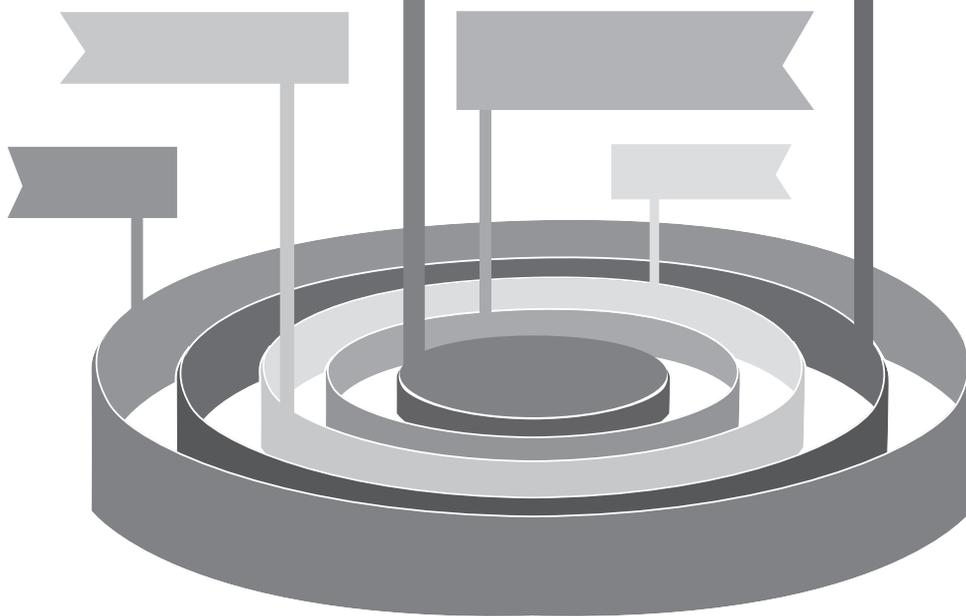


The **TEACHERS' STANDARDS** *in* **PRIMARY SCHOOLS**

UNDERSTANDING & EVIDENCING EFFECTIVE PRACTICE



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CHAPTER 1

SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

Teachers' Standard 1 – Set high expectations which inspire, motivate and challenge pupils:

- 1a Establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1b Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1c Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

What is this all about?

Having high expectations and instilling high expectations are significant traits of the astute professional teacher. By demonstrating fair and positive behaviours, pupils can learn to develop behaviour for learning. A positive classroom ethos can result in more successful and meaningful learning experiences for pupils, with minimum disruption to learning. By establishing a safe and stimulating environment in which pupils feel secure, are clear about agreed rules and are encouraged to learn, successful outcomes can be facilitated and the overall learning experience can become more enjoyable and positive. Similarly, an inclusive, child-centred philosophy that seeks to provide outstanding opportunities for the pupils in your care, is an essential teacher quality. It is critical to ensure that these opportunities are bespoke and tailored to challenge individuals, to ensure the best outcomes for all.

How can this be demonstrated?

Teachers' Standard 1 encompasses the values an effective teacher should hold in successful practice. It starts with how you envision your classroom environment to be exciting, engaging and calm. What stems from this vision is the consideration of how these qualities can be achieved and how this impacts on learning and pupil progress.

In daily practice, consistency, such as the development of regular routines, is essential in order to promote habitually positive behaviours and an environment in which pupils wish to learn and be successful. In addition, challenging pupils to exceed their potential is a pre-requisite to ensuring outstanding pupil progress. These goals may be achieved through excellent behaviour management; clear systems for rewards and sanctions; attention to detail with classroom display; excellent, thoroughly considered questioning; and promotion of pupil autonomy. These are many examples of good practice and key ingredients in promoting successful learning experiences, to which we will return in subsequent chapters. Of course, learning from other professionals is a superb way of deciding on what works for you as a teacher and whilst there will be excellent examples of highly effective practice within your individual setting, let us not forget that the world of the internet can yield inspiring results, from educational websites to sharing forums. As an effective professional, it is your responsibility to engage with and implement good practice, in order to impact positively on and engage the pupils you teach.

Chapter overview

How much effort do you put into inspiring, motivating and challenging pupils?
How high a priority do you place on this element of your developing practice?

Nottingham (2013) considers the desire to achieve as being essential to the outcome: 'how much effort someone puts into a task is equal to how much they *want* to achieve it multiplied by how much they expect to achieve it (p. 12).'

When considering the above citation, do so from dual perspectives: that of the *teacher* and that of the *learner*. From the standpoint of the effective teacher, the fact that you are taking the time to engage in professional development by reading this book, is the first step on the path to effective practice. Have high expectations for your own personal and professional capabilities. Now take the perspective of the learner and ask yourself the following question: *How do you instil, in your pupils, positivity, respect and the motivation to succeed and exceed expectation?* If you have some answers to this question, you are part-way to achieving and evidencing successful practice.

