

**5 minutes**



1. What does 'high academic expectations in the classroom' mean to you?
2. How can you communicate these to your pupils?
3. Are there any barriers to holding high academic expectations?

Please introduce yourself and share your thoughts with your peers



# Holding high academic expectations of all pupils

Facilitator Name

 @TeachFirst  @teachfirstuk

## Seminar norms

Throughout the seminar, please:



Be present



Be proactive



Critique with kindness

# Seminar objectives

By the end of this seminar, you will:


- understand some key principles to create an environment where it is safe to make mistakes
- have reflected on the importance of building 'think' and 'participation' ratio
- have considered how questioning can be used to build ratio in different scenarios

# Related ECF statements

Learn that...	Learn how to...
<b>High Expectations (TS 1 – Set high expectations)</b>	
	<p><b>Communicate a belief in the academic potential of all pupils by;</b></p> <ul style="list-style-type: none"> <li>• using intentional and consistent language that promotes challenge and aspiration.</li> <li>• creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</li> </ul>
<b>Classroom Practice (TS 4 – Plan and teach well-structured lessons)</b>	
<p><b>4.1</b> Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.</p>	<p><b>Stimulate pupil thinking and check for understanding, by;</b></p> <ul style="list-style-type: none"> <li>• providing appropriate wait time between question and response where more developed responses are required.</li> </ul>

# Creating an environment where it is safe to make mistakes

- Know what constitutes a good or complete answer.
- Don't accept less.
- Respond using language that values pupil input, normalises error, and praises risk-taking.
- Encourage pupils to share their errors.

 **Reflect:** Think of a recent time where a pupil made a mistake. How did you respond and what was the impact on the pupil?

# What it looks like in practice

- Know what constitutes a good or complete answer.
- Don't accept less.
- Respond using language that values pupil input, normalises error, and praises risk-taking.
- Encourage pupils to share their errors.

## Best practice example:

“Don't worry, that's a really common mistake and it's really easy to make. Let's spend some time looking at it!”.

## Best practice example:

“Thanks for offering your thoughts, Jason! You're nearly there. Try again but consider...”.

## Best practice example:

“Is anyone feeling brave enough to share a mistake that they made with the class so that maybe others don't make the same mistake?”

## Non-example:

“Yep, that's pretty much it”.  
*Proceeds to give the full answer.*

**T**

# How would you respond?

## Reflect and discuss:

Read each scenario.

Discuss and decide how you would respond in each scenario to maintain high academic expectations while valuing their inputs.

Script what you would say.

## Scenario 1:

Mohammed is very shy and lacks confidence speaking in class. He gives an answer which is partially correct.

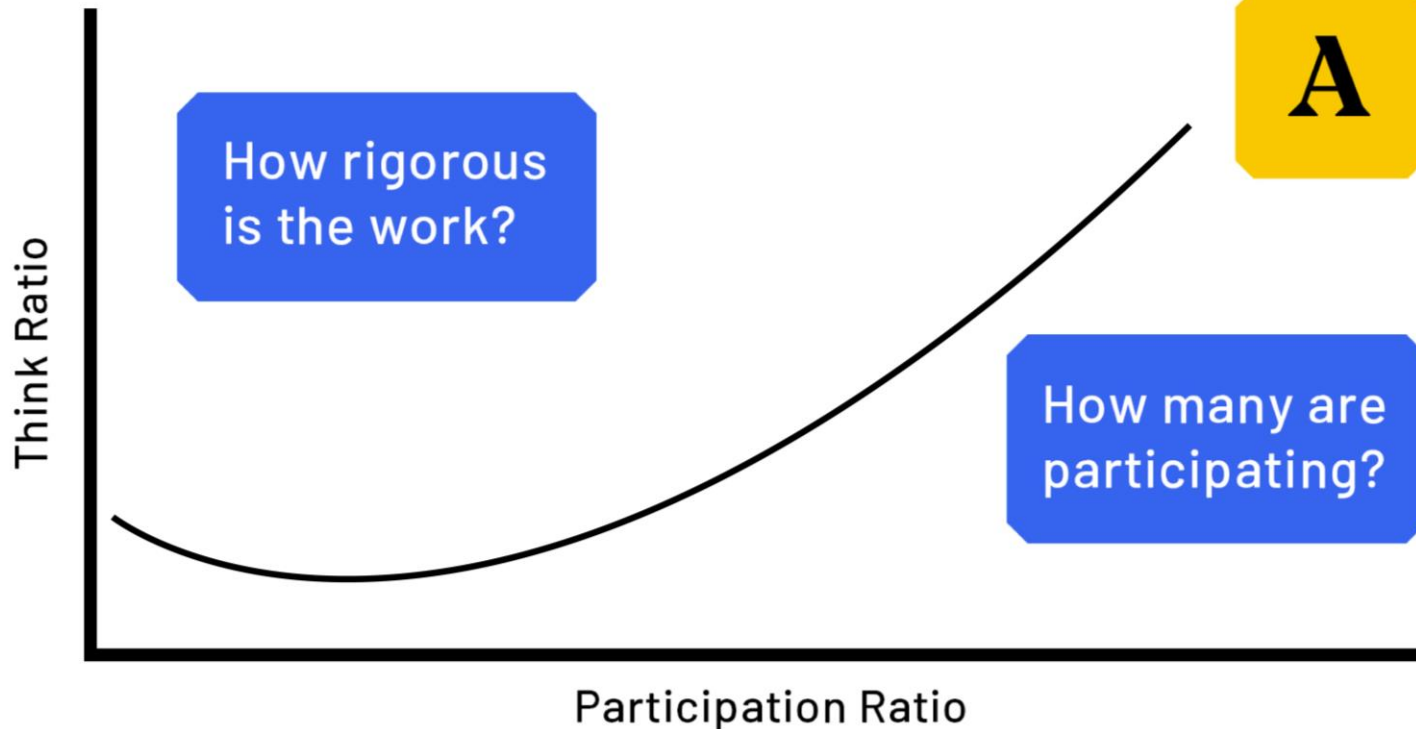
## Scenario 2:

Chloe is outgoing with her peers but lacks confidence academically. She very enthusiastically gives an answer, which has fundamental errors in it.

