

'Ready to Learn 3,2,1'



What

- 'Ready to Learn 3,2,1' is an agreed 'call to attention' used by all teachers with all classes. This allows us to transition between learning phases in a consistent and predictable manner across the school, whilst ensuring 100% of attention before moving on in the lesson. This is a non-negotiable and must be evident in every lesson, every day



Why

- Ensuring consistent, predictable routines allows students to engage with their learning immediately and reduces lost learning time during transition phases within lessons. We should be making the most of every minute students are in the classroom
- Predictable routines allow students to feel safe and secure, knowing what to expect when going from one lesson to another. It reduces the cognitive load of students needing to learn multiple routines and expectations throughout the day.
- We need to ensure all students are focused and engaged before moving on to new parts of the lesson. If this is not the case then learning cannot happen effectively.

Links to PET Effective Teaching and Learning

- Structured Lessons
- Active Participation
- Mutual Respect and High Expectations
- Engagement and Motivation

How



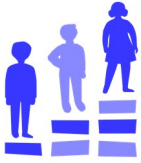
- When teachers are moving from one phase of a lesson to another they will use the 'Ready to Learn 3,2,1' countdown following the steps below. This may be following class discussion, moving on from independent work or to allow additional teacher instruction.
 1. The teacher will give the verbal instruction using the phrasing 'Ready to Learn 3,2,1'. It is important to use this language to ensure consistency and reinforce that this is a learning strategy.
 2. The teacher may change the pace of delivery depending on the group, however they should not use a different number to start (for example, teacher should not do 5,4,3,2,1)
 3. Following the verbal instruction, teachers must wait for all students to be quiet, facing the front, with equipment out of their hands. If this is not achieved staff may give a reminder of expectations and use the countdown again (you should not repeat this more than twice).
 4. If students do not follow this instruction you may utilise the mindset for mastery strategies and follow the school behaviour policy of WARN, MOVE, REFLECT, REMOVE
 5. See below for adaptive practice approaches

When



- 'Ready to Learn 3,2,1' should be used throughout the lesson when teachers are moving from one task to another and require the attention of students before doing so.

Adaptive Inclusive Practice



- Adaptive teaching practice always relies upon the teacher's knowledge of their students' strengths, areas for development and needs, including a clear understanding of any specific needs
- For certain classes you may need to reiterate expectations within the countdown. This may look something like this, 'Ready to Learn in 3 ... facing the front, 2 ... everybody silent now, pens down and 1'
- Reminding students of expectations support an adaptive approach to this
- Some students may need to be pre-warned. Tell them you are about to move on so they are expecting the countdown and can begin to prepare.