





The Shirebrook Way

Shirebrook
ACADEMY

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Our Mission Statement

At Shirebrook Academy, we are committed to inspiring **all** members of our academy community to be the best that they can be.

We believe that having the highest ambitions and aspirations for our students will help them to reach their true potential, and we understand that this is achieved through a shared focus on excellent standards and expectations each and every day.

Our curriculum enables our learners to build their knowledge, understanding and skills over time and underpinning this is our dedication to high-quality learning and teaching.

We work together in a mutually inclusive environment that respects every individual and their contribution. We know that we all have a responsibility to support each other and enable everyone to access their learning opportunities effectively and safely.

Working in partnership with our local and wider communities, we aim to empower our young people in successfully taking their place in society. We appreciate that working together makes all the difference.

Shirebrook Academy aims to be:

"A community of inspiration, excellence and opportunities for all to grow"

Quality First Teaching at Shirebrook Academy

The Learning and Teaching principles at Shirebrook Academy are designed to ensure that every student experiences high-quality, inclusive classroom practice in line with Quality First Teaching. They establish clear routines, shared expectations and structured lesson sequences that create calm, purposeful environments in which all students can focus, participate and make strong progress.

ACET teachers plan effectively, drawing on a detailed knowledge of their students to adapt curriculum resources and pedagogy to individual needs. Thorough preparation is central to this approach.

Lessons are calm, purposeful and well structured. Clear routines and shared expectations support orderly, attentive classrooms in which every student can learn. Students are welcomed into a focused environment, begin a 'Do Now' promptly and are equipped and ready to learn.

Teaching follows a clear and coherent sequence. New knowledge is explained and modelled clearly, and subject-specific vocabulary is introduced and reinforced throughout. Reading is prioritised. Teachers draw on direct instruction techniques to ensure that students think, respond and practise. Students engage actively in appropriately challenging tasks and make good progress towards the lesson's learning aims.

Regular checks for understanding enable teachers to identify and address gaps in knowledge and misconceptions, adapting their teaching in response without lowering expectations. Students then apply their learning independently, supported by clear routines and timely feedback. Lessons end calmly, with learning reviewed and expectations reinforced.

Quality First Teaching: Adaptive Practice

Adaptive practice is an integral feature of Quality First Teaching and a crucial concept for school leaders and teachers aiming to create inclusive classrooms and uphold high standards for every pupil. It can be characterised as the expert professional judgement teachers exercise — day to day and moment to moment — to adapt the curriculum to the needs of their pupils. Its purpose is to enable all pupils to experience success by adapting lessons while maintaining high expectations for everyone.

At Shirebrook Academy, we have identified four key areas through which to strengthen Quality First Teaching across the Academy:

1. Chunking and scaffolding
2. Participation
3. Modelling
4. Relationships

The goal is to anticipate and remove potential barriers during the planning and preparation phase, ensuring that lessons are perceivable, understandable and achievable for every pupil.

> ‘Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support [provision different from or additional to that normally available to pupils of the same age.] Such improvements in whole-class provision tend to be more cost effective and sustainable.
>
> **SEND Code of Practice – 6.15, April 2014**

Key Characteristics and Distinctions of Quality First Teaching

- Adaptive practice is not about following a fixed set of teaching strategies or applying the same approaches to every class. Instead, it is about making thoughtful, informed decisions that anticipate and remove barriers to learning before teaching begins, while remaining responsive to what pupils need in the moment. As every lesson unfolds, effective teachers notice, adjust and adapt, ensuring that all pupils have the best opportunity to succeed.
- It does not involve chasing new "magic bullet" techniques, but rather supporting teachers to draw on the high-impact strategies they already possess.
- It makes core teaching practices inherently more inclusive and effective by focusing on the commonalities in how pupils learn, rather than treating SEND support as something largely separate.
- High-quality, everyday classroom teaching—what we often refer to as Quality First Teaching—makes the biggest difference for all pupils, but it has an especially powerful impact on those with additional needs. When our teaching is carefully planned, inclusive and responsive, it creates the strong foundations that enable every pupil to access learning, participate fully and make meaningful progress.

The following table gives concrete examples of adaptations a teacher could make before, during and after a lesson.