## Scenario 3:

Alexa is an academically strong and confident pupil. She gives an answer which contains a common misconception.

# Building think and participation ratio



## Consider:

- What does think and participation ratio currently look like in your classroom?
- How do you ensure **all** pupils are thinking and participating within lessons?

# Building ratio through questioning

Common strategies to build think and participation ratio through **questioning** include:

- Many, quality questions
- Question first
- Appropriate wait time
- Follow up & prompting
- Returning to the pupil

# What does it look like in practice?

<https://www.youtube.com/watch?v=JSSAKMqsYAc>

Video



## Reflect and discuss:

1. Which strategies are used to increase participation and think ratio?
2. What is the impact on the pupils and the classroom environment?
3. What does this look in your own practice? What are you doing well and what could you improve on?

Many quality questions

Question first

Wait time

Follow up & prompting

Returning to the pupil

# Using questioning to build ratio

How are the shapes the same?  
How are the shapes different?



## Consider:

How could this questioning be more effective in:

- building participation ratio?
- building think ratio?

## Scenario A:

T: Ramona, how are these shapes the same? How are they different? (*Waits*)

R: *No response.*

T: Have a think and I'll come back to you. James? (*Waits*)

J: *They both have acute angles.*

T: Brilliant, well done anyone else? Arfaan? (*Waits*)

A: *They both have straight edges.*

T: Great, and how are they different, Ramona? (*Waits*)

R: *No response.*

# Using questioning to build ratio



How are the shapes the same?  
How are the shapes different?



## Consider:

How is this questioning effective in:

- building participation ratio?
- building think ratio?

## Scenario B:

T: *Poses original question.. (Waits)* Ramona?

R: *No response.*

T: How are they similar? What do they both have?

R: *They both have corners.*

T: Brilliant, thank you. Can anyone build on this using mathematical language? *(Waits)* James?

J: *They both have acute angles.*

T: Great, and how are they different? *(Waits)* Arfaan?

A: *One has obtuse angles, and one doesn't.*

T: Can you be more specific: which one has obtuse angles. "The equilateral triangle..."

A: *The equilateral triangle only has acute angles, but the parallelogram has acute and obtuse angles.*

T: So, in summary, how are these shapes the same? How are they different? *(Waits)* Ramona?

R: *The equilateral triangle has acute angles, but the parallelogram has acute and obtuse angles.*

# How would you respond?

What adjectives could you use to describe the wolf's personality in Little Red Riding Hood?



## Reflect and discuss:

1. Read the scenario
2. Consider how it could be improved to increase think and participation ratio
3. Rescript

## Scenario C:

T: Jacob, what adjectives could you use to describe the wolf's personality in Little Red Riding Hood? *(Waits)*

J: *No response.*

T: Ayman? *(Waits)*

A: *Bad.*

T: Good, anyone else? Maya? *(Waits)*

M: *Sneaky.*

T: Good, and Jacob? *(Waits)*

J: *No response.*

# Summary

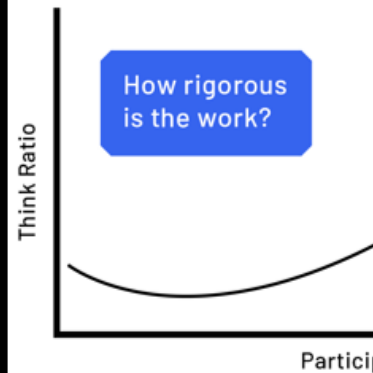


## Creating an environment where it is safe to make mistakes



- Know what constitutes a good or bad mistake
- Don't accept less.
- Respond using language that values and praises risk-taking.
- Encourage pupils to share their experiences

## Building think and participation ratio



## How would you respond?



What adjectives could you use to describe the wolf's personality in Little Red Riding Hood?



### Reflect and discuss:

1. Read the scenario
2. Consider how it could be improved to increase think and participation ratio
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### Scenario C:

T: Jacob, what adjectives could you use to describe the wolf's personality in Little Red Riding Hood? (*Waits*)

J: *No response.*

T: Ayman? (*Waits*)

A: *Bad.*

T: Good, anyone else? Maya? (*Waits*)

M: *Sneaky.*

T: Good, and Jacob? (*Waits*)

J: *No response.*



5 minutes

# Application to your practice

How are you consistently applying this knowledge to your classroom practice?

How are you applying this knowledge consistently well?

How are you applying this knowledge in different contexts to support **all** pupils?

## Reflect:

- Use the questions to reflect on your own practice
- Identify 2 things you will take away from this seminar and implement or develop in your practice
- Identify the steps that you could take to support you in doing this



Thank you.

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# References

Lemov, D., & Atkinism N. (2015) *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. San Francisco, Calif.: Jossey-Bass.

Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., & Cowan, C. P. (2014) Successive teacher expectation effects across the early school years. *Journal of Applied Developmental Psychology*, 35(3), 181–191.