High Expectations

High expectations may seem simple but there are many factors that need to be considered including creating a positive and supportive learning environment, purposeful and meaningful feedback, awareness of personal biases and taking steps to mitigate their impact, encouraging engagement from all through consistently high behaviour expectations and much more.

In our short Inclusive Practice video centred on *High Expectations*, we touched upon the importance of metacognition and self-regulation. Based on extensive research, it has been shown that giving young people the space and supportive environment to make mistakes, reflect on them and recognise the problem-solving processes makes a positive impact on their progress. A 7+ month improvement, in fact, according to the Education Endowment Foundation.

Explicitly helping students to plan, monitor and evaluate specific aspects of their learning are a key part of this.

Providing students with prompt questions can help:

Planning	Monitoring	Evaluating
- What resources do I need to complete this task? - Have I done a similar task before? - What am I aiming to achieve? - What do I need to do first? - How much time did I need the last time I did a similar task?	- How well am I doing? - Do I need anything else to help me? - What am I finding difficult? - How much time do I have left? - Is what I have written clear enough?	- How did I do? - What would I do differently next time? - Could I have chosen a different point of view? - How long did it take me? - Which part of the task did I find the most challenging?

You can find more prompt questions and some guidance about how metacognitive strategies were introduced in a school in this blog by Chris Runeckles, author of *Making every lesson count*.

The EEF have a single page starter kit for anyone wishing to implement metacognitive strategies in their setting along with many other resources including a seven step guide for teachers and a questioning habits tool.

Idea to try: the learning process does not end when a student gets to the right answer. If a student gives a correct answer in class, don't simply move on, ask them how they got that answer
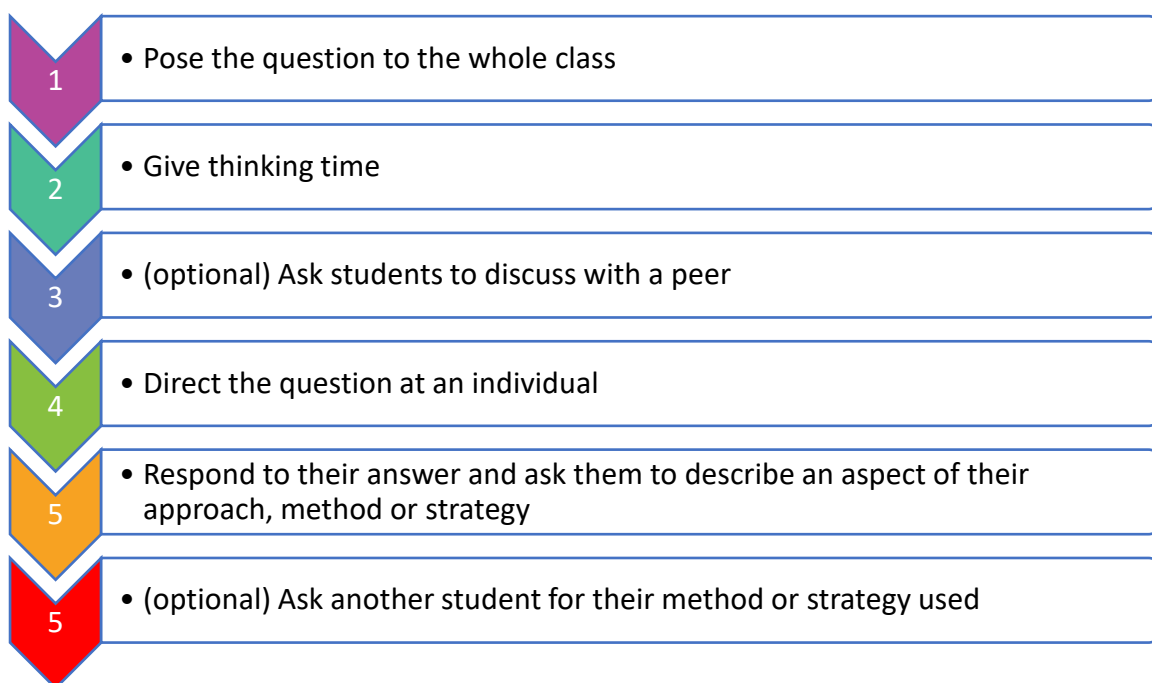
A second key area covered in the High Expectations video is questioning and how students are chosen to answer questions which in itself is tangled up in bias, behaviour expectations, grouping and questioning style.

Calling out can have a place in the classroom but it can also lead to some students dominating the discussion. When we anticipate that a particular student will get the right answer it can be only natural to defer to that student, particularly when curriculum time is so tight. This can enhance the learning of the few but will lead some to take a more passive role and they can feel that their contributions are less valued.

Setting consistent and clear behaviour expectations around calling out can be one step towards higher expectations. If students all anticipate that they could be asked a direct question, engagement will increase. This can of course increase stress for many students but there are ways to reduce this. For example, give adequate thinking time before indicating the name of the individual chosen to answer the question. Ask the students to talk to a peer before directing the question at a specific person.

Here is how it can work in practice:

1	• Pose the question to the whole class
2	• Give thinking time
3	• (optional) Ask students to discuss with a peer
4	• Direct the question at an individual
5	• Respond to their answer and ask them to describe an aspect of their approach, method or strategy
5	• (optional) Ask another student for their method or strategy used

Idea to try: **How are students chosen to answer questions in your classroom? Do they regularly call out, put their hand up, work in groups or are they chosen by you? Pick a lesson tomorrow and try cold calling. Notice who you pick to answer certain questions and who you don't pick.**

For more information about cold calling and how to make it inclusive, visit Tom Sherrington's blog: Cold Calling the #1 strategy for inclusive classrooms.