

NQT Teaching Tips 2018-2019

Week Commencing	Tip
03.09.18	Make time for yourself – choose one day per week where you will leave school just after the bell and have a complete evening free from work. You will be a much better teacher the next day for it.
10.09.18	If you make a threat of a sanction, you have to follow it through. If not, then future threats are meaningless.
17.09.18	Sometimes you might not have time to think through a punishment. It's much better to say "there will be a consequence and I'll explain later" rather than "you have detention every day for the rest of the year" – which you may realise is an over-reaction once you've calmed down!
24.09.18	Seating plans are one of the best behaviour management tools – but they are never fixed! Kids change, so change the plan with them.
01.10.18	Sweat the small stuff. Be vigilant with respect to uniform, litter, language in the corridor etc... the more students associate you with high expectations, the more they will raise to those expectations both in class and around the school.
08.10.18	Use Peer-to-peer explanations: When students explain what they've learned to peers, fading memories are reactivated, strengthened, and consolidated.
15.10.18	Implement 'The spacing effect': Instead of covering a topic & then moving on, revisit key ideas throughout the school year.
22.10.18	Giving frequent practice tests can boost long-term retention and, as a bonus, help protect against stress.
05.11.18	Interleave concepts: Instead of grouping similar problems together, mix them up. Solving problems involves identifying the correct strategy to use & then executing the strategy. When similar problems are grouped together, students don't have to think about what strategies to use—they automatically apply the same solution over again. Interleaving forces students to think on their feet, learning more deeply.
12.11.18	Use kahoot quizzes for starters or plenaries - fun and so many quizzes available ready prepared.
19.11.18	Save time marking - get students to pre-mark some work (self or peer-mark) and then you acknowledge and set one target.
26.11.18	Pupil Premium marking - mark PP books first to get them your full attention.
3.12.18	Use praise regularly - email home/merits/weekly start of the week style prizes/verbally praises EFFORT constantly.
10.12.18	Certainty and not severity with classroom management. Always follow up threats of sanctions. It doesn't have to be a huge sanction but go and find them in a following class if you have forgotten or they have walked off in the playground etc.
17.12.18	Ensure the learning is accessible to all – plan, scaffold, model and engage.
07.01.19	Do not spend too long talking to pupils who cannot listen.

14.01.19	As far as possible, all communication with students should be about their work and not their behaviour.
21.01.19	Stick to your rules – If you do not like “calling out” never answer a question from a student if called out, even if it is about the work.
28.01.19	Fresh start for every pupil, every lesson.
04.02.19	Reward and praise good effort and behaviour more than you sanction.
11.02.19	Avoid rhetorical questions and sarcasm at all costs – kids too often perceive this as patronising and mean.
25.02.19	Spend more time planning the lessons for your most difficult classes.
04.03.19	Make sure you give students time and space to make the right choice – avoid giving ultimatums...allow them to make the right choice given clear instructions and possible sanctions.
11.03.19	Some teachers can give off an air of authority and appear to not need to engage in behaviour management. Those teachers are very good at making sure that the students know that their progress. MATTERS to them.
18.03.19	DO NOT label students. See them in terms of a challenge to be overcome...Not problem kids, but kids with problems.
25.03.19	Remember teenagers have not learned to control their emotions, may have problems going on in their lives that require a sensitive, positive and supportive attitude from their teachers.
01.04.19	Reduce your stress. Have a plan to manage behaviour. Remember that you cannot control anyone’s behaviour but your own.
22.04.19	Plan your lesson in 10/15 minute chunks so the students are always busy, allowing you to keep your conversations about the work and not their behaviour.
29.04.19	Give students options of how their work is finally presented – not just different forms of writing (though the focus could be written) but also through debate/art/film etc... This has the added bonus of making marking less tedious.
06.05.19	Have a dedicated ‘interesting questions’ board in your classroom. Whenever a student asks a question which there isn’t time for, or which leads into another subject, they pin it to the board. Other students (possibly for prizes!) can provide answers – even students in other classes. The questions also make good extension tasks for quicker workers.
13.05.19	Try the hotseat challenge. Nominate one person to sit in the ‘hotseat’ and get all pupils in the class to ask questions based on the topic just learnt. If they get the answer correct, they remain in the hotseat. If not they switch places. Whoever remains in the hotseat at the end wins.
20.05.19	Using the random name selector is always good for shy classes who don’t want to answer. You can find this on classtools.net
03.06.19	A good writing task plenary for you all. For any task you set, give a bronze, silver and gold level for pupils to try and achieve.
10.06.19	Start your planning for a lesson by considering the end goal (the learning objective) – what do you want students to

	know, understand and be able to do by the end of the lesson? Then plan the learning journey in logical steps to guide them successfully from their current position to your intended goal.
17.06.19	Stay organised! Once you know your timetable plan the time during each week that you will be best placed to mark, plan or photocopy/catch up with administration. Trying to mark a set of A-level exams or plan a challenging lesson after a full teaching day on a Friday is always going to be difficult!
24.06.19	Observe lessons being taught by your NQT colleagues in other subjects. There is always something to learn from teaching and learning approaches being taken elsewhere.
01.07.19	In order to ensure that students respond actively to your feedback, try setting an improvement task alongside your targets. Set aside time in the lesson for students to improve their work.
08.07.19	Don't forget to plan your delivery of lessons, alongside the subject knowledge, activities and resources. What instructions will you give? What success criteria will you/the students set? How will you model best practice? What misconceptions or misunderstandings do you need to be alert for? What support might particular students require? How will you assess learning?
15.07.19	How best to tackle a heavy workload is one aspect of the job that all teachers have to work out. Good planning is an essential part of this if you want to stay on top of things. At the start of your career, you need to develop systems that work for you and, inevitably, those with less experience are more inefficient than experienced teachers. Good planning can reduce the volume of work. For example, taking some time out to consider how to support children in peer- or self-assessment could result in a decline in the amount of time spent marking