In this chapter, we intend to explore the following key themes:

- Ways in which teachers can encourage pupils to engage in and display positive behaviours *for* learning, grounded in mutual respect and perseverance to succeed.
- Ways in which the stimulating classroom environment can be used as a 'tool' for learning, whilst we explore how this can be created. In addition, we discuss how to challenge *all* pupils in daily practice and develop an understanding of ways in which hearing 'the pupil voice' can be explored and used to good effect, in the classroom.
- How teachers and pupils can work as a team in order to promote positive attitudes, values and behaviour.

Having considered a rationale for the standard, the chapter will provide exemplars of effective practice that the reader could consider adapting for personal use, in order to develop further. Integrating theory with practice, the chapter will go on to explore the background and nature of inclusive education and ways in which teachers can ensure that they are meeting the needs of and challenging pupils of all backgrounds, abilities and dispositions. In the chapter, there will be opportunities for the application and practice of acquired skills, knowledge and understanding, through the engagement of key questions and practical, relevant ideas. Finally, there will be sections on how and where to find sources of evidence and helpful resources.

Taking it apart and putting it back together

In the sections that follow, we will unpick the standard sub-sets and explore them in greater depth. Each section will be underpinned by theory and evidence from practice, with clear guidance on how to evidence the standard in your own practice.

1a: Establish a safe and stimulating environment for pupils, rooted in mutual respect

Safeguarding

Pupil safety and well-being should be paramount in any primary setting. Pupils not only need to feel safe, but it is the responsibility of the teacher and other adults working with pupils to ensure their safety, in the role of *loco parentis*. Each setting will have a safeguarding policy and it is the responsibility of adults working with children to be familiar with this, in addition to implementing practice guidelines. Getting to know your pupils well is an integral part of the safeguarding process and becoming familiar with potential indicators that threaten the safety or well-being of children is crucial. Engagement in whole-school safeguarding training is essential, in addition to demonstrating a clear understanding of school safeguarding procedures, such as what to do in the event of a pupil disclosure, or knowing the roles and responsibilities of designated senior teachers from whom you can draw support and guidance. Do not wait until an issue presents itself: be proactive in exploring school policy and national initiatives and guidance as a priority, in your role as a teacher. For further information and guidance, visit: www.gov.uk/childrens-services/safeguarding-children and *The Bristol Guide* (University of Bristol, 2014).

Environmental factors

What is meant by 'environment'? The environment is multi-faceted and like the encircling layers of our solar system, it is the affecting surroundings in which pupils learn. On a small scale, environment could mean the learning space that immediately surrounds the pupil(s), for example equipment, chair, desk, peers. On a medium scale, this could be the classroom. On a larger scale, it could be the whole school. On a colossal scale, this could be the stimulating world in which we live, outside of the school environment (see Figure 1.1).

Thus, meeting this standard requires the teacher to consider both the physical environment in which planned learning is occurring, other potential learning environments in which pupils can learn and the people within those environments, or the *social* environment, that may have an impact on learning. As Adams (2011, p. 6) suggests: 'The physical layout of the room has a major positive influence on children's behaviour if set out carefully.'

The immediate physical environment

One of the most exciting moments for any teacher is the design of their classroom environment. Careful attention to detail must be considered if pupils are to feel

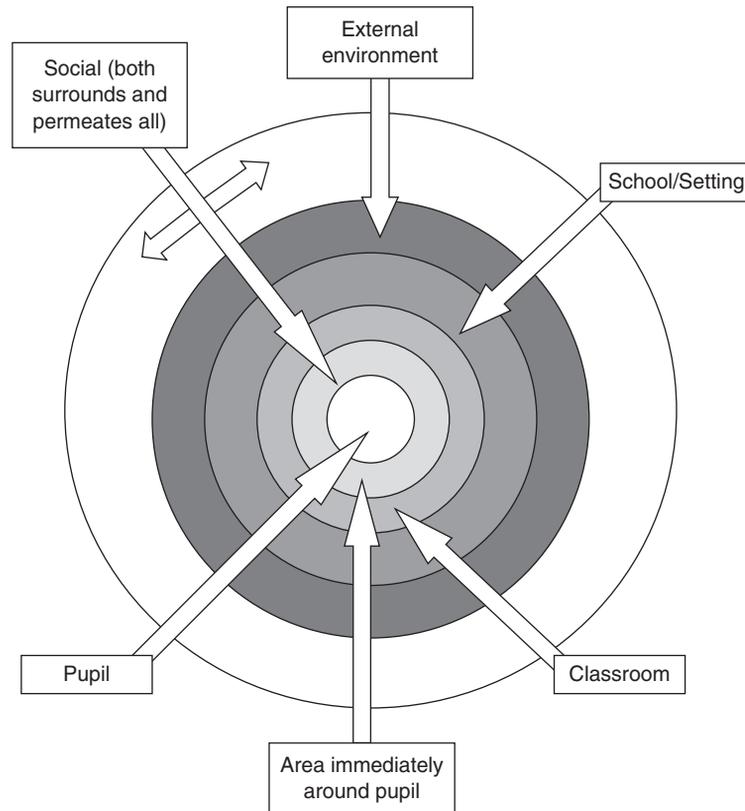


Figure 1.1 Environmental factors

stimulated, secure and motivated to learn. Let us examine some of the key features of the immediate physical environment and ways in which teachers can demonstrate that they are meeting Teachers' Standard 1a. We will do this through the use of an acronym and consideration of the teacher's role being to *F.O.S.T.E.R.* learning through the physical environment:

Furniture

How and where furniture is placed in the classroom is essential to smooth and successful daily practice. Pupil seating is integral to the effective running of the classroom and whilst there exist many schools of thought relating to this area, it is often down to the personal preferences of the class teacher and of course, the individual needs of the pupils. *To sit with friends, or not to sit with friends?* This is the question. Use your professional judgement when considering this question and be

open and honest with pupils. Consider asking pupils with whom they know they will work effectively and with whom they may become easily distracted. This, of course, is an excellent opportunity to deploy other adults in the classroom effectively, giving full attention to their positioning, in order to maximise the scope for support.



