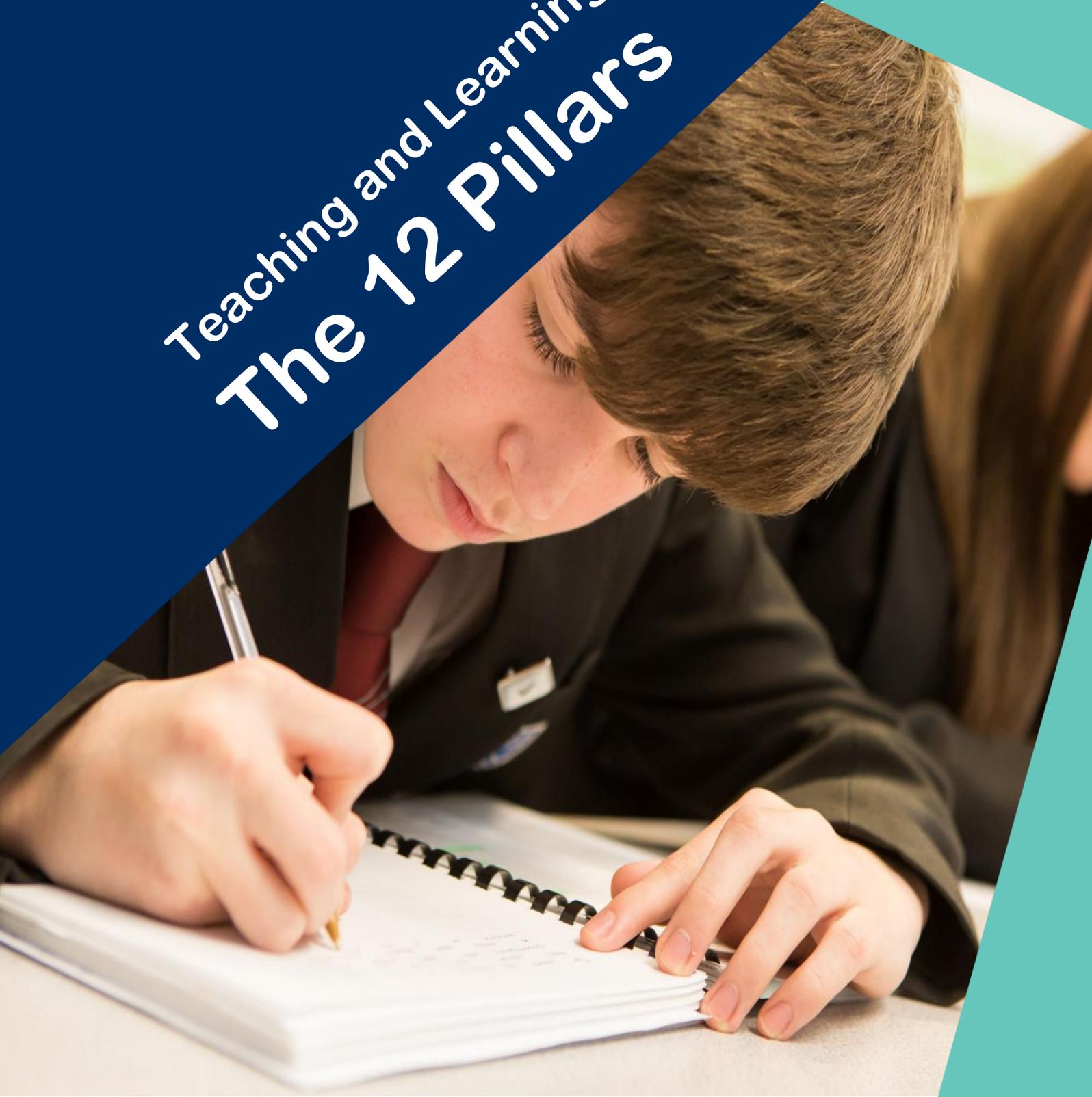




Teaching and Learning The 12 Pillars



Contents

The 12 Pillars: Introduction	3
The Plinth: Detail Matters	5
Pillar 1: We are passionate about our subject	6
Pillar 2: We use curriculum maps	7
Pillar 3: We plan for learning	9
Pillar 4: We demand beautiful work	10
Pillar 5: We use feedback and marking dialogue	11
Pillar 6: We celebrate learning	12
Pillar 7: We have exemplary routines	13
Pillar 8: We scaffold learning	14
Pillar 9: We question to deepen to the limit	15
Pillar 10: We use AFL to reshape learning	18
Pillar 11: We have sparkling classrooms	19
Pillar 12: We are all teachers of eloquence	20
Student Commitment	22
Teacher Support CPD	23
Recommended Reading	24
12 Pillars: Expectations Pull Out	25
12 Pillars: Our Agreed Expectations Self-Assessment	26

“Students with the confidence and range of skills to stand as equals in any circle for any opportunity”

Brightstowe Vision

Teaching and learning is the main priority within Oasis Academy Brightstowe. There is no other area, objective or outcome that is more important than learning. It is our “raison d’être”.