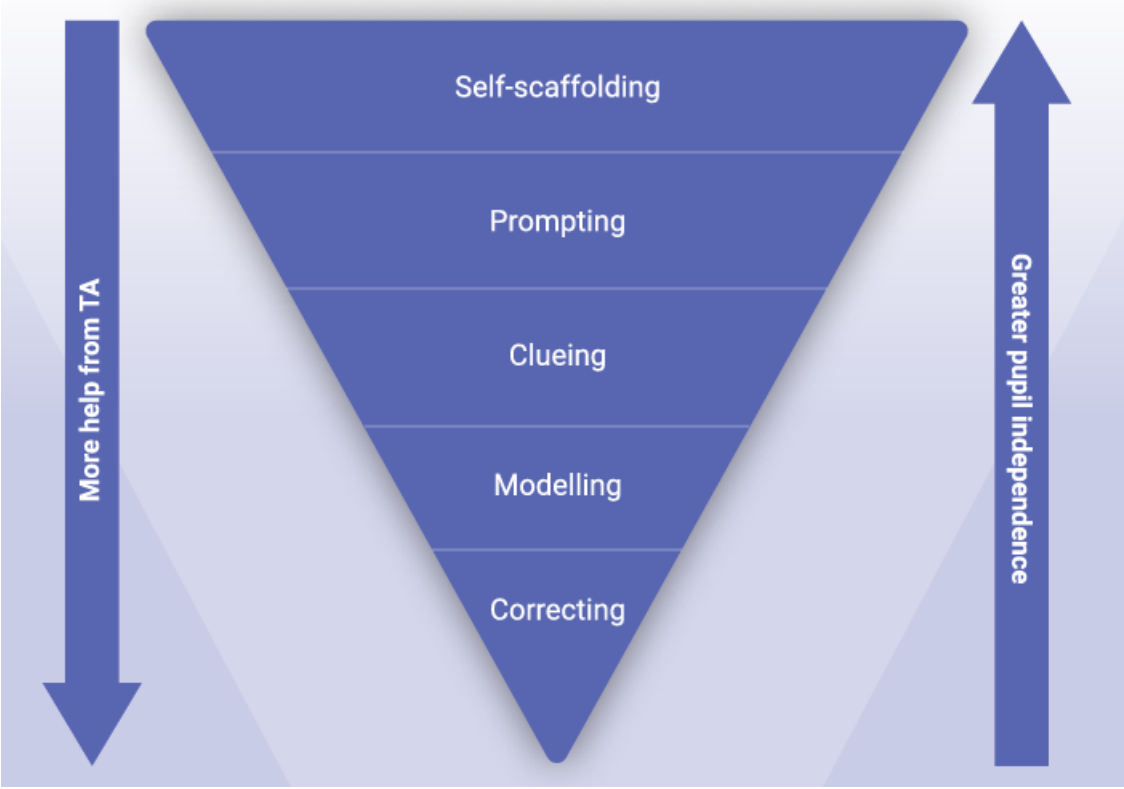
Anticipate *(Before)*	**Adapt** *(During)*	**Assess** *(After)*
Plan to address potential barriers such as: - different levels of prior knowledge, - vocabulary, - specific production skills, - SEND, - decoding text,	In-the-moment adjustments during instruction, such as: 1. Chunking and Scaffolding • clarifying tasks, • providing steps (breaking tasks down), • giving additional examples,	Monitoring pupils' learning through effective assessment so teachers can intervene in a timely and effective fashion. Examples include: - Do Now tasks, - low-stakes quizzing, - cold calling, - mini whiteboards,

- limited working memory, - cultural experience, - EAL, - common misconceptions, - lack of metacognitive knowledge, - inherent complexity of resources. This can involve: - checking students' grids for learning, - reading texts in advance, - supplying background knowledge, - using visuals, - pre-teaching vocabulary, - teaching learning behaviours, - improving accessibility, - consideration of seating plan, - planning scaffolds, - preparing models, - planning targeted TA support	• providing additional scaffolds e.g. writing frames, sentence starters, word banks, • using reading rulers 2. Participation • using a range of questioning techniques (e.g., wait time, no-hands-up, think-pair-share), • providing alternative ways to contribute (e.g., mini-whiteboards, written responses, digital tools), • scaffolding tasks to build confidence, • encouraging student-led discussion and collaboration, • setting clear expectations and routines for contributing 3. Modelling • using a visualiser, • re-explaining concepts, • eliciting via questions, • changing language, • providing additional examples, • using dual coding, • adapting the length of the 'I do' and 'We do' 4. Relationships • using your knowledge of individual students, • using peer tutoring, • allocating temporary groups, • improving accessibility (e.g., proximity to speaker, visibility of whiteboard, reading text to student), • changing the seating plan,	- hinge questions, - exit tickets, - live marking (including verbal interactions with students), - Knowledge & Skills checks, - SSAs. Information acquired from the assessment examples above should be used to inform subsequent planning and in-the-moment adaptations.

	• re-deploying the teaching assistant	

Teaching Assistants

The practical framework below is taken from the Education Endowment Foundation's 'Deployment of Teaching Assistants Guidance Report' (March 2025). It is designed to help TAs (and teachers) scaffold pupils' learning and encourage independent learning. The initial expectation is that pupils self-scaffold while the TA observes their performance. TAs should intervene appropriately when pupils demonstrate they are unable to proceed, by moving down the layers in turn. It's important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approach a task.

Prompts are provided by TAs when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: "What do you need to do first?" "What's your plan?".

