



Thursday 20th May 2021

Dear Parents and Carers,

I hope this letter finds you safe and well. On Thursday 29th March 2021, I last wrote to you to detail how we would phase in our high expectations for students, culminating in a business as usual approach from the 1st April 2021. I mentioned that our expectations around school uniform, equipment and jewellery would need to return to its normal high standards so that we can maximise learning opportunities in lessons and around the academy.

We have noticed an emergence of students choosing to wear improper school uniform such as trainers and hoodies; students coming to school without the essential equipment needed to optimise their learning; and an ever increasing number of students who are using the mobile devices or electronic equipment whilst they are on site.

The senior leadership team spoke to all students on Thursday morning to detail clearly the reason why these expectations are important to us as a community and also what will happen if students are in breach of them. Please see overleaf the communication we shared with students so that we are all crystal clear on the expectations.

I would be grateful if you could support and reiterate this message along with the contents overleaf so that we are not in a position to sanction students. As you know, we expect to concentrate our focus on those that are getting things right and rewarding those students often.

Thank you in advance for your support.

Yours sincerely,

Jerome Scafe
Associate Principal

Principal: Mr L Collins
Network Associate Principal: Mr J Scafe

Climate for learning in the classroom

Seating plans: All classes to maintain a seating plan

Entrance routine:

- Teacher writes do now onto the whiteboard
- Teacher stands at the door to welcome students on entrance
- Students enter classroom in silence / students in class already, sit in silence
- Students complete the do now activity in silence (3minutes)

Countdown:

- Teachers use countdown narrating between numbers what they want students to do to transit between learning tasks and to gain student attention
- (*3, finish of your sentence; 2, pens down; 1 eyes on me*)

100%:

- Teachers stand in the centre at front of the room to give instructions or exposition to all the class
- Teachers wait for 100% before talking to the class
- Teachers visibly scan for compliance

Narrating the positive:

- Teachers narrate which students are meeting expectations rather than what they are not doing (*Mary, well done, you have your book open and the title written*
Well done front row all sitting up in silence)

Expectations:

- Students go to the toilet at break and lunch times only. Students with a known and documented medical reason are the exception (alert OnCall to escort via Bromcom)
- Students sit on the chair square on facing forwards, straight, no slouching or laying across the desk or feet on furniture.

What we will expect to see in every classroom:

- Students sitting upright
- Students tracking the speaker
- Students equipped with their pencil case
- Students with their planner on the desk

Warning system:

- Teachers give out the first warning with clear instruction narrating what the student has done/needs to do.
- 1st warning – write name on board / 2nd warning – write tick by name / reset 2nd tick by name
- Teacher speaks to the student and gives them time to address the issue
- The second warning is given if the student doesn't comply

Exit routine:

- Teachers asks students (who are leaving the classroom) to pack away in silence
- Students stand behind the desk
- Teacher dismisses students by row who leave in silence
- Between lessons 1 and 2 and 3 and 4 those students who remain in the classroom are expected to remain in classroom reading/preparing for the next lesson quietly

Teaching and learning

Mouth Body Brain instruction:

- During every part of the lesson the teacher must tell the student what they should be doing
- Teachers use the MBB instruction model
- Teachers ask the student to repeat what they have been asked to do
“Whilst I explain the to you. I expect you to sit in silence, listen carefully, with pens on the desk – you will need to know how ... to complete John what am I asking you to do?”

Questioning:

- Teachers cold call students’ questions to check for understanding.
- They ask the question, pause, say the student’s name.
- Students raise their hands to ask a question

Teacher exposition:

- Teachers tell students before the talk, what the students need to do – listen / write notes.
- Teacher uses visuals to support explanation – *think about students with differing needs*
- Slides have key words on them and are not too text heavy

Modelling:

- Teachers tell students what to do before modelling
- Teachers actively model (not show a model - annotate a model answer on the board / demonstrate the activity / write the answer on the board)
- Teachers narrate the thinking and decision making as they model the process

Feedback in books:

- Teachers deep mark in **red pen** / Teachers mark work according to assessment plans

Marking for literacy:

- P and circling the error = Punctuation error
- SP in the margin = Spelling mistake
- // in the text = New Paragraph
- Inverted V in the text = missing word

Structure of a lesson

- The lesson starts with a **quick do now** to focus student on their learning – accessible to all students (regardless of ability and attendance) (3 minutes) written on the board
- **‘Hook’ / starter** to the lesson – longer activity to engage students / make them think / retrieve prior learning
- Teacher shares with the class at the beginning of the lesson what the students will be learning and why. Lesson is planned using cycles of I, we, you:
- **‘I’** Teacher exposition and modelling
- **‘you’** Teacher using cold call and other strategies to check for understanding
- **‘we’** at least **10 minutes** of independent practice in every lesson

Exercise books

- Models of excellence and all worksheets stuck in book – no loose pieces of paper in books
- Students write in **black pen**
- Students correct and improve work in **green pen**
- Students draw diagrams in pencil
- Students cross errors out with one line
- Students identify homework with H/W in the margin

Out of lesson expectations:

1. Walk on the left-hand side
2. No coats on inside the building. Hoodies, if worn must be confiscated and handed to relevant HOY
3. Students will walk calmly and purposefully when transitioning across the academy. Whilst inside this will be single file
4. Students keep the volume of their conversations low
5. Mobile phones and/or electrical devices if used, seen or heard must be confiscated- On Bromcom, under behaviour entry > Event Type> Out of lesson>Event>Electronic/Jewellery confiscation
6. Students will demonstrate kindness i.e holding doors open for peers or staff
7. Students will demonstrate excellence i.e being the best citizen I can be at all times, even when nobody is watching
8. Students will demonstrate faith i.e making the right choices even though they may have previously gotten it wrong

When students fail to meet these expectations out of lessons:

1. Lead with a question or positive steer to avoid unwanted confrontation i.e Is everything ok? Where are you off to?
2. Follow the warning system.
3. Please log the incident on Bromcom, under behaviour entry > Event Type> Out of lesson>Event>Corridor/Outside behaviour, detail what happened regarding an unsuccessful encounter with a student in the corridor.
4. If a student has failed to follow your instructions outside of classrooms Bromcom *pings a notification to Tutor/HOY/DOP/SLT for follow up. OnCall will follow up initially.
5. Student will be placed in IE + 60 min detention/or FTE (failure to follow instructions)

Prohibited items/Confiscations: including mobile phones, headphones, jewellery.

These items must be confiscated with the member of staff noting the full name and year group of the student and give this information, along with the prohibited item(s) to reception. It is the responsibility of the colleague who confiscates the items to hand this into reception promptly. Where practically you cannot get the item to reception please log the electronic/jewellery confiscation and a member of staff will come to you to get the phone at an appropriate time.

Mobile phones and electrical devices

On the first occasion reception will hand back to the student on the same day it was confiscated. 2nd occasion it will be handed back at the end of the week. 3rd occasion parents will need to pick up the device.