources
<p style="text-align: center;">Different Groupings</p> <ul style="list-style-type: none"> • Whole class activities • Group work • Individual work – there should be a time of silent personal work in EVERY lesson. 	<p style="text-align: center;">Varied Output Tasks</p> <ul style="list-style-type: none"> • Using a range of output tasks
<p style="text-align: center;">Differentiation</p> <ul style="list-style-type: none"> • Pitch of materials appropriate to group • Knows the names of the pupils in the class with SENs, and aware of their needs. • Know that names of the MAT pupils in the class. • Specific strategies: <ul style="list-style-type: none"> + by task + by outcome + by support 	

For Discussion

- Staff divide into two groups. One group makes a 'crib-list' of all the different teaching activities they can think of (e.g. class debates, videos etc.), the other a 'crib-list' of different output tasks (e.g. cloze exercise, wordsearch etc.). Each group then reports back, and the lists are incorporated into the 'Teaching Styles' section of the departmental handbook(s).
- Working through both lists, identify for each activity whether it would suit best a ***visual***, an ***auditory***, or a ***kinaesthetic*** learner.
- Work as a group to produce an agreed list of 'Differentiation Ideas'. Ask each member of the group to plan and explain a lesson which uses a range of differentiation strategies.
- Do you pay anything more than lip-service to the idea of Literacy across the curriculum?
- Do you pay anything more than lip-service to the idea of Numeracy across the curriculum?
- Discuss ways staff might better delivery literacy and numeracy targets through the subject.

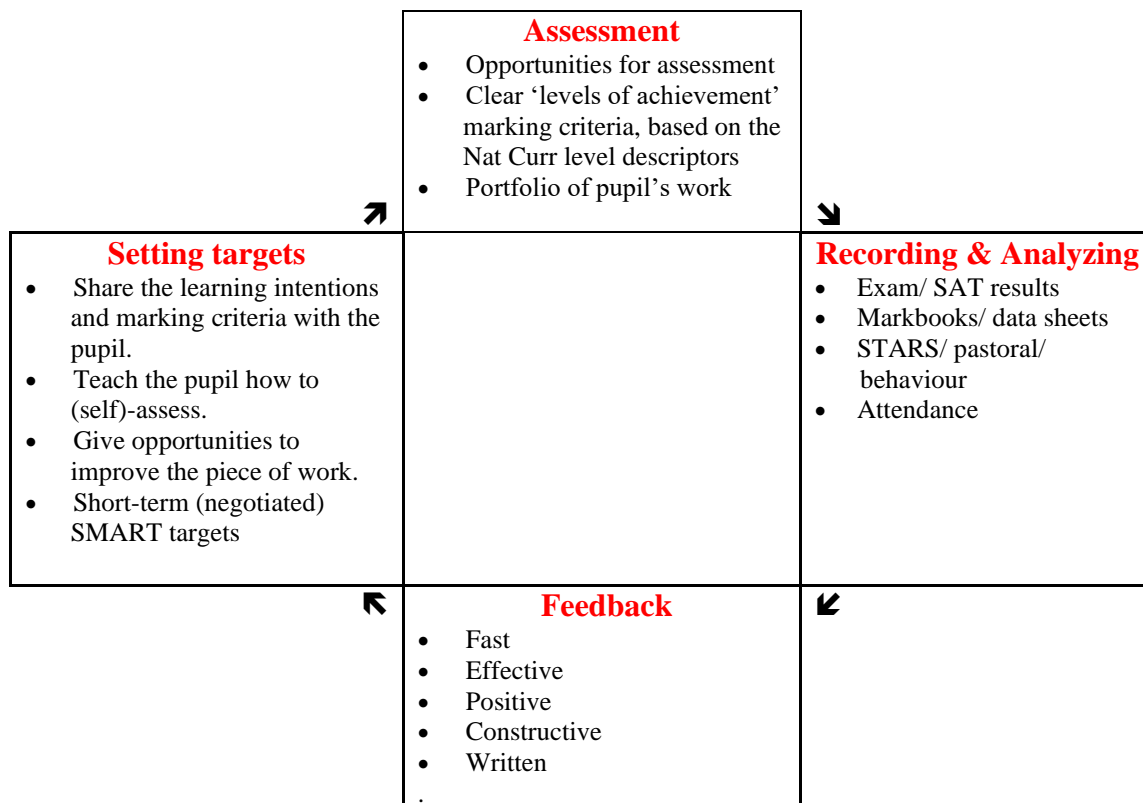
For Personal Reflection

- Have I established clear, consistent routines in my classroom?
- Do I make use of a sufficiently wide range of teaching activities and output tasks, or have I got stuck in a planning rut?
- Do I consciously plan into every lesson something for the ***visual***, the ***auditory*** and the ***kinaesthetic*** learner?
- Do I know the names and problems of the SEN pupils in my classes? Do I take sufficient account of their problems when I am planning/ delivering the lessons?
- Have I identified the MAT pupils in my classes? What do I do to interest and challenge them?

Assessment for Learning

Reflection on learning (in the form of constructive feedback and guided targets) is essential within the learning process. Pupils must be aware of the level at which they are working, what they are capable of achieving, and what they have to do to improve.

Assessment for Learning involves FOUR stages:



For Discussion

- How far is your department down the target-setting line – how good are its practices:
 - + for assessment
 - + for recording
 - + for analysing the results
 - + for target-setting?

For Personal Reflection

Do you:

- always tell the pupil the learning intentions/ skill focus/ assessment criteria of each assessment piece?
- give the pupils work-marking activities to teach them how to mark?
- allow pupils to hand in/ discuss drafts (implication for IT)?
- mark work quickly, telling the pupils what you liked about their work, commenting on how well they addressed their previous target(s), and suggesting new SMART targets to improve?
- give the pupils time to look at/ discuss their targets, making sure that they understand the 'next step'?