Education Philosophy

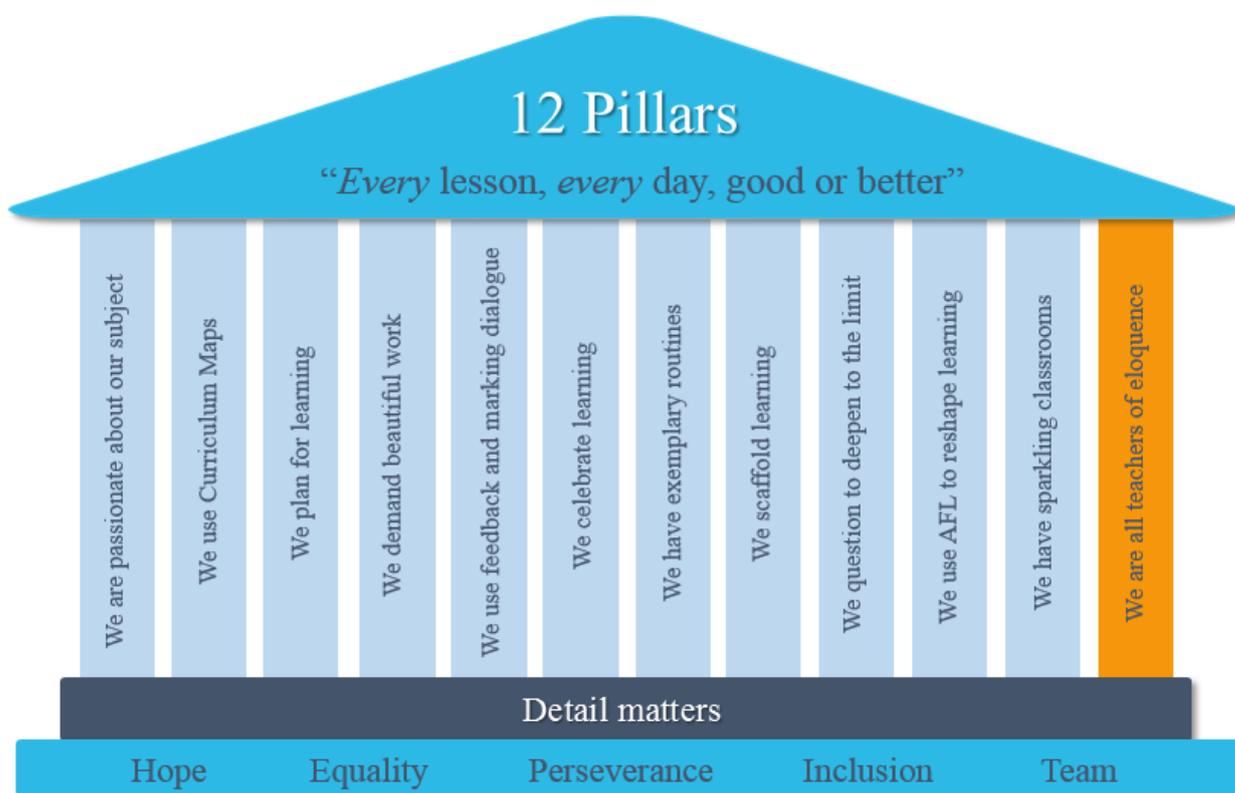
“There is only one 21st century skill. And that is the ability to act intelligently when you are faced with a situation for which you have not been prepared”

Seymour Pappert (1993)

Our approach to this challenge is founded upon our Curriculum Gifts and BRIGHT. We believe that A and A* come as by-products of teaching to our Gifts rather than as an end in themselves.

The 12 Pillars – how we teach

These exemplify what a Brightstowe teacher is. They can be observed by any visitor, in any lesson. These are our 12 Pillars of exceptional teaching.



Our Expectation

Every lesson, every day, good or better.

Know Why

Critical to achieving our aims and vision is that teachers know the rationale behind each of the 12 Pillars and the tools; not just the process.

Teacher Craft and routines – the tools to enable our philosophy

For clarity, the 12 Pillars is divided into:

- **Brightstowe expectations** – teaching tools we all do 100%, no excuses
- **Brightstowe Brilliant Practice** – teaching tools that from our experience work best with our children

The 12 Pillars has been created by all of our staff who are currently here and have worked here in the past as well as from leading edge research and practice. It will continue to evolve. It is a living document.



Plinth: Detail Matters

Continually using and teaching these routines has been the bedrock of our Academy's improvement. Every teacher must master these as their first priority as everything else is built upon this foundation.

Classroom Management

Brightstowe expectation

Following the Culture for Learning golden rules helps to ensure consistency across the academy and a good learning environment throughout.

- Plan
- Praise
- Employ non-verbal techniques
- Get your instructions followed
- Focus on the behaviour, not the person
- Issue reprimands calmly without emotion
- Never, ever engage in an argument
- Never allow the learning of the many to suffer at the hands of a few
- Reflect after each lesson and ask for support

For more detail on Culture for Learning...*read more*

Meet and Greet

Brightstowe expectation

Following the meet and greet procedure helps to ensure calm corridors, support for each other and a good solid start to every lesson.