Top Tip: Involve pupils in the decision-making process and be adaptable to their differing needs, over time. Seating plans do not need to be set in stone: be adaptable.

When arranging seating, ensure that all pupils will be able to access the variety of resources around the classroom. This may be having a clear eye-line towards the board, or any 'working walls', in addition to being able to access resources, such as personal drawers and apparatus, as appropriate. Know your pupils (and their needs) well. This may include those pupils who are sight, hearing or physically impaired, as this will impact on addressing their needs. Allow pupils (and adults) easy access to all areas of the classroom and in particular, between tables and chairs. Think 'safety' and assess the risks: furniture can be hazardous if not positioned safely and securely. Movement around furniture should be discussed with pupils and adults within the classroom, as part of your classroom ethos.

Opportunities

Provide a variety of learning opportunities in the classroom for pupils to access independently. This may be, for example, a reading corner or an interactive display. Identify clear rules for their usage and encourage pupils to be a part of the rule making. This instils a sense of joint ownership and encourages pupils to respect their classroom environment. This will be explored in subsequent chapters. Ensure that the classroom is inviting and encourages curiosity and thinking. An easy way of engaging pupils is through the use of effective display and easily accessible, clearly labelled resources (use images and text). In addition, it may be prudent to consider a designated area for 'time out'. This may be an area that pupils choose to use in order to steady their emotions, or work through a problem, should they require it, or an area that could be used by teachers to promote positive behaviours. In addition, 'circle time' could be used to enhance self-discipline, self-esteem and positive relationships (Mosley, 1996).

Senses

Engage pupils in a variety of ways and provide autonomous opportunities for interaction with the classroom environment. Here are some simple ways in which this can be achieved:

- *Visuals*: Ensure that there is plenty to look at, including a celebration of pupil work and information to support learning.
- *Audio*: Set up an interactive listening station or use 'sound buttons' as part of visual displays. Encourage pupils to record their own voices and include these in displays. Try playing calm, beat-free music during learning activities (but please be aware of differing pupil preferences with regard to this).
- *Kinaesthetics*: Allow pupils to access a variety of items to touch and feel as part of displays. This may be something as simple as 3D shapes or different textured papers. Think creatively. Ask questions of pupils or invite pupil questions.
- *Aroma*: Ensure that the classroom has an inviting aroma, or perhaps include an 'aroma station' as a stimulus for writing.
- *Taste*: Try using 'taste' as a stimulus for creativity, writing or understanding contrasting cultures.

When considering all of the above, it is important to be acutely aware of pupil allergies and specific needs and triggers to emotional or physical responses. These triggers could include any of the above.



Top Tip: Invite all pupils to take a wrapped sweet (please ensure that you have notified parents/carers ahead of this and that you are aware of potential allergies). Ask them to place the wrapped sweet in the centre of a blank piece of paper. Individually, or supported by an adult, invite pupils to look at, smell and feel the wrapped sweet and to record their responses to it around the sweet wrapper, on the paper (either in words or pictures). Invite pupils to slowly unwrap the sweet and repeat the exercise, but this time ask them to record their response to the 'unwrapping'. Finally, encourage pupils first to taste the sweet, record their responses and then eat the sweet. Explore the sweet-tasting journey in words and use this as a stimulus for creative writing, such as poetry, descriptive work or art.

Technology

Technologically Enhanced Learning (TEL) is now a staple in the primary classroom and can add real value and meaning to a learning experience. However, when providing pupils with technology, such as laptops, tablets or interactive boards, ensure that the rationale for their use maximises the potential of both pupil learning and the resource.



Top Tip: The clue is all in the name: use the interactive board for interaction ... and record the date and intended outcomes in beautifully modelled handwriting on a board on which you can write with a pen. This means that the interactive board isn't being over-used, pupils are not relying on the harsh light of a screen for hours of information relay and teachers are modelling good practice in handwriting for pupils to mimic. Simple.

Ethos

A positive classroom ethos is the key to success. A teacher may have the best displays and most interactive resources in the school, but without a mutually respectful, positive, inclusive classroom ethos, grounded in support, challenge and partnership, the impact is lost. A healthy classroom ethos encourages positivity and sharing, has zero tolerance for unacceptable behaviours and provides security for the pupils within, ensuring that there are clear boundaries and high expectations for behaviour, collaboration and learning. Involve pupils in all aspects of classroom rule design and remind them of this when things don't go according to plan.

