



Teaching in a restorative classroom

Relentless routines:

The relentless routines – our Wetherby Ways – create a consistency of approach across our classrooms to support the predictable high challenge. The consistency of these features gives children a clear sense of what is expected and reduces explanations, which increases learning time.

Relentless routines	How it supports learning
Seating plan	The teacher knows who can learn well together and seats them to learn better. This is a clear indicator that learning is a different environment. We know our children well and will use this understanding to support learning
Meet and greet	At the beginning of the lesson, teachers stand at the door to greet all students. This gives us the opportunity to make connections and ensure that all children start the learning renewing the relationship with the teacher.
Silent starter	A task is on the board for children to complete in silence. This is usually a quiz, a revision activity or a prediction exercise. This allows children to start the lesson peacefully, creates a thinking space for them to make a good transition into the learning and helps them develop their memory.
Setting up tasks	<p>Every task, whether it is a longer written task or a quick pair share activity has the task explained clearly:</p> <ul style="list-style-type: none"> • What the task is • How long the task will take (timer) • What the aim of the learning is/how the pupils will know when they have finished • Modelling the learning process or the thinking • How the pupils should learn. (Learning modes) <p>This reduces the cognitive load for children, reduces teacher talk and ensures speedy transitions.</p>
Timers and learning modes	As well as setting clear expectations about the depth of learning expected and the way to learn, timers and learning modes are also be used to save time and allow students to be in control and work independently.
Checking the learning of all: MWBs NHU questioning	The two main strategies that we use to increase engagement with the learning and to check the learning are MWBs and No Hands Up questioning – or cold calling. Teachers can see or hear easily who is engaging fully in the learning and students are aware that full participation is expected.
Green pen	<p>The green pen shows engagement and progress. Students use a green pen to develop their learning:</p> <ul style="list-style-type: none"> • Students can add to their work as they listen to feedback from other children.



	<ul style="list-style-type: none"> • Students can correct and reflect on their work – the teacher can see where they initially got stuck and can spot patterns across the class. • Students can annotate their work to highlight the learning process and help them to repeat the process. Articulating the learning also moves it deeper into the memory. • Students can summarise their learning in green – catching the learning intention of each episode of learning.
<p>WAGOLLS</p>	<p>WAGOLLS – What A Good One Looks Like are used extensively across subjects. They are high level examples used to guide students and give them a standard to aspire to.</p> <p>Providing a clear picture of success helps students to be clear about their aims and gives them a way to ‘unpick’ the elements involved in the task.</p>
<p>Progress narrative</p>	<p>A good progress narrative makes all students feel engaged with the learning, clearly signals levels of success and increases the sense of the student’s sense of where they are on the journey.</p> <p>A student can hear:</p> <ul style="list-style-type: none"> • A positive commentary on their learning • What good learning is – modelling good learning behaviour • Feel a sense of achievement to keep them engaged and motivated at regular points during the learning line and journey • Rewards effort at each stage of the learning