- Meet at the door, smile, warm greeting (new lesson, new start!)
- Students enter in single file calmly
- Check uniform on entry
- Focus task ready for students to start learning immediately
- Complete the register within 5 minutes...*learn how*
- Students to answer the register with Good morning/afternoon Mr/Mrs/Ms Surname
- Enter late students on the register...*learn how*

For more detail...*watch here*

Classroom Dismissal

Brightstowe expectation

Following the classroom dismissal procedure helps to ensure calm exit to every lesson and into the corridors.

- Work areas clean and tidy, chair tucked under table
- Uniform checked
- Silent dismissal in order chosen by teacher

Pillar 1: “We are passionate about our subject”

Passion is contagious; it creates a thirst for learning and it is founded on subject knowledge and engaging content.

Subject Knowledge

“Intellectual digression is at the heart of all great teaching”

Rebecca Clark

Consider

- *Can you skilfully and intellectually digress in your lessons?*
- *Can you allow your students to go beyond the curriculum?*
- *Is your subject knowledge strong enough to get an A* at A Level?*

Brightstowe expectation

All secondary specialist teachers to have, or work towards having, a full knowledge of **A* level learning at A Level** within their specialist subject area.

Brightstowe expectation

All of our staff must have the highest of **professional standards** so that they are outstanding role models for our students.

Brightstowe brilliant practice

Utilising **authentic audience** to inspire and make our students passionate about their learning.

- Have you harnessed the power of authentic audience?
- Have you seen the work at Hi-Tech High? *Read more...*

<http://www.hightechhigh.org/projects/>

- Have you read Ron Berger’s book, “*An ethic of excellence*”? Are his lessons full of passion? *Read more, available in the library...*

“Ignite your passion; fuel their dreams!”



Pillar Two: “We Use Curriculum Maps”

Curriculum Maps

Our curriculum maps have been backwards-planned from the Curriculum Gift, University and A Level requirements, and forward planned from Key Stage 2. They are pedagogically sound and in a constant state of review and challenge from all members of the department.

Brightstowe expectation

Every teacher must know their **Curriculum Gift** and be able to articulate how their curriculum map delivers this Gift to our students.

Maps of Learning

We have high quality maps of learning for each subject and course which makes planning on a daily basis easier. It enables excellent practice in terms of resources and ways of teaching to be shared across a department.

Brightstowe expectation

Teachers teach from the map of learning and **contribute resources and pedagogical challenge** to it.



To listen, read and communicate with precision and passion

English

To extend our horizons, understand differences and communicate with other people in the world

Languages

To understand our planet, how we inhabit it and our effect on it

Geography

An ethic of excellence

Art

To generate hypotheses about our world and challenge our assumptions through experimentation

Science

Participate: Making positive choices for a healthy active life

Performance: Developing high quality practical and leadership skills

PE

To experience the joy of playing musical instruments, connecting with sound and performing confidently

Music

“The curriculum gifts we give to our students...”

To use logic to develop technological solutions to problems of the 21st Century and beyond

Computing

To delight in being stuck and spotting patterns, simplifying problems and finding logical solutions

Mathematics

To explore reasoned argument to understand who I am, the faiths in our world and what I believe

Philosophy and Ethics

Foster creativity, build confidence and celebrate performance

Drama

To understand our past, learn from our mistakes and successes to make a positive impact on our future

History

Bringing ideas to REAL life

D & T

To provide students with the practical life skills to equip them for a confident and successful future

Combined Curriculum

Pillar 3: “We plan for learning”

Well-planned lessons are the foundation for good lessons on a daily basis. If your classes aren't engaging, behaving or progressing, then your first port of call is to check your planning, as 95% of the time this is the root of the problem.

Brightstowe expectation

Planning folder which contains:

- Curriculum Maps
- Map of learning
- Seating plan – based on explicit data, PP highlighted clearly in bold... *read more*
- Student class photograph – download it from SIMS... *learn how*
- Up to date 12 Pillars, home learning and literacy policy
- Evidence of planning that reflects systematically on the effectiveness of lessons.
There are several brilliant tools to help with this... *read more*

Brightstowe expectation

Lesson plans must be produced and made available to inspectors **for formal inspections** by OCL and OFSTED and for PGCE/ITT/ISP lesson observations.

Brightstowe expectation

Home learning must be recorded on Show My Homework and be set according to the Home Learning Policy...*read more*

Brightstowe brilliant practice

The very best home learning helps create the **independent skills** and **work ethic** students will need for later life when at college, university or in the work place. Home learning needs to be planned for carefully and set in a way that is **manageable** for the teacher and **beneficial** for the student. Have you considered?

- Revision and consolidation exercises...*read more*
- Spelling, grammar and comprehension activities...*read more*
- Rote learning exercises...*read more*
- Reading...*read more*
- Quizzes or the use of online homework platforms...*read more*
- Flipped learning...*read more*
- Independent Projects (IPS)...*read more*

Pillar 4: "We demand beautiful work"

Improving the quality of the students' exercise books and products has been a key driver for change within the academy. The students now know that their learning is valued by their teachers and is checked regularly. They know they are expected to produce work of a high quality. Concentrating on the quality of the books/products has led to improvements in every classroom within the academy and as such this pillar is a corner stone and one that shows the quality of learning at Brightstowe. We have beautiful books.