Clues worded as questions provide a hint in the right direction when pupils know the strategies or knowledge required to solve a problem but struggle to call them to mind. The answer must

contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling: Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim to model and encourage pupils to apply new knowledge or skills first.

Inclusion

- Every student is entitled to a positive, meaningful learning experience.
- Every teacher has a responsibility to meet the educational needs of all students in their class. This should be taken into account when planning lessons, creating learning opportunities and setting targets.
- Every teacher has a responsibility to personalise provision for the following cohorts: SEND, Disadvantaged, CLA, Ethnicity, and students at all levels of attainment, including High Attainers.

Every student at Shirebrook has the right to receive the highest-quality education, and it is our responsibility to ensure that their educational needs are met. Ensuring inclusion involves:

- knowing our students' needs and responding to them, informed by their GfL
- setting suitably adapted learning challenges
- responding to students' diverse learning needs
- working to overcome potential barriers to learning and assessment

Marking, Feedback & Response

Rationale

- The key purpose of marking, assessment and feedback is to promote and improve learning and understanding. They are used to provide information on student progress for a range of stakeholders, including the school (progress data), students (feedback) and parents and carers.
- Progress will be recorded and shared with parents/carers using percentages.
- Marking should advance student progress and outcomes. Live marking is carried out during the 'you do' section of the lesson, when students are working on their independent tasks.
- Assessment criteria are shared with, and understood by, all involved.
- All marking should be formative and drive the mark–plan–teach cycle.
- Marking should motivate students and build their confidence by praising effort and success.

Teacher feedback

- Teachers should mark in red or green; purple is used by students to up-skill and improve their work.
- Written feedback for Knowledge & Skills checks focuses on student progress, identifying clear Strengths and Next Steps.

Frequency of feedback – minimum expectations

- Students should receive and respond to feedback for each Knowledge & Skills check task within every monitoring cycle.
- 'Knowledge and Skills' checks will take place every six to eight lessons.
- There should be evidence of regular, effective self- and/or peer assessment.
- A performance percentage for each subject area will form the key document against which feedback is given once Knowledge & Skills checks have been completed.
- Owing to specific examination requirements, some pieces of work in certain KS4 qualifications will not receive written feedback.

Improvement and reflection time

- Improvements made by students should be written in purple pen.
- Next steps (EBI – 'even better if') should be linked to the success criteria and a percentage grade, providing students with clear guidance on how to improve their work.
- Sufficient time should be allocated in lessons for students to respond to their next steps.
- This should be planned for through modelling, WAGOLLs ('what a good one looks like') and adapted tasks, resources or activities.

Marking codes

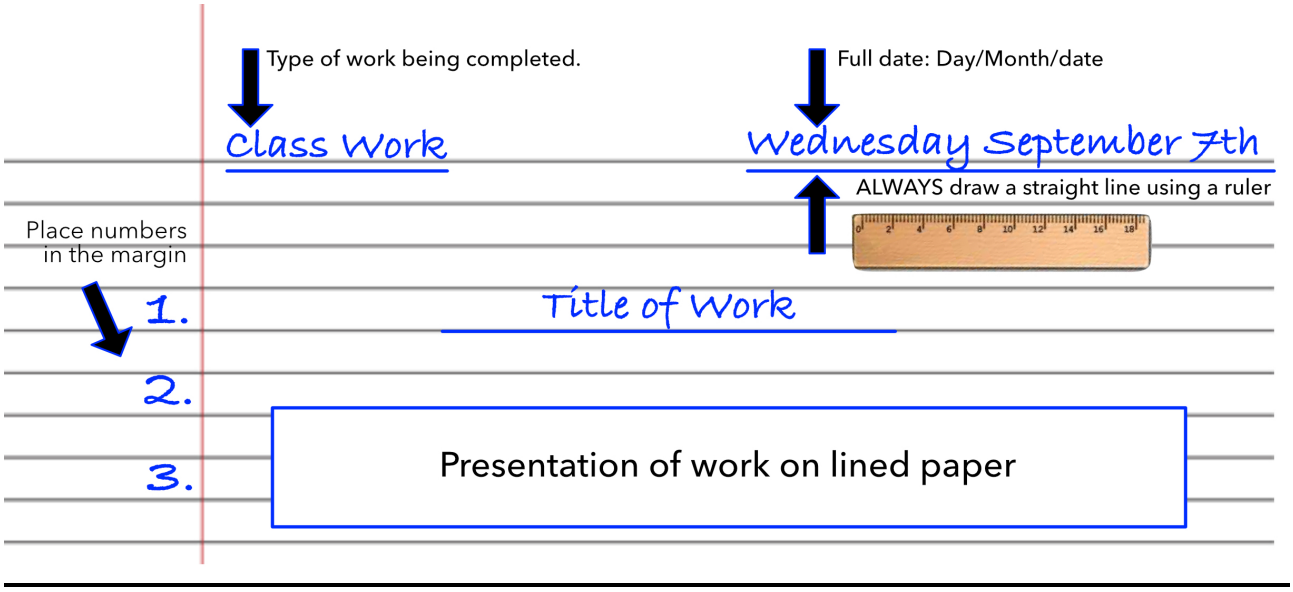
Sp	Spelling (write correct spelling x 3)
C	Capital letter
//	New paragraph required
^	Missing word
R	Repetition
T	Tense
?	Meaning not clear
<u>Underline</u>	Change word/phrase
P	Incorrect punctuation
⟷	Link paragraphs