Resources

Ensure that all resources are clearly labelled (with images and words, or try 'sound buttons') and accessible. Orientate pupils and encourage respect for resources and independent access. This will minimise demands on your time during classroom activities and encourage pupil independence. Provide resources that are necessary, such as rulers and sharpened pencils; inspiring, such as objects and images to spark discussion; and supportive, such as pencil grips for pupils who have challenges in controlling their fine motor skills. Above all, ensure that pupils know where the resources are, know that they are to be respected and shared and that they can be accessed independently.

A moment of inspiration:

The Magic Classroom by Chris Mullane

This room is like no other, there is magic in the air.
It seems kind of disorganised, and there's colour everywhere.
There are beanbags, cushions, couches, some dividers and a screen.
And over on the other side, some tables can be seen.
Over there beside the window, the sun is shining bright.
But near the inside wall we see there is a lot less light.
In the background there is music for those who learn by sound.
And earmuffs are here for those who are the other way round.
On every wall there are pictures, each one a story tells;
There are also touchy feely things and even pens with smells.
How anyone could use this room I haven't got a notion.
It seems more like a recipe for some kind of magic potion.
Perhaps this room is magic and will cast a special spell,
So that everyone who enters here will learn so very well.
Be they tactile, auditory, or visual kinaesthetic.
An impulsive or a global or a reflective analytic.
No longer need they feel a sense of great frustration when
Concentrating, processing, and retaining information. (Cited in Prashnig, 1998, p. 50)

The wider physical environment

The wider physical environment could encompass the school, the parents or carers, the community, the media and beyond. As a teacher, it is rather challenging to exercise control over all of these external factors, however let us consider ways in which a seemingly impossible task can become a reality.

The school

A classroom is a small part of a larger picture and it is essential that a whole-school ethos is reflected in the school environment as a whole, as well as permeating throughout individual classrooms. Ensure that your classroom ethos matches whole-school

values and refer pupils to these signposts throughout the school. Be part of a team that encourages positive behaviours and has consistent high expectations for behaviour, attitudes and learning.

The community

Place good practice at the centre of the community. Invite external speakers into your classroom and share pupil achievements with the local community. Advertise collaborative partnerships and ensure that inclusivity and school values are well advertised and embedded within the community. This can be achieved through the advertising of community–school events; collegiate school groups, such as parent teacher associations (PTA); regular correspondence via newsletter, letter or year-group booklets; and positive telephone calls home to discuss pupil achievements. There are a myriad of ways in which parents, carers and the local community can be involved in school life and contribute to a shared positive impact on pupil development.

The social environment

Whether classroom-based, or external, the social environment has the potential to impact significantly on pupil progress and well-being. Encouraging positive social interactions within the classroom environment may also impact on both the wider school and external environments. Hansen (2011) asserts that 'creating a positive ethos permeates all activities and areas of the curriculum' (p. 233) and goes on to propose that there are many opportunities in which positive social interactions can be embedded, such as Personal, Social and Health Education (PSHE). We would argue, however, that the encouragement of positive social interactions and perhaps more specifically, what positive social interactions *look like* can be an integral part of daily practice, both inside the classroom and in other areas of the school. Examples of meeting this element of Teachers' Standard 1a could be simple classroom signage; rules and routines; use of talk partners; buddy systems; adult-led playground games and activities, etc. In short, pupils should be given opportunities to engage with a variety of models of positive social interaction, as part of daily school routines and perhaps, more importantly, be respected and guided to engage in them independently.

What is 'mutual respect' and how can you show you are achieving it?

Simplistically viewed, mutual respect in the primary classroom may be seen as respect for individual pupils by the adults and peers with whom they are working and by the individual pupils for the adults and peers with whom they are working. The use of the word 'adults' here is important, as it is essential that all adults working alongside pupils,

whether in the classroom or in the dining hall, are afforded the same level of respect as the teacher (and indeed, afford the same level of respect to the pupils). Pupils insist on fairness and why shouldn't they? However, pupil perceptions of what is and isn't fair can sometimes be influenced by emotions, peers or simply poor or under-developed consideration or understanding. A role of the successful teacher is to nurture effective communication in all aspects of school life. Respect should be earned by all parties and it is through effective communication that this, in part way, can be achieved. Encourage pupils to communicate their feelings in a calm manner and provide useful classroom tools to facilitate this process, such as a 'time-out' area for cooling down, or written/verbal support for pupils in response to work. Show pupils you value them, their efforts and achievements through positive reinforcement, regular praise and bespoke support. Listen to and observe their needs and show them that you are interested in them, as individuals. With this in mind, we asked a child aged 10 to answer the following question:

In what ways could your teacher show that (s)he respects you?

The child replied:

She smiles at you; she's kind to you and puts nice comments in your work, like 'Well Done!' You've really shown how good you can be.' She likes talking to you and her voice is quite soft, for example not shouting or being serious. Then you reply and you listen to each other when you are talking. It also shows her respect because if you show her you can be respectful, she'll be respectful back. (Kennedy, aged 10)



Top Tip: Listen to the voice of the child.