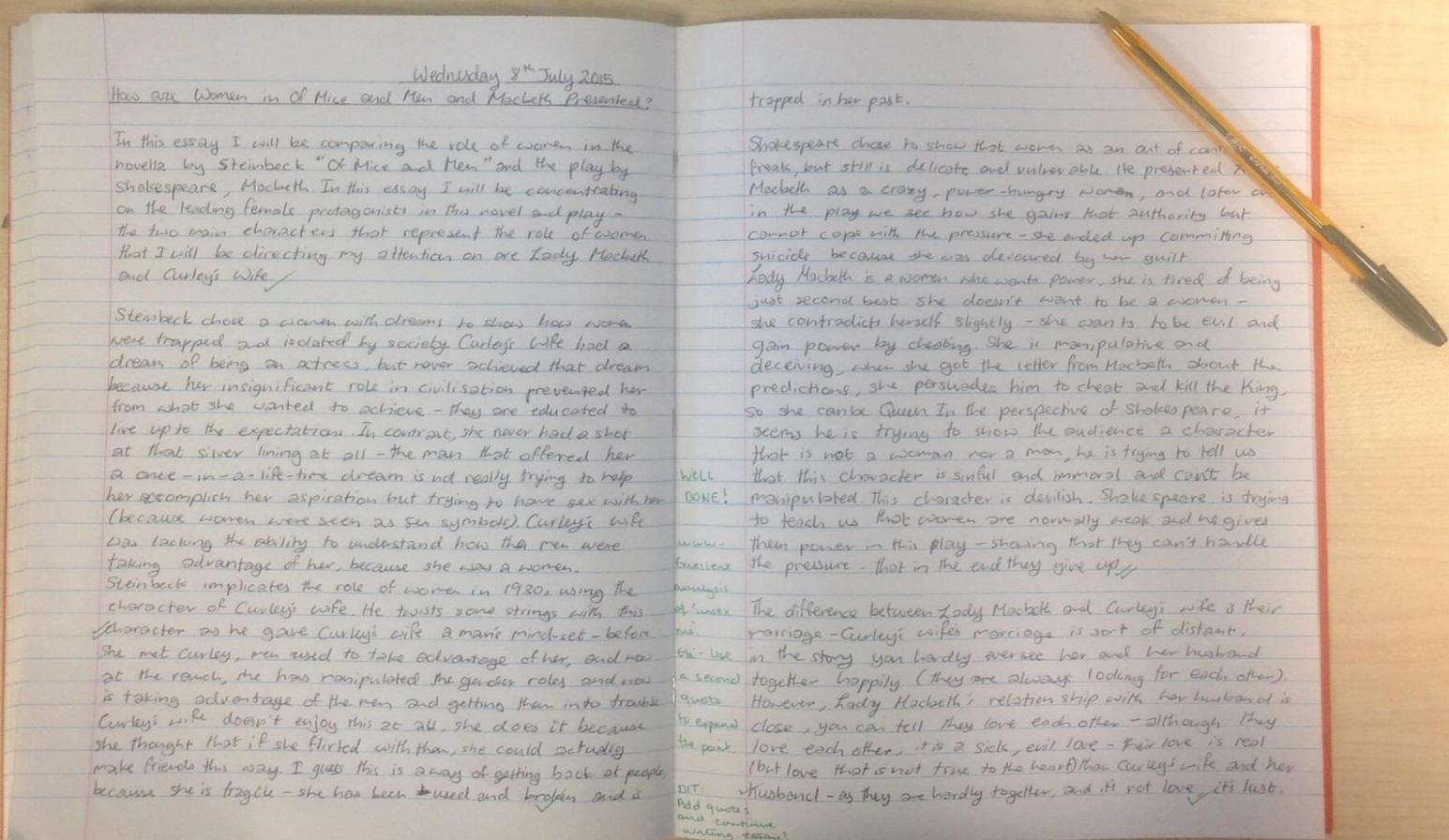
Brightstowe expectation

Beautiful books:

- Are free from graffiti
- Have full name, subject, year group, class, teacher's full name, base room all correctly spelt
- Target grades and current grades sticker on the front of the book
- Old books are kept in school to show progress over time
- Writing in black ink, diagrams in pencil
- Straight lines are drawn with a ruler
- Errors are scored through with one neat line
- Hand-outs are neatly glued in

Brightstowe brilliant practice

The **very best books** show great learning and progress over time. They include different mediums, colour, and departmental formats...*read more*



Pillar 5: “We use feedback and marking dialogue”

Effective marking and feedback is proven to improve the rate of progress for students substantially. Doing this effectively will ensure our students are in the habit of wanting to improve their learning and only accepting the best from themselves. If you spend 5 minutes marking their books, they should be spending longer than that improving their learning. This is a **marking dialogue**; students are clearly engaging with your feedback and improving their learning.

Brightstowe expectation

Yellow stickers must be used for Directed Improvement Task (DIT) marking as outlined in the marking and assessment policy... *read more*

If improvements aren't to be made immediately, a **blank page** should be left after a yellow sticker for students to complete their improvements.

