



This 'One~Pager' is a distilled guide to the Principles of Great Teaching at Channing – a shared language and understanding of what excellent, ambitious teaching looks like in our classrooms. It is not a checklist of what must be done, but a thinking tool, to support planning, self-reflection, and professional discussion. Our Lesson Evaluation Toolkit is rooted in the best research and collective wisdom of Channing staff. For fuller guidance and Trusted Techniques, visit the online version of the Toolkit, which also includes suggested reading, blogs, videos and podcasts



1. High Expectations of Behaviour for Learning

- Clear routines and calm classrooms set the tone for learning.
- Every minute is learning time – distractions are the enemy.
- High effort is normal, praised, and expected.
- Fairness, consistency, and positive language build trust.
- Everyone knows what great behaviour for learning looks like – and why it matters.



2. Supportive Environment

- Mistakes are normal – learning means getting things wrong first.
- Encouragement is constant; belief in success is shared.
- Questions and curiosity are welcomed
- Resilience is taught, modelled, and expected.
- Every learner feels safe to stretch, stumble, and succeed.
- Desirable difficulties are embraced through the language of The Learning Pit



3. Learning Intentions

- Every lesson has a clear purpose learners can explain.
- Success is visible and feels achievable.
- Today's learning connects to yesterday and tomorrow.
- Prior knowledge is the springboard



4. Quality of Instruction

- Clarity is king – explanations are sharp and purposeful.
- Big ideas are broken down, then built back up with care.
- Vocabulary is taught, modelled, and used precisely.
- New learning connects clearly to what's already known.
- Teachers make thinking visible – and expect the same depth from learners.



5. Curriculum and Subject Knowledge

- Deep subject expertise leads to high challenge
- Misconceptions are anticipated – and tackled head-on.
- Learners trust in their teacher's knowledge and judgement.
- Scholarship is sparked by fluency, precision, and depth.



6. Structuring Learning

- Learning builds logically, each step sets up the next.
- Lessons start with clarity and end with confidence.
- Simplicity, pace, and purpose shape the sequence.



7. Embedding and Making Learning Stick

- Practice is purposeful, repeated, and spaced over time.
- Learners revisit, recall, and rework to strengthen memory.
- Learning sticks when it's used, tested, and explained.



8. Learner Context & Adaptive Teaching

- Teaching starts with knowing who's in the room.
- Challenge is for all – with the right scaffolds and stretch.
- Everyone can access the learning and make excellent progress.



9. Checking for Understanding / Questioning

- Monitoring and evaluating the work and thinking of all.
- Everyone thinks – and shows their thinking.
- Questions probe, uncover, and extend understanding.
- Misconceptions are spotted early and addressed clearly.
- Thinking time is protected, not rushed.



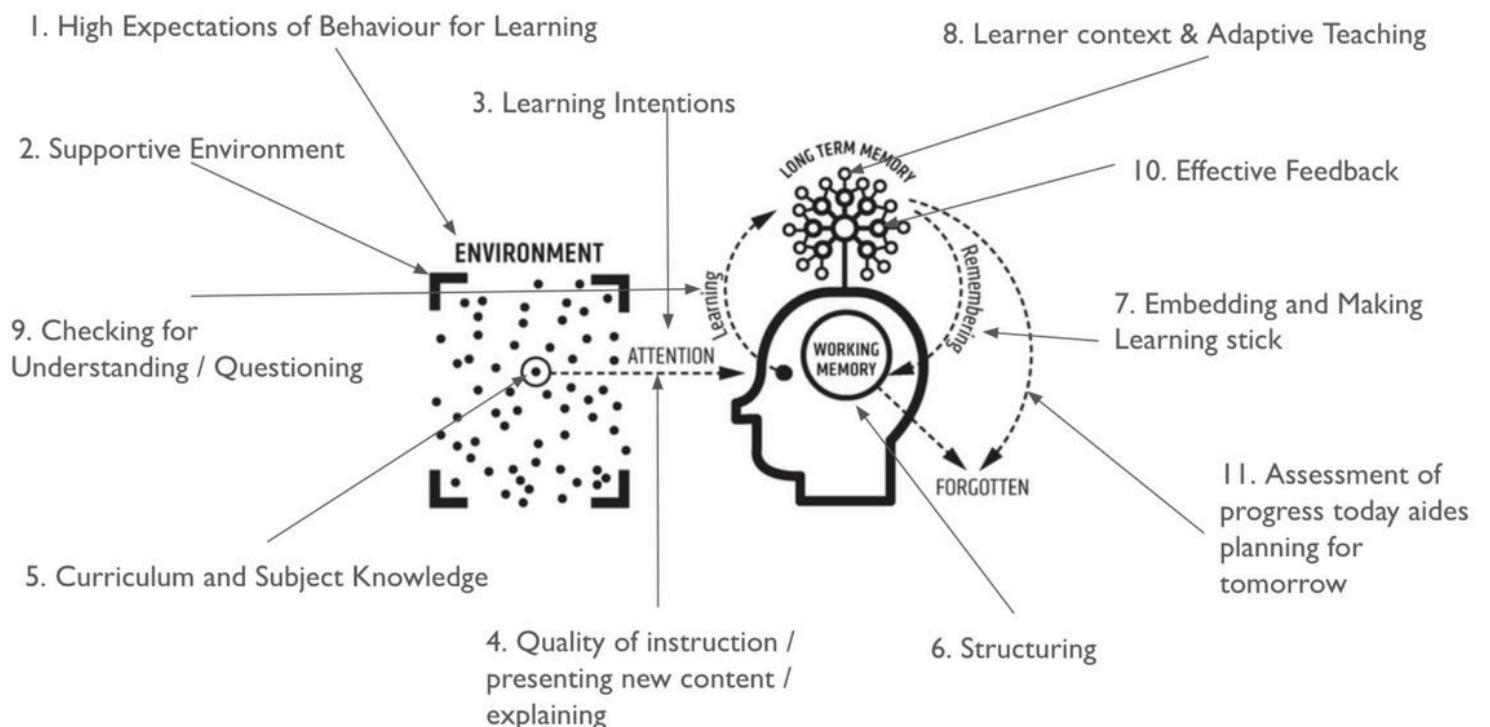
10. Effective Feedback

- Learners know their next steps – feedback is clear, timely, and actionable.
- Feedback is part of a dialogue – learners respond and reflect.
- Self and peer feedback are valued and built into routines.
- Verbal feedback in the moment is often the most powerful.



11. Assessment Informs Tomorrow's Teaching

- Assessment reveals what to revisit, reteach, or deepen.
- Gaps guide planning – consolidation is deliberate.
- Progress is planned across lessons, not just within them.



Model taken from Sherrington and Caviglioli

Final thoughts:

This one-pager isn't about tidy answers or fixed checklists. It's an attempt to capture, in shared language, what excellent, ambitious teaching looks like and feels like in our classrooms at Channing. Its purpose is to support reflection, dialogue, and continual professional growth.