Practice examples – Teachers' Standard 1a

STELLA

Stella noticed that a child in her class had been inattentive in lessons and confrontational in the playground. The child had not demonstrated these character traits previously and Stella grew concerned about the child's well-being. Although Stella was unsure that this was not simply a phase and a natural part of maturation, she decided to report the changes in behaviour to the designated senior teacher within her setting.

(Continued)

(Continued)

Stella ensured that the designated senior teacher recorded the disclosure and with their clear guidance and support, kept a close eye on the child and noted any changes, confidentially.

JUDE

Jude's classroom was an Aladdin's Cave. As soon as you entered the room, the senses were stimulated by a variety of sounds, aromas, sights and curios ... areas of calm and areas of stimulus ... interactive displays and clearly labelled resources. Jude had devised clear rules for independence within his classroom, including expectations for behaviour and procedures to follow when work was completed. This guidance was created *with* and *for* pupils and showcased a whole-class understanding of and respect for the classroom environment.



In relation to Teachers' Standard 1a and your own practice, consider the following key questions:

- Consider the design and layout of your classroom. How will you maximise the potential of this space to support effective learning and positive behaviours?
- Have you conducted a risk assessment of the classroom environment?
- How can you engage parents/carers and the local community in school life?
- What values do you wish to instil in your pupils?
- Are you clear about safeguarding procedures in your setting?
- What does 'mutual respect' mean to you and how could you communicate a shared understanding with your pupils?
- How well do you know your pupils? What are their interests? Needs? Triggers?

Possible sources of evidence for Teachers' Standard 1a:

- Your classroom environment and any additional environments to which you have contributed;
- Taking a look at social educational forums for great classroom ideas and developing your own plans;
- Planning: 'showing how you know' your pupils and their developing needs;
- Having your classroom values, developed with pupils, clearly displayed and understood by pupils;
- Pupil behaviours/interactions that will exemplify your classroom ethos;

(Continued)

(Continued)

- Pupil/teacher two-way feedback that show how you support and nurture pupil development and how they respond to this;
- Parental/carer or community events/interactions and communications.

1b: Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Inspired by a former colleague at Robin Hood Primary Academy, Birmingham, throughout this book we will refer repeatedly to the following, slightly adapted mantra: *Engage pupils. If they've got it, move them on.* In short, if pupils have a *secure* understanding of a concept, idea or application, they should be challenged. This idea is far from new in the world of education, but the revised Teachers' Standards have ensured that challenge for all pupils is at the forefront of good teaching and a focus on the needs of the individual is an essential aspect of effective practice.

When discussing the idea of pupil challenge with trainee teachers, in *all* lessons for *all* pupils, several key questions emerge:

- How do I plan for it?
- What does it look like?
- Isn't it just more work in case they finish sooner than I'd hoped?

As a starting point, we will first consider the place of what is known by teachers as 'Bloom's Taxonomy' (Bloom et al., 1956) and subsequently examine the above questions in greater depth.

Bloom's Taxonomy

In the 1940s, a group of researchers sought to classify educational objectives. As Forehand (2012) states:

'Their intent was to develop a method of classification for thinking behaviors that were believed to be important in the processes of learning. Eventually, this framework became a taxonomy of three domains:

The cognitive – knowledge-based domain...
 The affective – attitudinal-based domain... and
 The psychomotor – skills-based domain...'

Forehand (2012) goes on to describe the hierarchical levels within the domains as often depicted as a 'stairway', a hierarchy of lower-level to higher-level thought: 'The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation' (Orey, 2012, p. 41–42). The taxonomy has also been described as 'a framework for classifying statements of what we expect or intend students to learn as a result of instruction' (Krathwohl, 2002, p. 212).

This system of classification was known as 'Bloom's Taxonomy' (Bloom et al., 1956). Since then, several revised taxonomies have been created (Dave, 1970; Harrow, 1972; Anderson and Krathwohl, 2001) and adaptations are used in a variety of ways within educational settings. Anderson and Krathwohl's (2001) matrix of levels of knowledge, which offered a two-dimensional, cross-referencing grid to combine the subject matter and the cognitive processes, will be referred to in Chapter 4, where we will examine what could be considered as an interpretation of the taxonomy in practice. Bloom's Taxonomy (Bloom et al., 1956), in its most simplistic form, considered the lower to higher order strands as knowledge, comprehension, application, analysis, synthesis and evaluation and these were displayed as a pyramid, with knowledge at the base and evaluation at the peak.

Pupils working at the higher end of the pyramid are demonstrating higher order skills and knowledge, whilst those working at the lower end need to develop the higher order skills and knowledge in order to progress further. This, of course, has implications for objective design and planned questions, if pupils are to be challenged successfully.



Top Tip: Use Bloom's Taxonomy (Bloom et al., 1956) as a tool for the creation of learning objectives. Consider the verbs used within the taxonomy, for example: *To create a still life image*. In addition, plan questions and challenging tasks to promote a variety of thinking, such as: *How have you created your still life image? Evaluate a partner's still-life image*.

Now that we have considered using Bloom's Taxonomy as a tool, we will return once more to the key questions identified earlier, in relation to pupil challenge in *all* lessons for *all* pupils.

Challenge: How do I plan for it and what does it look like?