Brightstowe expectation

Pupil Premium students' books are to be marked first.

There are several **techniques employed** by our outstanding teachers to keep on top of marking which include:

Brightstowe brilliant practice

Check the learning in the books every evening. This is a technique used widely in Primary Schools and is a great technique for new or inexperienced teachers to ensure students are producing enough work, of the right quality and if they have learnt what you wanted them to learn

Brightstowe brilliant practice

Mark as you walk and talk. Carry your green pen, signal that you have given verbal feedback or checked their learning. Indicate when your feedback has produced an improvement.

Brightstowe brilliant practice

Multiple drafts. Show improvements in learning by getting students to produce multiple drafts, ending up with the finished piece in best format. This teaches students that one draft is not enough and will help model self-assessment in the longer run.

Pillar 6: “We celebrate learning”

Brightstowe expectation

Students must be rewarded using **Brightstowe Pounds**...[read more](#)

Brightstowe brilliant practice

Positive learning is essential to create a culture where our students have many more positive interactions every day than negative. Students that have more positive interactions than negative will see and value the benefit of doing well and so go on to succeed. Utilising excellent learners on your board can help to ensure you have a positive classroom and the students can see the positive interactions...[read more](#)

Brightstowe brilliant practice

Teachers who use a **wall or corner of excellence** find that their students are very proud of their achievements and this has a very positive impact on learning...[read more](#)

Brightstowe brilliant practice

Teachers who **celebrate the students’ work at Parents Evening** find that the parent becomes more engaged with their child’s learning and understands better how their child needs to improve...[read more](#)



Pillar 7: “We have exemplary routines”

Often the difference between a teacher that requires improvement and a good teacher on a daily basis is the **implementation of their expectations** and **daily routines** within their classroom. Great teachers have seamless routines that look effortless in the classroom. Teachers who are struggling have routines that are not consistent and not followed consistently by the students. Exemplary routines are the basis for “*typicality*” and are at the heart of exemplary classroom management.

Brightstowe expectation

Use of **3-2-1-0** for whole class attention... *watch here*

As an Academy we use this routine after an extended learning sequence in order to bring a task to a halt and gain whole class attention. The technique is designed to give warning and time for students to finish their task or conversations and then to be giving their full and undivided attention to the teacher. Adopting this approach across the academy supports classroom management and consistency in every classroom.

Brightstowe brilliant practice

Whole class **Q&A session** - expectations

Exemplary expectations and routines are essential to ensure students are listening to the teacher and each other during a Q&A session and actively listening ... *watch here*

Brightstowe brilliant practice

Collecting equipment

Students need to be trained how to collect equipment within your classroom quickly and safely... *watch here*

Brightstowe brilliant practice

Transition in to group work or another activity that involves movement

Great routines and expectations when transitioning from one activity to another can make your classroom incredibly efficient and sharp... *watch here*

Brightstowe brilliant practice

Expecting participation: 100%

You need to train your students and build them up to your expectations of participation. Students will gain confidence and reassurance over time when you are consistent, confident and reassuring... *watch here*

Brightstowe brilliant practice

Becoming “**unstuck**”

Have you challenged and trained your students to use their brain, board, book and buddy before asking you?... *read more*

Pillar 8: “We scaffold learning”

At Brightstowe, we hold the highest of expectations of our students and **we pitch to the top**, not the middle. We set **challenging learning objectives** and use our skills as teachers to scaffold the learning so that all students can access the lesson and maximise their progress. It is only by having these high expectations in every class, every day that we will ensure our students can stand as equals.

Brightstowe expectation

The **lesson objective** will be **shared** with the students at an appropriate time within the lesson...*read more*

Brightstowe expectation

Differentiation is expected in every lesson...*read more*

Brightstowe brilliant practice

Start every lesson **with a review**

- Are your students successful straight away?
- Do your students retain the knowledge and information they learnt from their last lesson with you?
- Have you read about how memory works and the need for distributing practice, overlearning and testing frequently? *Read more*

<https://pragmaticreform.wordpress.com/2013/11/16/memory/>

A key thrust at Brightstowe is for students to retain and recall the skills and content they have been taught. Do not underestimate the power of practice, mastery (practice beyond knowing it) and regular testing.

Brightstowe brilliant practice

Use **resources to scaffold** and support learning within your classroom

- Writing frames / sentence starters
- Speaking frames
- Literacy mats
- Key word cards

For examples, *read more*.

Use **a variety of differentiation** in every lesson. Differentiate your lesson with the High Prior Attainers, Mid Prior Attainers, Lower Prior Attainers, SEN and EAL in mind. Some ideas include extension activities, challenge activities, prompt cards...*read more*

Pillar 9: “We question to deepen the limit”

‘The wise man doesn’t always give the right answers; he poses the right questions’

Claude Lévi-Strauss

Great questioning is a defining skill of a teacher. Time spent crafting your questioning skills will have great impact on the quality of your daily teaching. There are two expected techniques employed at Brightstowe. With consistency, we will see: participation in lessons improve across the board, and teachers able to assess how much pupils have learned.

