



Engagement for Learning Checklist



Where there is inconsistency in schools, children are more likely to push the boundaries. If a student thinks there is a chance that the staff will forget about the detention they have been given, then they are unlikely to bother to turn up. If they get away with it, the threat of detention will be no deterrent in the future.

Often it is doing the simple things that can make a difference with behaviour and engagement for learning. For example, the teacher who takes the time to meet and greet students at the door will find they come in happier and ready to learn.

Teachers who follow guidelines often find there is more consistency of approach to managing students, both in the classroom and around the school. When children know that teachers will stick to the policies, class routines are clear and consistent, they feel safer and happier and engagement improves.

Engagement for Learning Checklist

General

- Model the behaviour you want to see from students.
- Be visible at the beginning and the end of the day, between lessons and during breaks.
- Ensure that students come in from breaks and move around the school in an orderly manner.

Building Relationships

- Building positive, professional working relationships is the key to successful teaching and learning.
- Meet and greet students when they come into the classroom – a smile goes a long way.
- Be positive and welcoming, treat each lesson as a new lesson and forget previous incidents.
- Make each child and class know that they are special and that you **care** about them and their education. Students like to be liked.
- Remember that you are the adult and they are the child; you should model expected behaviour and attitudes
- Deal with issues quietly one to one – do not shout across the room as this draws the attention of all students and some students may play up to this.
- Avoid shouting at children, it does not help and will escalate a situation.
- Avoid confrontation at all costs and deal with issues privately, one to one.
- If you see students around school, say hello.

Classroom

- Make sure the classroom is tidy, inviting and stimulating – have attractive and useful displays in place.
- Students can make a judgement on the state of a room - if it is untidy and messy this may signal poor organisation and an inability to manage the previous class.
- Follow the school behaviour policy - consistently.
- Display the engagement for learning expectations in the class and use them.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.

- Have a system in place to follow through with all sanctions.
- Know the names and roles of any adults in class.
- Coats should be off in a lesson, make sure the students know where to put coats and bags.

Students

- Their work – value it, feedback regularly, have it on display.
- Know the names of children!
- Build good working relationship with all children, take an interest in them.
- Have a positive plan for children who are likely to misbehave.
- Put in place suitable support for students with behavioural difficulties; ensure other adults in the class know the plan.
- Understand any special needs and know how to support these.
- Praise good behaviour.
- Celebrate successes.
- Monitor the amount of praise and reward against sanction or negative comments given.

Teaching

- Ensure that all resources are prepared in advance.
- Could students collect equipment/books as they enter to allow a swift start?
- Have an interesting task or question ready to ensure they are engaged as soon as possible.
- Explain how you want them to complete a task, not just what it is and why but how to complete it too – what behaviour you want to see.
- Have a seating plan, change it as and when necessary – it is your plan.
- Give equal attention in a lesson; try to circulate around the class to monitor all children.
- Do not sit at your desk during a lesson, be with the children.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- **Reprimand in the ear, praise across the class!**
- Appropriate challenge and differentiation to allow access at all levels.
- Stay calm.
- Have a system for getting the students to be quiet – 5, 4, 3, 2, 1, or your hand up.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines in September (or when you first receive them) and the rest of the year will be much easier – with the odd reminder!
- Remember – a well planned structured lesson results in a successful outcome.

Parents

- Build positive relationships with parents.
- Give feedback to parents about their child's progress; let them know about the positive as well as the negative.
- Don't put off phoning home, a positive phone call can resolve a lot of issues quickly.
- Send a positive text.
- Keep parents informed and contact them sooner rather than later.
- There must be no surprises at parents' evenings.