Planning for challenge should be embedded in excellent practice, not simply added onto a lesson plan. That said, the identification of challenge for groups of pupils or individuals should be observed in lesson planning. Below is a simple step-by-step guide to planning for challenge:

1. Consider the intended outcomes for each group of pupils or individuals within your class.
2. Plan activities and questions that facilitate pupils achieving the intended outcomes (the creation of 'success criteria' can support this).
3. Consider activities and questions that could help pupils progress to the next level and ways in which pupils may be able to engage with these, independently.

Thus, planning for challenge could be as easy as 1, 2, 3. The exemplar lesson in Figure 1.2 identifies ways in which pupils can be challenged and this, of course, can be adapted to suit your individual planning style and the age of your pupils.

Planning for challenge will depend on the individuals within your setting and factors such as pupil age, experience, capabilities, confidence, etc. What is important is that you consider ways of guiding pupils to engage in challenges autonomously, so that they view them in a positive way. Lower ability groups may simply move on to the tasks of higher ability groups, if applicable and purposeful, although consolidating learning through questioning is a good transition from intended outcomes to challenging outcomes. This also allows the teacher to assess pupil progress in a systematic way.



Top Tip: Try hiding colour-coded, differentiated teacher challenges around the classroom and allow pupils autonomous access to these, once they have achieved the intended outcomes. Add an element of competition and rewards for completed challenges. Above all, ensure that all pupils have access to a challenge, in line with their needs and reiterate this 'fairness' to pupils. Oh and make it fun but purposeful.

David Didau, as cited by Beere (2012), presented a continuum model, devised to assist pupils in understanding different stages in their learning and ways in which they could aspire to achieve the next stage. Building on Bloom et al. (1956), the continuum shows simplistic progression from a starting point through to higher-order thinking and articulation of a particular objective. An adaptation of this model is shown in Figure 1.3.

By using a similar model and displaying this prominently, pupils can independently identify their own next steps and engage in autonomous challenge. Support cards could be used with younger pupils, in addition to adult support, with clear visual imagery in place of words. For older pupils, an element of peer support and as identified previously, competition can be implemented to engage pupils more thoroughly in the journey to greater success.

Maths focus: Problem solving (Linked to topic)		Term: Summer 1, Y4	
<p>Targets: I can solve two-step problems involving all operations I can multiply a one-digit number by a two-digit number</p>	<p>Prior learning: Project to help the school with the bills (2nd of two-part lesson). One digit multiplied by two-digit number taught discreetly last week but now need to ensure they can apply the skills to a real-life problem</p> <p>Resources: Electricity activities TA: Introduction: Work with LA pupils on targets Main: Support PP pupils Plenary: Any child-specific support required Target pupils: Pupil Premium: X, Y & Z</p>	<p>Plenary 5 minutes</p> <p>Activity Suggestions on how to reduce the bill and how much money it will save Refer to targets and prove it</p> <p>Reflection questions How would you suggest we solve the problem? Do you agree? Why? How could we calculate...? How much money would it save if...?</p> <p>Next steps: Relate to data handling Money</p>	
<p>Intended outcomes Pupils will apply their knowledge and understanding of multiplication and logical problem solving in a real-life context related to our topic</p> <p>See activities linked to outcomes</p>	<p>Review 2–3 minutes Look at yesterday's targets; pupils reply to marking and complete developmental tasks</p> <p>Mental/Oral 5 minutes 8 times tables. Two are right, two are wrong and two could be either. Children to discuss possibilities and solve on whiteboards. 'Pounce and bounce' questioning Do all multiples of 8 end in an even number?</p>	<p>Key learning and activities 30–40 minutes</p> <p>Main teaching Introduce the problem: the school electricity bill is too high! The challenge by the end of the lesson is to have helped the school finance manager to reduce the bill. Introduce the table of items that we spend the most money on each day. Remind children of W and kW. What does this show us? How can we calculate the total amount of electricity used for each item? Look at lights usage, as the example. If electricity costs 8p per kW, how are we going to work out how much electricity that item has used? Paired-talk. Discuss multiplication method. Who can remind me how to set out the multiplication? Children to scribe on whiteboards and show</p> <p>Got it? Move on to group activities: MA: to calculate the costs of other items HA: to calculate the costs of other items (with time difference and W conversions) LA: to calculate the cost of other items in base 10 Not yet? Children identified through questioning and support – teacher support</p> <p>Challenge. MA: How much money would we save if...? HA: To reduce the daily bill to less than £5 by reducing the length of time items are on for Reasoning skills and logical methods</p> <p>Interventions: TA to work with X, Y & Z (intervention tasks and questions provided to TA)</p> <p>Ultimate challenge! Using your suggestions to reduce the daily bill, what would you now estimate the yearly bill will be?</p>	<p>Hinge question to ensure that children are all confident with calculations: How much did it cost to run a lawn mower for 2 hours?</p>