Brightstowe expectation

Cold Call... *read more and watch here*

- **All of your students answer all of your questions**
- **Test mastery**, regardless of whether pupils offer to tell you
- **Increase pace**
- All pupils can have their **voice heard and feel valued**

Brightstowe expectation

No opt out... *read more and watch here*

- **Turn ‘I don’t know’ into success**
- **Everyone takes responsibility for learning**
- **Promote peer support**



However, great questioning is not just about these two techniques. 'Brilliant Practice' questioning is used to **promote and challenge learning**, and **stimulate and probe thinking**. The techniques below require more advanced skills and preparation, and are part of the most effective teachers' toolkit. Although many different techniques can be used every lesson, we advise you to choose one or two and become masters at them before moving on to others.

Brightstowe brilliant practice

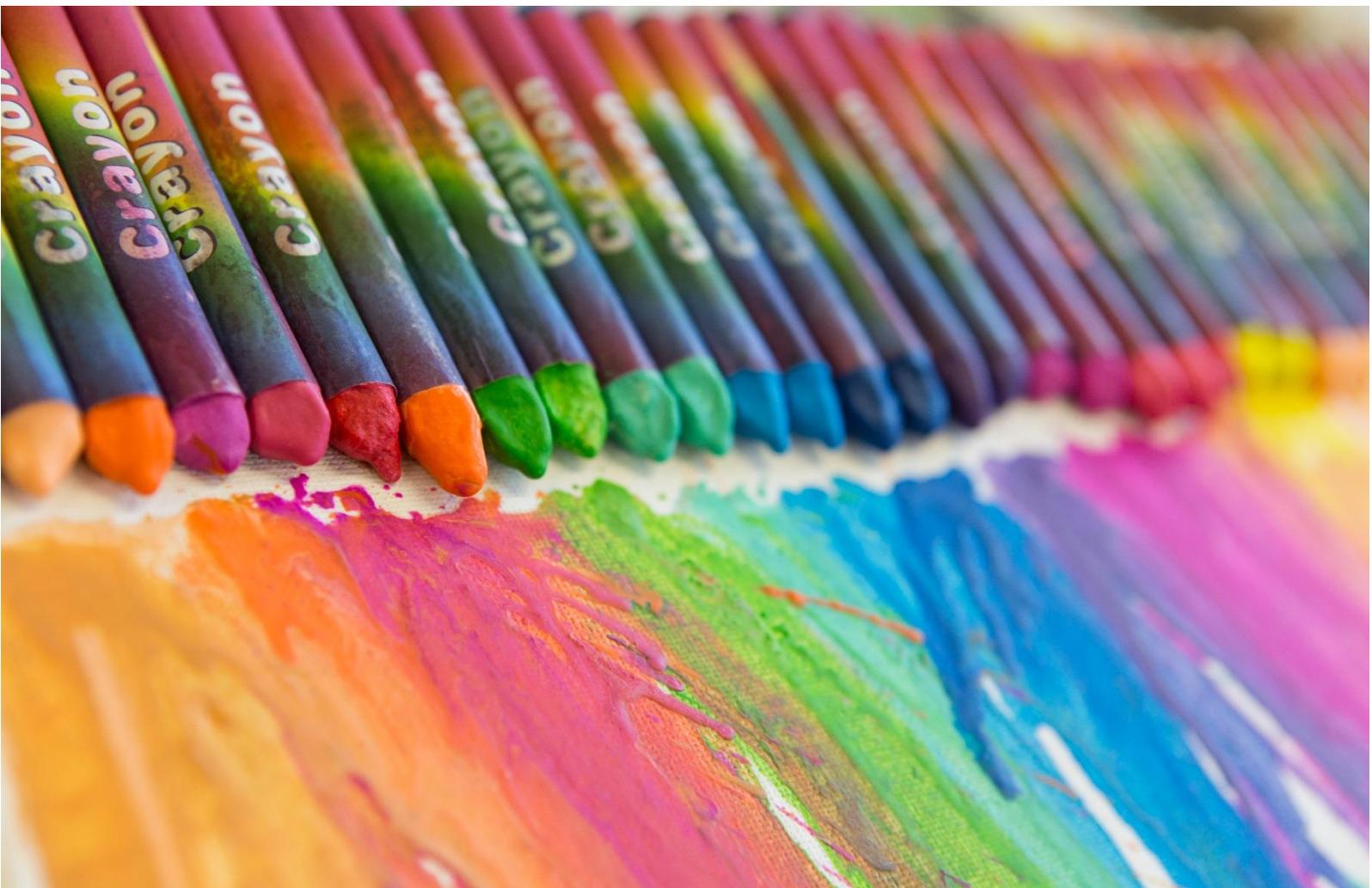
Testing previous learning:

- Pepper..... *watch here*
- Call and Response.... *watch here*
- The Hinge... *watch here*

Brightstowe brilliant practice

Stretching & challenging thinking:

- Right is right... *watch here*
- Break it down... *watch here*
- Stretch it ...*watch here*
- Question the question... *watch here*
- Pupils Ask... *watch here*
- ABC... *watch here*





Pillar 10: “We use Assessment for Learning to reshape learning”

Assessment for learning is a continual process that occurs during various interactions within the classroom. The most important aspect is that the teacher uses the information gathered about how well the students are doing to impact their progress positively. This is a key skill of outstanding teachers. They are not just assessing learning, they are then using the information to reshape the learning and ensure maximum progress is achieved.

