

CAN Silent Entry Routine

To be implemented in all learning spaces: classrooms, assembly, AM and PM Form.

Purpose and Impact:

When students enter a learning space, we need to make sure they do so in a calm and orderly manner. We know this from Doug Lemov's Teach Like a Champion 3.0 and his technique 47: Threshold and Strong Start. People read environments within seconds of entering a space from our verbal and non-verbal cues. Thus, our silent entry means students immediately receive the message that they belong, their teacher is prepared and capable and that as learners their time will be well spent. We know that when learning is sacrosanct and we have students fully engaged and attentive then they will know more, remember more and do more with a greater level of success.

Successful Implementation Steps:

- Strong stance at the threshold of the classroom door.**
- Warm welcome** (e.g., "Good morning, nice to see you.")
- Uniform check and reminder to be silent.**
- Pause and scan the room for compliance.**
(Precise praise & anonymous correction where required.)
- Set a visual timer for 5 minutes.**
- Complete the register in silence**, expecting "Sir/Miss".

Symptoms of Learning:

When a silent entry routine is effectively implemented, we will see the following symptoms of learning...

- ✓ Students enter the room in a calm and orderly manner
- ✓ Students immediately go to their correct seat
- ✓ Students immediately begin work (e.g., starting the retrieval task)
- ✓ Students attempt work independently with suitable level of effort
- ✓ Students take care with their work and follow the PROUD policy
- ✓ Students rarely disrupt each other or interrupt the prompt start to learning

CAN Call to Attention

To be implemented at various and numerous times within a lesson or assembly, whenever attention from students is required.

Purpose and Impact:

When we require students' attention, we need to ensure we have a shared signal and language so that students respond quickly to the adult in the room. We know this from Sherrington's Teaching Walkthrus and the concept of 'Signal, Pause, Insist'. This is one of the most important routines in teaching because it will be used several times in a lesson and it ensures a calm, safe learning environment. Too often teachers over-rely on their voices to talk over the noise of a class, which is difficult to sustain and counter to the learning environment we know is needed. The more precise and consistent we are in using the CAN Call to Attention, the more responsive students will be and the more we will be able to protect our core business of teaching and learning.

Successful Implementation Steps:

- Strong stance at the front of the room** – allows you to see all students
- Short countdown and command: “Reading to LEARN in 3-2-1, Eyes on Me.”**
(Reasonable pace and visual cue such as hand in the air supports this command)
- Pause, scan and use non-verbal commands to gain 100% compliance**
(Use precise praise and anonymous correction to positive reinforce)
(Implement behaviour system if individuals take too long to respond)
- Upbeat launch: “Thank you, we’re ready.”**

Symptoms of Learning:

When CAN Call to Attention is effectively implemented, we will see the following symptoms of learning...

- ✓ Students are responsive to the teacher's instructions and requests in a calm, polite and timely manner
- ✓ Students' attention is on the important information or instructions being provided by the teacher; their attention is not 'split'.
- ✓ Students rarely interrupt the teacher's exposition and rarely disrupt each other's thinking
- ✓ Students willingly participate by asking and answering questions because they understand what they are expected to learn or focus on
- ✓ Students respond politely and with respect to each other's contributions
- ✓ Students attempt learning tasks promptly and with confidence because they have gained the relevant knowledge or instructions from the teacher

CAN Silent Exit Routine

To be implemented in all learning spaces: classrooms, assembly, AM and PM Form.

Purpose and Impact:

When students exit a learning space, we need to make sure they do so in a calm and orderly manner. We know this from Doug Lemov's Teach Like a Champion 3.0 and we are essentially applying his technique 47: Threshold and Strong Start, in reverse. People read environments within seconds of entering a space from our verbal and non-verbal cues, and it is important we uphold a calm, safe environment throughout the school building at all times of the day. Thus, our silent exit means students immediately receive the message that they belong to a respectful community, their conduct shapes the community they belong to, and we have unwavering high standards of their behavioural and academic capabilities. We know that when a school environment is calm and safe, all students are included and can thrive.

Successful Implementation Steps:

- Stop teaching in the 'Final 5'**, so there is adequate time to transition to the next lesson / social time in a calm, safe manner
- Reset the Room to its original state** - *(Succinct instructions on how students are to pack away and put 1-2 minutes on the clock.); (Be seen looking – exaggerated scanning of the room, giving precise praise and anonymous correct.)*
- Reward and remind students of our learning journey.** *(With warmth, summarise the highlights of the lesson and who has earned house points); (With warmth, remind students if homework is due / ingredients or equipment is needed for next lesson).*
- Reset and double check uniform is correct, standing silently behind chairs.** *(Be seen looking – exaggerated scanning of the room, giving precise praise and anonymous correction.)*
- Row at a time, released in silence.** *(“Middle row may go first. Have a good afternoon / weekend. And back row...)*

Symptoms of Learning:

When a silent exit routine is effectively implemented, we will see the following symptoms of learning...

- ✓ Students exit the room in a calm and orderly manner
- ✓ Students remain calm and orderly in the corridor, moving safely
- ✓ Students feel included and respected by each other; there is less bullying and social issues over time.