BA Primary Education Intensive Training and Practice Week:

**ITaP 4: Having high expectations of behaviour**

(w/b 24.2.25)



# ITaP Learning Questions

By the end of this ITaP week, RPTs should be able to answer the following questions well:

**Learning Question 1: What pre-emptive decisions lay the groundwork for good behaviour?**

I can:

Articulate why certain classroom rules exist and what values they are based on

Learn the routines expected in my school behaviour policy

Teach my expectations clearly and reinforce these through reminders at appropriate times (LHT7h and j)

Suggest classroom layout choices that may support pupils to focus on learning

Ensure that my lessons have sufficient cognitive challenge to engage pupils (LHT1a)

**Learning Question 2: How can I gain the attention I expect and maintain it?**

I can:

Identify ways that expert teachers do this

Use the ‘Signal, Pause, Insist’ routine before speaking or moving on (LHT1f)

Use positive and low stakes language to insist on attention (LHT1e)

**Learning Question 3: How can I identify and manage low level behavioural disruption?**

I can:

Identify low level disruptive behaviours in the classroom

Use positive reinforcement to discourage low level disruption (LHT1h)

Use reactive, non-intrusive and low stakes strategies to de-escalate disruption (LHT7g)

Be consistent in my responses to pupil behaviours (LHT7f and l)

Teach and rigorously maintain clear behavioural expectations (LHT1f)

# **Teacher Guidance**

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| **Key sources we will draw upon include:** |
| Department for Education. (2024). *Behaviour in schools.* GOV.UK. Available at: <https://www.gov.uk/government/publications/behaviour-in-schools--2>  Education Endowment Foundation (2021) Improving Behaviour in Schools Guidance  Report. Available at: [EEFImprovingBehaviourInSchools](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1702446345)  Foster, J. (2023). Behaviour: The Lost Modules. Sage.  Kohn, A. (2018). *Punished by rewards.* Mariner Books.  Willingham, D. T. (2009). *Why don’t students like school?* Jossey-Bass. |

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| **Tuesday 25th February** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Observation of class and you:**     * ***Suggested timing: all morning***    * They will focus on noting the various transition routines and the expectations you have of the chln. They will also think about your role in leading each routine and how you maintain your high expectations.    * As this is their first morning with your class, they should also start getting to know the class through talking to chln and supporting their engagement with tasks. 2. **Observation of attention-gaining strategies**    * ***Suggested timing: afternoon***    * Your RPT will observe a lesson, paying particular attention to how you gain and maintain students’ attention throughout the phases of the input and once working independently.    * They will focus on the different techniques you use, including verbal, non-verbal, and routine-based strategies. 3. **Observation of the home time routine**    * ***Suggested timing: afternoon***    * The RPTs will observe how you manage the end of the day and ensure a smooth transition out of the classroom. 4. **Meeting with you**    * ***Suggested timing: after school***    * **Item 1: discuss the school’s behaviour management policy**    * Your RPT needs to learn and understand your school’s behaviour policy, school rules and key routines.    * Please also use this time to explain any specific strategies your school require them to use if chln need reminders or to reset their behaviour.   **Item 2: choose a game**   * + Help your RPT choose a simple game session they can run with your class on Friday morning for about 15 mins, e.g. ’40-40 in’ or ‘Ladders’ or ‘Splat’ or a parachute game or a singing game. It should be one that your class and the RPT are both reasonably familiar with (i.e. they are not going to *teach* it) |

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| **Thursday 27th February** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Observation of the morning routine and register**  * ***Suggested timing: morning*** * The RPT will observe how you establish routines at the start of the day, with a focus on how expectations are reinforced during the register and transition into learning.  1. **Observation of chln in a lesson**  * ***Suggested timing: morning*** * Your RPT should observe a lesson that you teach, focusing on identifying which chln go off routine or off task more easily and the triggers for this.  1. **Meeting with music subject lead and PE subject lead**  * ***Suggested timing: lunch time*** * Please ask these colleagues if they can meet with your RPT to discuss the specific challenges that can occur in maintaining positive learning behaviour in these two subjects. * It might be appropriate to focus on instructions, space, resources and responding to low-level disruption.  1. **Observation of a PE or music lesson (any class)**  * ***Suggested timing: afternoon*** * Please arrange for either you to teach one of these subjects or for your RPT to visit a class where one of these subjects is being taught. * The RPT will observe with a focus on the expectations and the teacher’s role.  1. **RPT leading story time and home time routine**  * ***Suggested timing: end of day*** * Please observe and take notes on this. If possible, audio record it (at least the transition parts) to allow you to reflect on it together.  1. **Meeting with you**  * ***Suggested timing: after school***   **Item 1**   * Seek to find out the RPT’s reflections on their end of day management. * Ask them what they thought worked or what they might do differently, with regard to this area. * Provide additional feedback where you have specific points to make that are not already covered |

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| **Friday 28th February (morning only)** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **RPT leading morning routine, register and then their game session**  * **Suggested timing: morning** * Please observe and take notes on this. If possible, audio record it (at least the transition parts) to allow you to reflect on it together.  1. **Post-observation reflective discussion**  * **Suggested timing: break time** * Seek to find out the RPT’s reflections on how successfully they set and reinforced expectations. * Ask them what they thought worked or what they might do differently, with regard to this area. * Provide additional feedback where you have specific points to make that are not already covered  1. **Reflection writing**  * **Suggested timing: late morning** * Please give your RPT time out of class to write a reflection on their teaching earlier, which they will link back to your school’s behaviour policy. |

## Summary of things to prepare:

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| **Lessons** | |
| Please arrange the timetable so that you can teach **music or PE** on **Thursday 27th February** OR arrange for the RPT to go and observe this in another class. | |
| Please arrange the timetable so that **your RPT** can run a short game session (about 15 mins – see detail above) on the morning of Friday 28th February. | |
| **Item** | **Ideally on…** |
| Arrange for your **PE** and **music** leads to meet the RPT | Thursday 27th February at lunchtime |

**Thank you very much for your support of this Intensive Training and Practice week. We appreciate you giving up some of your class time for this and for making the various arrangements.**