

'TRUSTED TECHNIQUES FROM OPEN CLASSROOM 2025/26



This week our Spotlight distils insights from our Open Classroom 2025/26 cycle. The following Trusted Techniques were seen across the Senior School. They reduce low-level disruption before it even begins. They align directly with our Principles of Great Teaching and show how behaviour is shaped not by reacting to students, but by designing for clarity, momentum, and cognitive engagement.

1. Start Strong to lessons:



What colleagues saw working:

- Students were working within seconds of entering the room.
- A Do Now on the board before students arrive. Retrieval tasks that create instant focus.
- Routines for entry → bags down → immediate engagement.
- Teachers circulating immediately, making the room feel purposeful

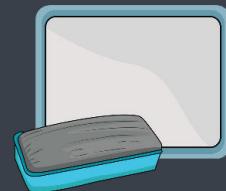


2. Predictable Routines: Behaviour Through Consistency

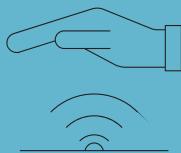


Trusted routines observed:

- “Pens down / 3–2–1 / Eyes on me” used consistently.
- Seating plans designed with purpose
- Device routines embedded seamlessly (“iPads flat until instructed”).
- Students leading the distribution of resources.
- Mini-whiteboard routines ensure whole-class participation.
- Timers used to give transitions energy and urgency.



3. Quick, Calm Redirection: Norms, Not Negotiations



Trusted techniques:

- Quiet, private reminders while circulating.
- Non-verbal redirection: proximity, eye contact, a tap on the desk.
- Reset phrases that avoid debate (“We’re moving on together”).
- Positive framing (“Let’s see your best thinking now”).
- Returning to students later—signalling belief and expectation.



Summary

Our Open Classroom cycle shows that when routines, clarity, and challenge are built into a lesson’s architecture, low-level disruption doesn’t need managing, it simply recedes. At the same time, behaviour flourishes when merits, demerits, rewards, and sanctions are used consistently and predictably. These reinforce expectations, create transparency, and provide clear, fair consequences.

Reflection questions:



- Start Strong: How effectively do my opening routines build immediate focus and learning momentum?
- Predictable Routines: Which of my routines are consistent, and which need tightening to support clarity and calmness?
- Quick, Calm Redirection: How effectively do I use brief, calm cues to protect the learning flow when behaviour drifts?