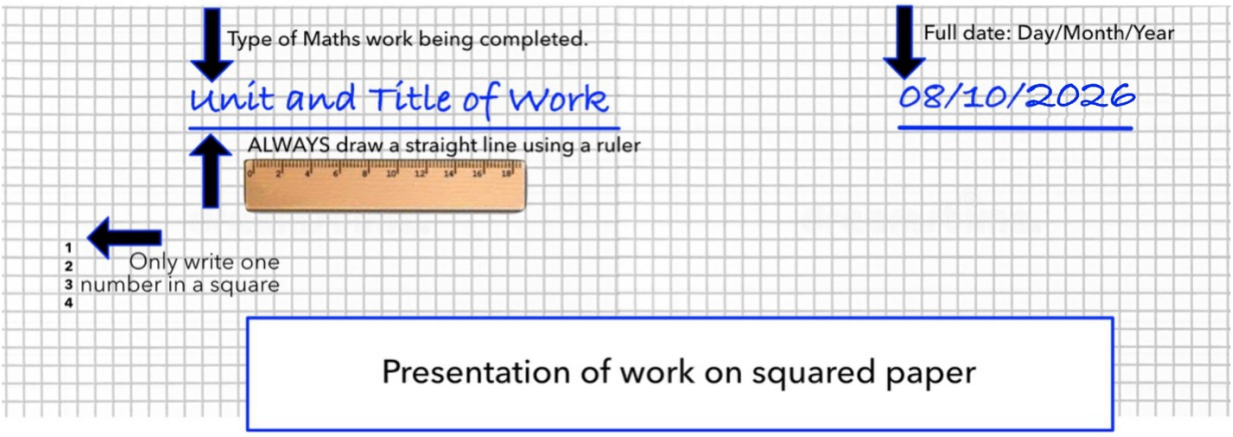
✓	Great word / sentence
SWO	Show working out

Presentation of Work

Students and teachers must ensure that work is presented to the highest possible standard at all times. The following expectations are displayed in every classroom so that every student knows the 'PRIDE' expectation (also shown on page 15 of this document):

- Write in black or blue pen, and use a pencil to draw pictures or diagrams.
- Use a PURPLE pen to make improvements to your work.
- Give every piece of work a date and title.
- Label each piece of work as 'Classwork' or 'Homework'.
- Use a ruler to underline all dates, titles and subheadings.
- Keep all work free from graffiti and doodles.
- Cross out any mistakes with a single ruled line; do not use Tipp-Ex.
- Glue any work completed on loose sheets or paper into your book.
- Include your name in the header or footer of any word-processed work.
- Set out work in lined and squared exercise books as shown in the diagrams below.



