

Principle 1

High expectations of learning behaviour





1a – Routines and effective classroom management

So that...

Minimal valuable lesson time is wasted dealing with low-level disruption



- Resources are well organised and ready
- Transitions are smooth and kept to a minimum
- Children quickly settle to work
- Children's talk is task focused
- Off-task – refocus unobtrusively



1b – Consistent application of behaviour policy

So that...

Children can think hard about their learning free from distraction



- Children are on task, working hard, applying themselves for extended periods of time, children don't give up...
- Rewards and sanctions used adhere to the behaviour policy
- Positive language is used to reward good learning behaviours



1c – Promote active participation not compliance

So that...

All children are engaged in thinking about key learning



- Children are rewarded for trying hard
- Children are actively encouraged to participate and contribute during lessons
- Specific children are targeted to engage
- Children actively seek challenge and progression during lessons



1d – Reinforcing effort and providing recognition

So that...

Children understand the connection between effort and achievement



- Children using effort to address challenging work are sought out and recognised
- Teachers use consistent and precise language to reward effort *eg I like that because...*
- Children are clear about the link between effort and good progress
- Language of '*not always right but we're still learning*'