Brightstowe expectation

Teachers must be **acutely aware of where all their learners are** in relation to what they are learning.

There are many techniques a teacher can use for formative assessment. When expertly employed, they help the teacher to know exactly where each student is in relation to what they are meant to be learning. These techniques then enable teachers to make decisions or take actions that can reshape the learning if required.

Have you read Dylan Williams and Paul Black’s *“Inside the black box”*?

This practical and concise book offers evidence based ideas on improving your classroom assessment that can lead to significant gains in student achievement...*read more, available in the library.*

Brightstowe brilliant practice

There are several **techniques employed expertly** by our outstanding teachers which include:

- **Looking** at their work over their shoulder and questioning/challenging/correcting
- **Listening** to their discussions/responses and deciding when and if to intervene
- Using **mini whiteboards** to engage all students and check their understanding
- **Targeting** a group of students to go through a concept you know they haven't got or to push a group further on
- Employing **mini plenaries** to check on progress
- Using carefully-constructed **hinge questions** to decide which direction you should take next
- Using **focus tasks** to assess what students know already
- Using **exit tickets** to ascertain what concepts have been understood or perhaps more importantly, misunderstood

To find out who you should speak to develop your practical practice in this area...*read more*



Pillar 11: “We have sparkling classrooms”

Brightstowe expectation

Teachers must have:

- Entry and exit criteria fully displayed on the window pane (or other prominent position when not available)
- Viewing panes up
- Tidy, professional looking room.
- Tidy desk that models best practice for students
- Examples of A* learning prominently displayed

Brightstowe brilliant practice

A **sparkling classroom** is an inspirational learning environment...[read more](#)

Brightstowe brilliant practice

Table layouts should be considered to create the right environment for learning. As our academy grows, each room will be used more frequently by a variety of teachers and so the room should be left in a standard layout that all teachers who use the room are aware of so that they know what room set up they will be walking in to. There are a variety of table layouts deployed within Brightstowe including groups, v's, straight rows and Harkness tables...[read more](#)

Brightstowe brilliant practice

Creating **interactive displays** can trigger the curiosity of students...[read more](#)

Consider

- *Does your classroom sparkle?*
- *Does it provide a model and inspiration for A* and A grade learning?*



Pillar 12: “We are all teachers of eloquence”

Developing eloquence – the art or power of using speech to impress, move or persuade – is essential for our students to be able to stand as equals in any circle, for any opportunity. Eloquent students speak clearly and confidently in class, using Standard English and appropriate vocabulary. All staff are responsible for developing our students’ speaking skills, whether in classroom discussion or in individual conversations.

Brightstowe expectation

Sentence - Students answer questions in full sentences, using ABC sentence starters where appropriate...*read more*

Brightstowe expectation

Voice - Students speak clearly with enough volume so the whole class can hear first time...*read more*

Brightstowe brilliant practice

As we develop our students’ speaking skills over the next 3 years, we will increase the number of expectations in the classroom. Some teachers who are confidently using Sentence and Voice expectations may also choose to focus on:

- **Grammar** – correcting errors in students’ language to promote the use of Standard English...*watch here*
- **Confidence** – ensuring students avoid hesitating and using ‘fillers’, have confident body language and sound convincing. Students use subject-specific terminology with confidence...*read more*

Brightstowe brilliant practice

There are several activities you can build into lessons which will promote students’ speaking skills.

- **Talk Partners**
- **Sort It**
- **Talking Points**
- **Information Gap**
- **Diamond 9**
- **Line Up**
- **Envoy**
- **Snowball**
- **Reporters**
- **Hot Seat**
- **What’s the question?**
- **Word Wall** *read more...*



Student Commitment

BRIGHT

Our Commitment to 'Be *BRIGHT*stowe'

<u>Our commitment</u>	<u>Key foci</u>	<u>What we do</u>
B BEAUTIFUL	BOOKS	We take pride in our books and work; our books are a reflection of ourselves and our attitudes to learning.
	UNIFORM	We are proud of our appearance and strive to be ambassadors for our school and community.
	ELOQUENCE	We know our speech and body language create an impression of us to others; we interact professionally with others
R RESILIENCE	'BOUNCE-BACK-ABILITY'	We greet failure as an opportunity to learn, and try again undaunted
	PERSEVERANCE	We keep going, even when it proves challenging
	ACHIEVEMENT	We celebrate our successes and realise that the best rewards are earned, not given
I INDEPENDENCE	ORGANISATION	We are prepared for each day and plan in advance to help our lives run smoothly
	INTEGRITY	We are honest and stay true to our moral code
	RESPONSIBILITY	We accept ownership of our actions and behaviours, and their consequences – both positive and negative
G GROWTH MINDSET	HOPE	We have a positive attitude to life; we firmly believe that things can change through our efforts
	ASPIRATION	We believe that our success and potential is not fixed; we actively seek to broaden our horizons and improve ourselves
	COURAGE	We are brave enough to push ourselves, take a positive risk, and go beyond our comfort zone
H HEALTHY LIVES	HEALTHY BODY	We exercise, and eat and drink healthily, to maximise every minute of our lives
	HEALTHY MIND	We understand that our mental attitude is crucial to our health and success; we sleep well and develop mental habits to keep us strong
	HEALTHY RELATIONSHIPS	We know that the people around us make us strong and successful; we understand how to recognise and develop positive relationships
T TEAM PLAYERS	RESPECT	We think of others before ourselves and are aware of others' needs
	LEADERSHIP	We engage those around us in a positive goal, and hold others to account when necessary.
	COMMUNITY	We realise we are part of a global human community – supporting our school, local, national and global causes