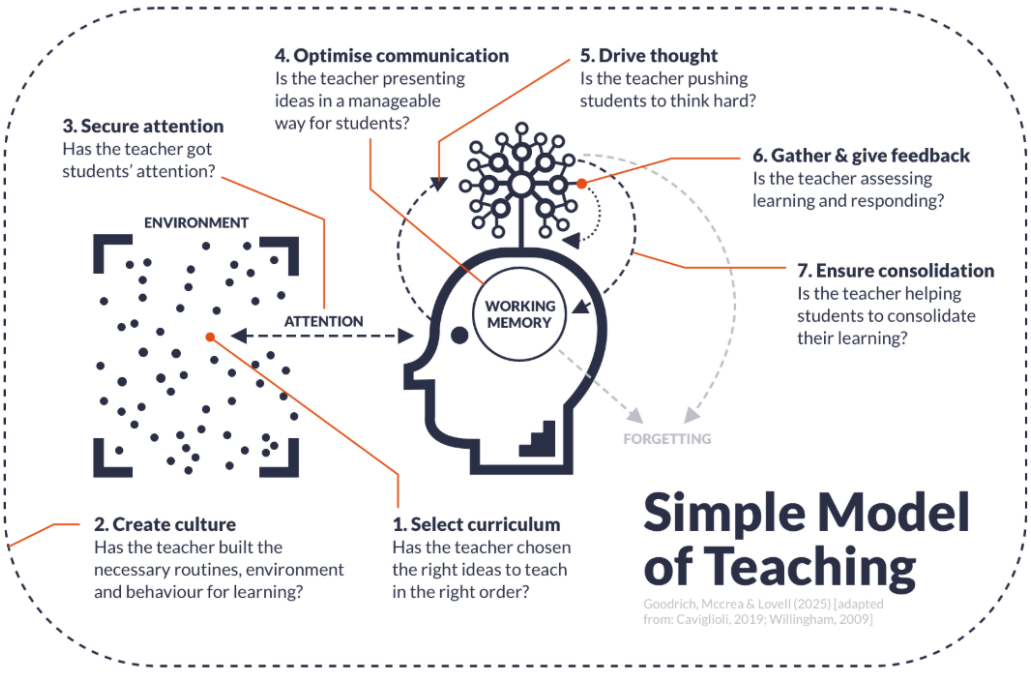


Cognitive Load Theory

Cognitive Load Theory (CLT) suggests that when the cognitive load of a task exceeds our processing capacity, we struggle to complete it successfully. Summarising CLT, De Jong (2010) states that 'cognitive load theory asserts that learning is hampered when working memory capacity is exceeded in a learning task'. This holds true for adults as well as children.

Figure 1. Willingham's memory model as adapted by Goodrich, Mccrea & Lovell, 2025.

Willingham's memory model and Sweller's Cognitive Load Theory provide strong evidence for the need for consistent routines, shared cues for students and teachers and harnessing the power of social norms that together can ensure 100% attention from students in lessons.



Shirebrook Learning Ready

Lessons should be planned and delivered in line with the following structure:

Meet & greet	• Students arrive on time and line up calmly. • Teacher and students greet each other at the entrance to the classroom. • Uniform issues are corrected as students enter.
Do Now task	• Students are ready to learn with all equipment. • Do Now ready for students to engage with immediately.
Modelling **(I do – We do – You do)**	• 'I do': explicit, live teacher modelling with teacher verbalising their own thought process; students listen attentively and respond to checks for listening. • 'We do': guided practice with checks for understanding and active participation from students. • 'You do': students working independently to apply knowledge and skills (Resilience Zone).
Navigate the room	• Teacher scans to ensure all students are working with focus on the independent task and then navigates the room to monitor and give feedback.
End & send	• Classroom is tidy, students stand behind desks in silence. • Students respond to brief learning checks. • Students dismissed in an orderly fashion; uniform is checked on exit.

Direct Instruction Techniques and Cues – A Toolkit for Teachers.

These direct instruction techniques and cues form a toolkit that all teachers should use, with every year group, to support the consistent application of the ACET lesson expectations. They help to build reliable routines, reduce cognitive load and promote greater attention, participation and pace. The techniques and cues listed below offer additional support as part of Quality First Teaching at Shirebrook Academy.

Technique	Cue
I say, you say	***"I say, you say - [word/phrase]"*** [students repeat word/phrase].
Choral response	***"Ask question*** [pause] ***1, 2, 3"*** [Students reply in unison].
Active listening sitting position - SMART	***"Listening in 3, 2, 1, SMART"***
Tracking the text	If using rulers to support tracking of the text: *"**Rulers…*** [students all hold up ruler, pause, scan the room] ***on the page in 3,2,1"***. Or "***Tracking the text in 3, 2, 1."***
Using mini whiteboards	***"Hover, 3,2,1, show."***
Hands up cold call	If needed, preface your question with ***"Hands up."***
Insist on full sentences	If needed, remind students or preface your question with ***"In a full sentence, thank you."***
Turn & Tell/Turn & Talk	In cue: "***Partners, go***". Out cue: **"*3, 2, 1… Hands up*".**

French / Spanish versions of Direct Instruction cues:

Technique	Cue
I say, you say	***"Répétez / Repite*- [word/phrase]",** [students repeat word/phrase].
Choral response	***"Ask question in English or TL*** [pause] ***Un, deux, trois / Uno, dos, tres"*** [Students reply in unison].
Active listening sitting position - SMART	***"Écoutez en trois, deux, un…SMART."*** / ***"Escucha en tres, dos, uno… SMART."***
Tracking the text	If using rulers to support tracking of the text: ***"Règles…*** [students all hold up ruler, pause, scan the room]***sur la page en trois, deux, un." / "Reglas…*** [students all hold up ruler, pause, scan the room] ***en la página en tres, dos, uno."*** Or ***"Suivez le texte en trois, deux, un." / "Sigan el texto en tres, dos, uno."***
Using mini whiteboards	***"Attendez… trois, deux, un… montrez" / "Espera… tres, dos, uno… muéstrame!"***
Hands up cold call	If needed, preface your question with ***"Levez la main." / "¡Levanten la mano!***
Insist on full sentences	If needed, remind students or preface your question with ***"Dans une phrase complète, merci." / "En una oración completa, gracias."***
Turn and tell	In cue is "***Partenaires, allez-y!"/Parejas, ¡Vamos!"***. Out cue is: **"*Trois, deux, un… Levez la main!" / "Tres, dos, uno…***

1. I say, you say

What is the technique?