Figure 1.2 Examples of ways in which pupils can be challenged

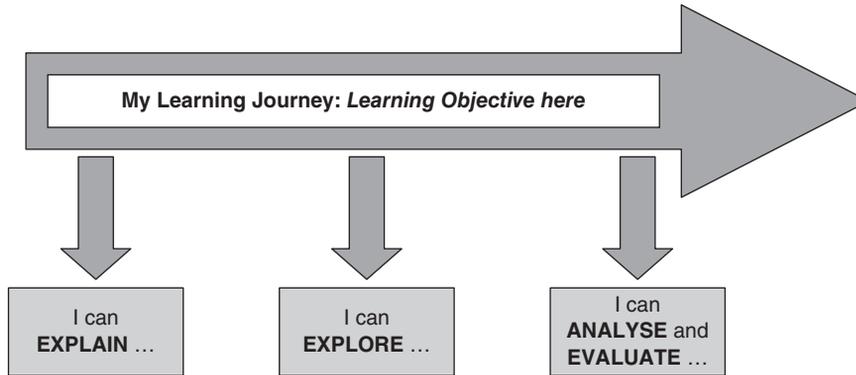


Figure 1.3 An adaptation of Didau's continuum (Beere, 2012)

Isn't it just a little more work, in case they finish sooner than I'd hoped?

Absolutely not. *Extension* activities are not the same as *challenge* activities. Extension activities may only consolidate existing knowledge and skills, unless an element of challenge is built in. Extension and challenge activities should always relate to the learning objectives and build on existing achievements in order to promote pupil progress. As identified previously, it is important to note that challenge can occur in a variety of ways and does not necessarily need to be an activity.

Seven sensational ways of challenging:

1. A range of questions: ask pupils questions that challenge thinking and insist on deeper answers. Try using a simple questioning tool, such as *hinge point questions* (Beard, 2011). According to Beard (2011), hinge point questions provide the opportunity to take a lesson in a variety of directions and can aid teachers in identifying pupil needs, thus allowing them to adapt accordingly. By assessing for this purpose, a teacher can make a striking impact on learning by delivering tailored teaching to each individual student (Beard, 2011).
2. Engaging activities: ensure that you are designing activities that will engage pupils and encourage them to strive for success. Know what they enjoy and what turns them on to learning.
3. Independent exploration: allow pupils to explore further, perhaps using texts or designing enquiry questions.
4. Technology-enhanced learning: ask pupils to use technology to extend their learning – they're pretty good at it, independently.
5. Involve pupils in the process: ensure that they are clear about their learning goals and next steps to make extra progress.
6. Plan for choice: pupils engage more thoroughly if there is an element of choice. Allow pupils to choose their challenges and possibly design them for peers.

7. Be flexible: listen to what pupils are telling you and be flexible enough to act according to their individual needs. Make a note of new achievements and individual successes (and surprises).

Engage pupils. If they've got it, move them on.



Practice examples – Teachers' Standard 1b

JAMIE

Jamie encourages pupils to access challenges independently. Jamie has created a 'little bag of challenge' for each curriculum area which is updated according to topics. Pupils are encouraged to access challenges once they have completed at least one challenge designed for specific lessons. Challenges are written in child-friendly language and images are used to support the text. For pupils with difficulties in reading, Jamie has teamed them with a 'reading buddy', who can help with occasional reading, if required.

ALICE

Like all good teachers, Alice embraces the needs of all individuals within her class. Alice has designed a low-level wall display on which are displayed the images of her pupils. Pupils are encouraged to add post-it notes to their images during each school day. Green post-it notes indicate their successes and pupils are encouraged to draw or write their achievements. Red post-it notes indicate challenges. Jessica builds in time after lunch and towards the end of the school day to address individual pupil needs and ensures that all pupils have been involved in one-to-one discussions by the end of each school week. Alice keeps a record of these discussions in a notebook and pupils feel empowered to solve problems independently and strive for success. On occasions, Alice invites parents/carers to share in these learning discussions with the pupils first thing in the morning or after school.



In relation to Teachers' Standard 1b and your own practice, consider the following key questions:

- What is your definition of challenge and in what ways do you apply it in daily lesson planning?
- How do you know that you know your pupils and their differing needs and how does this impact on your daily practice?
- What strategies do you employ in order to ensure challenge for all?

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Possible sources of evidence for Teachers' Standard 1b:

- Feedback from pupils;
- Subject expectations for prior and subsequent year groups;
- Assessment data;
- Planning;
- Whole-school data sets;
- Pupil progress data.

1c: Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

A teacher is a role model. As outlined in the Teachers' Standards Part Two (DfE, 2013a): 'Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.'

In short, you need to demonstrate the high standards of attitudes, values and behaviours that are also expected of the pupils in your care. Whilst a positive ethos can be fostered within the classroom setting, this is often challenging to evidence, as it is something that teachers 'just do'. As professionals, teachers model positive behaviours in their daily practice, so where can evidence be found to support this?

Pupil behaviours

You can learn a great deal about a teacher's values and standards simply by walking into a classroom. How pupils conduct themselves, how they engage with learning, how they interact with others and perhaps more pertinently, how the teacher interacts with the pupils, are all evidence of this Teachers' Standard 1c – and all of this without observing teaching or talking to anyone! We will discuss behaviour in greater depth in subsequent chapters, however it would be useful to consider these few simple steps:

- Consistently encourage appropriate, positive behaviours that encourage learning, at all times.
- Have clear expectations for behaviour and communicate these clearly to pupils. Ensure that pupils understand why these are the expectations and help them to be successful in displaying these by sharing good examples and modelling.
- Smile and be approachable.
- Deal with inappropriate behaviours with speed and appropriate gravitas.