Teacher Support: Continual Professional Development (CPD)



Recommended Teacher Reading

At Brightstowe, we strongly encourage research and reflective practice. We purchase books for staff to read so they can engage with literature and read around their subject. The first 6 educational books are ones that we have utilised for teaching trios within our academy and we believe they are a good starting point when developing and reflecting upon your teacher craft. The 7th book is one both the Principal and Deputy Principal have read and find inspiring. Please do share any great books or current research that you recommend to the Deputy Principal. Ask your fellow professionals what they are reading and engaging with. Talking about pedagogy will help make us all better practitioners. Happy reading!

Title	Author	Review
Practice Perfect	<i>Doug Lemov</i>	This book will help you take more control over your own classroom practice.
Teach Like a Champion	<i>Doug Lemov</i>	A great manual of teaching. This book outlines the 49 methods used by excellent teacher and emphasises the need to practise and embed our techniques systematically.
Full on Learning	<i>Zoe Elder</i>	An inspirational book. Helps you to understand how students learn and how you can promote independent learning within your lessons.
Visible Learning	<i>John Hattie</i>	Hattie is an educational legend! This book examines learning from a range of viewpoints and focuses on what improves learning and the processes that underpin this.
Essential Classroom Motivation	<i>Ian Gilbert</i>	Ian Gilbert wrings out all he has learnt about classroom motivation; the things that make a real difference in the classroom.
The Lazy Teachers Handbook	<i>Jim Smith</i>	Some very good practical ideas to make students work harder than teachers!
An Ethic of Excellence	<i>Ron Berger</i>	This book will get you passionate about students producing the highest quality work. You will suddenly realise the benefits of your feedback and marking and get inspire you to get your students being junior experts within your subject area.

12 Pillars

MEET
DOOR
SINGLE FILE
UNIFORM

Brightstowe
£
CELEBRATE!

TIDY
UNIFORM
SILENT
DISMISS

GOLDEN RULES

Curriculum
Gift

A★
GCE

ROLE MODEL

Map of
Learning

PLANNING FOLDER

Beautiful
Books

3
2
1
0

FEEDBACK
YELLOW STICKERS
IMPROVEMENTS
PUPIL PREMIUM

DIFFERENTIATION

HOME LEARNING

SPARKLING
TIDY ROOM
TIDY DESK
A* DISPLAYS

SENTENCE

COLD CALL

VOICE

QUESTION

NO OPT OUT

Expectations

12 Pillars – Our agreed expectations

	1	2	3	4
1. The Plinth - Details Matter <ul style="list-style-type: none"> Classroom management – golden rules Meet and Greet Classroom dismissal 				
2. We are passionate about our subject <ul style="list-style-type: none"> Full knowledge of A* level learning at A level Professional standards, role models for our students 				
3. We use curriculum maps <ul style="list-style-type: none"> Know curriculum gift Teach from map learning and contribute resources and pedagogical challenge to it 				
4. We plan for learning <ul style="list-style-type: none"> Planning folder Lesson plans for formal inspections Home learning 				
5. We demand beautiful work <ul style="list-style-type: none"> Beautiful books 				
6. We use feedback and marking dialogue <ul style="list-style-type: none"> Yellow stickers used for Directed Improvement Tasks Improvements made by students Pupil Premium books marked first 				
7. We celebrate learning <ul style="list-style-type: none"> Students rewarded using Brightstowe pounds 				
8. We have exemplary routines <ul style="list-style-type: none"> Use of 3-2-1-0 for whole class attention 				
9. We scaffold learning <ul style="list-style-type: none"> Lesson objective shared appropriately during the lesson Differentiation in every lesson 				
10. We question to deepen to the limit <ul style="list-style-type: none"> Cold call No opt out 				
11. We use AFL to reshape learning <ul style="list-style-type: none"> Acutely aware of where all learners are in relation to what they are learning 				
12. We have sparkling classrooms <ul style="list-style-type: none"> Entry and exit criteria displayed Tidy, professional room (including desk) Examples of A* learning prominently displayed 				
13. We are all teachers of eloquence <ul style="list-style-type: none"> Sentence – students answer in sentences, using ABC sentence starters Voice – students speak clearly with enough volume so that the whole class can hear 				
	1	2	3	4
	I do this every time	I do this most times	I do this sometimes	I don't do this very often