- Students repeat an exact word or phrase in unison after the teacher has said it.

Why use this technique?

- To maximise attention and increase participation rates.
- To give students the opportunity to practise the pronunciation of key terms.
- To support students to embed key terms in long-term memory through repetition.

When to use this technique?

- During teacher exposition, introducing key word, class reading and the 'I do' / 'we do' section of modelling.

How to use this technique?

- **Cue: "I say, you say… [word/phrase]",** students repeat word/phrase.
- Option for word to be split up.
- Use voice intonation and hand gestures to support cue.

Steplab step: https://app.steplab.co/learn/share-step/REj88iczef98/NOi_ibwwbdga/XGxsbo1kc0o9/Use-I-say-you-say

Potential issue	Potential solutions
No students respond	Try with more responsive classes first. Remind students 'why' we use I say, you say. Use simple words to start with. Exaggerate body language, hand gestures and intonation of voice. Persevere.
Unclear if all students respond	Scan the room for participation every time. Move positions so you can see all students at different times.
Some students don't respond	Use positive reinforcement- praise those that are doing it. Try again by saying "you can all do better than that". Remind students of the expectation to respond. Ask a non-responding student to say word by themselves (use judgement here).
Students cannot pronounce word	Break the word down and practise each part separately. Ask students to repeat the word several times.
Students' response is 'lacklustre'	Use praise, positive narration and achievement points for those doing well. Try again by saying "you can all do better than that". Practise with simple questions first and keep practising until students' responses are better.

2. Choral response

What is the technique?

- Teacher asks a question, pauses and after the cue, all students answer in unison.

Why use this technique?

- To maximise attention and increase participation rates.
- To check for listening and comprehension.
- To support students to embed key terms in long-term memory through repetition.

When to use this technique?

- During teacher exposition, class reading and the 'I do' / 'we do' sections of modelling.

How to use this technique?

- **Cue: '[ask question]? [pause] "1, 2, 3",** students say answer together
- Use voice intonation and hand gestures to support cue.

Steplab step: https://steplab.co/learn/share-step/RESLABINST/NO7qhsa4e_7w/XGoykgigfylq/Use-choral-response-to-check-for-understanding

Potential issue	Potential solutions
No students respond	Try with more responsive classes first. Remind students 'why' we use choral response. Practise first giving them the answer. Use a simple question first. Exaggerate body language, hand gestures and intonation of voice. Persevere.
Unclear if all students respond	Scan the room for participation every time. Move positions so you can see all students at different times.
Some students don't respond	Use positive reinforcement- praise those that are doing it. Try again by saying "you can all do better than that". Remind students of the expectation to respond. Ask a non-responding student to answer by themselves (use judgement here).
Students cannot pronounce word	Use cue 1 (I say, you say). Break the word down and practise each part separately. Ask students to repeat the word several times.
Students' response is 'lacklustre'	Use praise, positive narration and achievement points for those doing well. Try again by saying "you can all do better than that". Practise with simple questions first and keep practising until students' responses are better.

3. Listening sitting position: SMART

(Sit up straight in silence, **M**anners, **A**rms folded on desk, **R**espond in full sentences, **T**rack the speaker)

What is the technique?

- Teacher says cue and students sit with arms folded on the desk and track the speaker. It also reminds students to use good manners and answer in full sentences.

Why use this technique?

- To ensure all students are displaying habits of attention with one simple cue.
- To avoid having to say several commands (empty hands, sit up straight, look at me).
- To reduce teacher talk (economy of language helps with pace of lesson).

When to use this technique?

- At any point that you want students' full attention focused on you or someone else speaking in the class (e.g. lesson transitions, I Do modelling, cold call).

How to use this technique?

- **Cue: 'Active listening in 3,2,1, SMART' [scan for 100% participation]**.
- Follow up with positive narration and achievement points.

- **Steplab step:** https://steplab.co/learn/share-step/REj88iczef98/NOb_9o1_18tg/XG5walnvbf35/Use-a-clear-routine-for-gaining-student-attention

Potential issue	Potential solutions
Students do not sit in SMART position at all	Explain the 'why'. Model the sitting position with students and rehearse the routine. Use positive narration and achievement points. Use non-verbal cues for specific students. Follow up with private correction. Discuss reasons after lesson for non-compliance and use consequence system as last resort.
Students' SMART position is poor or inconsistent.	Model the sitting position with students and rehearse the routine. Use positive narration and achievement points. Use non-verbal cues for specific students. Follow up with private correction as necessary for individuals. Insist on full compliance from students and only move on with your lessons when you have secured this.
Students don't track the speaker	Explain the why. Model tracking the speaker yourself and rehearse tracking with students. Each time someone starts speaking, front-load the expectation (e.g. everyone tracking me / name of student). Provide reminders for students not tracking the speaker which could be non-verbal or verbal.
Poor manners	See above if students do not track the speaker. Provide reminders if students fail to answer the register with 'Good morning/afternoon.'
Full sentences not used	See technique 8- insist on full sentences

4. Tracking the text

What is the technique?

