



FINHAM PARK
SCHOOL

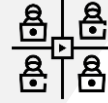
The Finham Classroom



FINHAM PARK
SCHOOL

Maximise learning time

Classroom entry, teacher at classroom threshold:



Teacher stands at classroom threshold scanning both the corridor & classroom. Set and correct the culture. Bright tone of greeting. Refocus some students.

Do Now Activity is ready for early arrivals. No further teacher instruction required.

Seating plans and class info are ready to share; available for LWs.



Students are visibly engaged with start of lesson:



Teacher exposition (Demand silence.) Clarify learning intentions. Teach new knowledge/ skills or address gaps.

Clear modelling Teacher ensures students have the knowledge and skills required. Modelling provides supportive scaffolding. Share success criteria (eg WAGOLL). Questioning ensures they understand task.

Positive engagement
Teacher circulates: Lap 1 Intentionally monitor engagement
Lap 2: Live Mark work
Verbal + Non verbal cues – avoiding confrontation. Praise given as appropriate



Students making progress through scaffolded activities with teacher guidance:

Responsive Teaching Teacher provides verbal feedback, checking each child's understanding and re-modelling particular aspects of the task as needed.

Independent work students complete tasks independently, but only tasks similar to what you have covered earlier. Scaffolding provided so all can succeed.

Support Some students may need to return to the independent work with an adult or as a peer assessment activity

End of lesson + Classroom exit:



Plenary Check for understanding. Support individual students discreetly. Whole class feedback.

Exit routine: Teacher outlines next steps, homework, calm pack away, Stickers used to recognise student progress and effort.

Dismiss: students stand quietly behind chairs, Teacher **dismiss only on or after the bell one row at a time** teacher on threshold, positive reinforcement of standards

'Student culture is not formed by motivational speeches. It is formed by repeated practice – using every minute of every day to build good habits' – Paul Bambrick-Santoyo

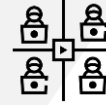
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Maximise learning time

Classroom entry, teacher at classroom threshold:



Teacher stands at classroom threshold Students enter ON TIME calmly and promptly and sit in their allocated seats.

Do Now Activity is ready for early arrivals. Students complete this as **teacher takes register in first 10 minutes**

Seating plans are in place for every lesson; students sit where they are instructed to sit.



Students are visibly engaged with start of lesson:



Teacher exposition (students listen in silence.) Teacher will clarify the learning intentions and teach new knowledge/skills or address gaps.

Clear modelling Teacher ensures students have the knowledge and skills required. Modelling provides supportive scaffolding. Share success criteria (eg WAGOLL). Students answer questions to check understanding.

Positive engagement **Students complete tasks to best of their ability.** **Teacher circulates: Lap 1** Intentionally monitor engagement **Lap 2: Live Mark work** Praise given as appropriate



Students making progress through scaffolded activities with teacher guidance:



Independent work students complete tasks independently. Scaffolding provided so all can succeed. Students ask questions if they are stuck.

Responsive Teaching Teacher provides verbal feedback, checking each child's understanding, re-modelling if needed. Students respond to this feedback to improve their work

Support Some students may need to return to the independent work with an adult or as a peer assessment activity



End of lesson + Classroom exit:

Plenary Check for understanding. Students are prepared to share what they have learned. Teacher gives Whole class feedback.

Exit routine: Teacher outlines next steps, homework, students calmly pack away and leave classrooms tidy, Stickers given for progress and effort.

Dismiss: students stand behind chairs and wait quietly. Teacher **dismisses only on or after the bell one row at a time** teacher stands on threshold to check calm exit.

'Student culture is not formed by motivational speeches. It is formed by repeated practice – using every minute of every day to build good habits' – Paul Bambrick-Santoyo