- Bring it back to the learning.
- Use positive reinforcement.

As Beadle (2010, p. 9) argues: 'Sweat the small stuff and the big stuff don't happen.'

Ensure that you are clear about rules, routines and expectations and never, ever, say one thing and do another. The rules must apply and pupils must be clear about why they are in place and how they impact on them, as individuals, on others around them and on their learning. As Beadle (2010) suggests, never lower your expectations and you are more likely to achieve success in promoting positive behaviour for learning. In short, don't let it slide for particular individuals or in particular lessons; be fair to the pupils and true to yourself.

Reward and sanction systems

Pupil rewards should be celebrated and this should be on display for all to see and have pride of place in your classroom. Draw regular attention to positive behaviours and attitudes and promote a positive classroom ethos at all times. Ensure that classroom rules have been developed *with* and *for* the pupils and have these clearly displayed and accessible to all.

Class and whole-school values

Ensure that class values align with school values and that all pupils are aware of them. Use valuable discussion time as a medium through which agreements can be made with pupils and refer to these values often. Hearing the pupil voice is essential and it is important that values and expectations are discussed *with* them, rather than imparted *to* them. Above all, ensure that pupils understand what they mean and how to demonstrate them and have clear sanctions in place for those who do not adhere to the agreed class rules.

Attendance and punctuality

This is a class non-negotiable. Ensure that you are doing everything to promote the value of high levels of attendance and punctuality with pupils and parents/carers. Encourage pupils to start the day early by engaging them in independent opportunities that motivate them at the start of the school day. Allow an element of choice and collegiate working. If this is applicable in your setting, consider working alongside colleagues within your phase and allow pupils to move freely between classrooms and to work with friends and other adults, if they prefer. This is one way in which you can maximise the potential for a positive start to the school day. Praise pupils who have regular, good attendance and punctuality and encourage pupils with incentives and rewards. Beere (2012, p. 42) suggests that:

It is a basic tenet of neuroscience that learning is an emotional experience. Nothing is more important than you and the aura you project in the classroom. This includes your relationship with the students and your belief in yourself as a great teacher.

Believing in your ability to teach, to engage pupils in learning and to be a good role model is a tall order but an essential quality of the effective teacher. Be mindful of the fact that this is what you are trained to do and know that how you present yourself in the classroom should exude a confidence and be grounded in high expectations and positive values.



Practice examples – Teachers' Standard 1c

TAI

Tai has a display in the classroom of a life-size teacher and pupil, created with pupils. Tai has encouraged pupils to identify the key qualities, behaviours and values they expect each to hold and allows pupils to interact with the display and record their ideas on strips of paper that can be stuck to the display, around the teacher and the pupil. The display is referred to regularly and used as a positive reinforcement tool. Pupils refer to the display with one another and it has served as a particularly useful tool during break and dinner times, when challenging behaviours may occur outside of the classroom setting.

TREVOR

Trevor demonstrates that he values all individuals within his class by having 'Why I'm Great!' profiles at each pupil's desk. The profile includes an image of the pupil and positive comments about the pupil, regarding values, behaviours and qualities identified by other pupils in the class. Pupils are encouraged to reflect on the class values when constructing profiles. Copies of the profiles have gone home to parents/carers and Trevor has a personal teacher profile displayed next to the board.



In relation to Teachers' Standard 1c and your own practice, consider the following key questions:

- How could you *show* that you have high standards for attitudes, values and behaviour in your setting?
- What do you do to promote your own positive attitudes, values and behaviours and how do pupils know you are doing this?

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- In what ways could you engage parents/carers in this process?
- If we were to visit your setting, what would we see, in relation to Teachers' Standard 1c?

Possible sources of evidence for Teachers' Standard 1c:

- Pupil learning journals;
- Displays;
- Pupil behaviours;
- Positive reinforcement strategies;
- School policies directly linked to classroom practice;
- Pupils engaged in learning and interacting with others in positive ways;
- Clear processes for when things go wrong that pupils recognise and are able to access independently, in order to seek solutions;
- Peer mediators: try setting up a class system that trains pupils to act as intermediaries when difficulties arise, in order to seek solutions to problems.

Chapter summary

Consider your setting and the environment in which pupils learn each day. How can you maximise the potential for pupil learning, support and challenge by considering environmental factors? Question the stimuli around your classroom and develop these with the pupils. Show that pupils are valued and respected and orientate pupils regarding a display of mutual respect and value for others. Give pupils the confidence to aim high and ensure that learning goals stretch them whilst being attainable. Praise pupils regularly for their achievements. Display consistently the behaviours, attitudes and values that you expect from your pupils and guide them, sensitively, to understand the impact of this on them, as individuals, adhering to the safeguarding policies of the school. Seek to maximise opportunities for pupils and showcase these at every opportunity. Be proud of your pupils and their achievements and show this in your facial expressions, body language and through positive comments and help them to understand how they can be the best they can be – and be a good role model for this yourself.