- When students are participating in any reading of a printed text in front of them, they should track the text. A ruler can be used on the text to support with this.

Why use this technique?

- To encourage all students to be actively reading the words on the page at the same time as the speaker and to be ready to take over reading instantly.
- To provide an obvious visual to the teacher so they can see quickly who is following the text correctly and who is not (if using a ruler).
- To increase attention and pace in a lesson so reading starts promptly.

When to use this technique?

- At any point where students are reading a printed text in front of them.

How to use this technique?

- **Cue: 'Rulers [students all hold up ruler as teacher scans for 100% compliance] on the page in 3, 2, 1'** [expectation that all students put ruler on page on by 1].
- **Alternative cue: 'Tracking the text in 3, 2, 1.'**
- Teacher models the process on the text shown on the visualizer.
- Follow up with positive narration and achievement points.

- **Steplab step:** https://app.steplab.co/learn/share-step/REj88iczef98/NOjlgak4tqqh/XGq_xeetm692/Use-ruler-reading-cue

Potential issue	Potential solutions
Students do not have a ruler	Academy equipment checks at start of the day. Ask students to get equipment out at start of lesson. Follow academy procedure for no equipment.
Students do not hold ruler in the air with a straight arm	Explain the 'why'. Model by raising your own ruler and using this under the visualiser. Rehearse the routine with students and encourage by repeating with enthusiasm. Narrate the positives and give achievement points (e.g. 'great to see all students on front row with straight arms', 'achievement point for James for first ruler in the air').
Students do not track the text with a ruler	Explain the 'why'. Obviously **scan the room** for compliance and circulate if required. Use non-verbal reminders then verbal reminders. Use private correction followed by consequences as the last resort.

5. Using mini whiteboards

What is the technique?

- Whenever using mini whiteboards, teachers will ask students to hover their whiteboards (answers face down) once complete and then use the cue, so all students show their answer at the same time.

Why use this technique?

- To minimise students copying answers when using mini whiteboards.
- To provide a visual signal to the teacher when answers have been written.
- To increase pace and introduce motivational competition.

When to use this technique?

- At any point where students are using mini whiteboards.

How to use this technique?

- Combine with cue 3 (starting work: pens in the air) so students hold up whiteboard pens- but only for first question if asking several questions.
- **Cue: 'hover [students hold whiteboard with answer face down] 3, 2, 1, show".**
- Expect 100% showing boards at the same time.
- Students put a question mark if they do not know the answer.
- Follow up with positive narration and achievement points.

- **Steplab step:** https://app.steplab.co/learn/share-step/REj88iczef98/NOh36i0roulg/XG67ni9312o_/Use-the-cue-34hover-pause-and-scan-321-show34

Potential issue	Potential solutions
Students do not have whiteboard pen	Academy equipment checks at start of the day. Ask students to get equipment out at start of lesson (from September 2025 for Y7 and Y8 to place on their equipment mat). Follow academy procedure for no equipment.
Students copy each other's answer	Remind students why it is important not to copy. **Scan** the room and challenge students who are copying. Expect students to hover their boards with answer face down as soon as they have finished writing. Rehearse the technique as often as required.
Students hold boards up at different times	Explain why it is important to show boards on cue. Use positive narration and achievement points. **Scan** effectively looking at every board so students see value. Use private correction then consequences as last resort.
Students doodle or use boards inappropriately	Explain why it is important to use boards correctly. Ask for lids on pens and pens away when not using them. Use positive framing to remind students not to doodle. Use private correction then consequences as last resort.

6. Hands up cold call

What is the technique?

- When using verbal questions, the teacher chooses the student to answer, ensuring that all students answer questions over a lesson or series of lessons. Students are encouraged to raise their hand to answer questions with the aim of all students raising their hand for most questions.

Why use this technique?

- To increase student thinking and therefore learning.
- To foster the social norm of participation and attention.
- To check for understanding.

When to use this technique?

- At strategic points in the lesson, when a teacher wants to find out more about student thinking (choral response, mini whiteboards and multiple-choice response should be used for whole class responses).

How to use this technique?

- **Always** ask the question first, pause for thinking time (encouraging students to put hands up using positive narration) then systematically choose a student to answer (for example, if a lower attaining student provides a correct answer, you will be more confident that the majority of students know the answer).
- If an answer is wrong, it must be corrected (Right is Right, Teach Like a Champion).

- **Steplab step:** https://steplab.co/learn/share-step/REj88iczef98/NO0rra78xb29/XGr1y_2r1vb2/Introduce-accountable-questioning

Potential issue	Potential solutions
Some students do not want to answer at all	Ask easier questions to begin with. Use pre-call as a technique by which you inform a student that you will be asking them to contribute as you circulate. Use turn and tell or students to write down an answer before cold-calling. As a last resort ask the student to repeat the answer of another student.
Students shout out the answer	Either ignore the answer or remind students that the only time they can ever shout out is when you use choral response (see cue 2). **Never accept shouted out answers** (you promote what you permit).
Students don't put their hands up to answer	Start with an easy to answer question based on what you have just taught them. Keep narrating hands (e.g. "10 people have their hands up, now half the class, I want to see all hands). Use positive narration and achievement points.
The same few students answer all the questions	As a teacher you are in control of who answers. Avoid the temptation to rely on students who you are confident know the answer or show enthusiasm. Identify specific students in advance of the lesson for questioning, be aware of quieter students and actively encourage them to participate via cold calling. Strategies such as random name generators or lollipop sticks do not give you control of who answers.

7. Insist on full sentences

What is the technique?

- Whenever students are answering a question insist that they use a full sentence.

Why use this technique?

- To support students' written and verbal communication.
- To enable students to think more deeply about questions and explain their reasoning.
- To promote confidence and articulation when speaking.
- To prepare students for written assessments that require full sentences.

When to use this technique?

- Whenever you are asking students to answer a question (verbal or written).
- There may be occasions that you **do not** want to use this technique. For example, when the whole class is responding on mini whiteboards and you want to quickly scan for correct answers or when you wish students to answer several questions on paper in a short amount of time (such as during a Do Now activity).

How to use this technique?

- Set clear expectations with classes when answers should be in full sentences and model these yourself whenever possible.
- Front load your questions with "In a full sentence".
- When students do not use a full sentence prompt them to do so.
- Provide sentence starters if needed with some students as a scaffold.

- **Steplab step:** https://steplab.co/learn/share-step/REj88iczef98/NOlr1sg6l2yv/XGd68w2ukm6f/Insist-on-full-sentences

Potential issue	Potential solutions
Students don't use full sentences	Front load your questions (e.g. "in a full sentence…[question]". Praise students who do use full sentences and give them achievement points. Prompt students who do not use a full sentence to do so.
Students' responses are too quiet / unclear	Explain the why: outline a clear and concise rationale for why speaking loudly is important. Be specific and concise: tell students exactly what you need to see and hear: "When we speak to the class, our voices are loud and clear, so we can hear you from every corner of the room." Use a short non-invasive phrase or signal to increase volume: "Volume, Ryan."

8. Turn & Tell/Turn & Talk

What is the technique?

- In pairs (or in threes if required) students verbally rehearse the answer to a question, taking it in turns so both students are rehearsing.

Why use this technique?

- To increase participation and thinking ratio (so all students participate).
- To build confidence before answering questions in front of the whole class.
- To provide rehearsal / repetition and therefore increase learning.

When to use this technique?

- When a teacher wants students to rehearse something that has been recently taught. Often used before hands up cold call (see cue 7) or writing an answer.

How to use this technique?

- Direct which partner will speak first e.g. "Door partners first."
- **In cue: "Partners, go"**
- **Out cue: "3, 2, 1… Hands up".**
- On first use, show students how to sit, ideally making eye contact with each other.
- Ensure students are in pairs (with a group of 3 or paired with teacher if required).
- Ask simple questions to begin with based on recently covered content.
- Scan to check for participation and on task discussion.

- **Steplab step:** https://steplab.co/learn/share-step/REj88iczef98/NO2bpjqfq11j/XG87hejx5eoi/Establish-and-rehearse-paired-talk-routines

Potential issue	Potential solutions
Teacher asks a question about something not recently taught	Finding out student prior knowledge and understanding may seem intuitive, but students often struggle to have meaningful discussions. The solution is to use turn and tell as a rehearsal of simple questions about topics recently taught and only move onto deeper questions requiring more elaboration later.
Students don't participate	Use simple rehearsal questions. Ensure all students are in pairs and decide who goes first (e.g. door partners, person A etc). Circulate the room to check for participation. Use positive narration and achievement points.
Only one student in pair participates	Front load your expectations. Circulate during turn and tell, actively watching to check participation. Tell students when it is time to swap (e.g. "15 seconds is up, person B should now be speaking"). Use positive narration.
Students don't talk about correct topic	Circulate to listen to conversations. Challenge students not rehearsing the correct content. Use positive narration and achievement points. Follow up with hands up cold call (technique 7).
Turn and tell lasts too long	Turn and tell should last between 15-30 seconds and occasionally, for deeper questions, up to a minute. Use a timer on the board. Give countdown warning. Follow up immediately with all hands up cold call (see technique 7).

Use the table below to note down how you might adapt specific techniques to meet the needs of your subject or individual classes. The wording of the cue should remain the same, but for example, the SMART position may need adapting when students are not seated at a desk.

Technique	Possible adaptations for subject / individuals
1. I say, you say	
2. Choral response	
3. SMART	
4. Tracking the text	
5. Using mini whiteboards	
6. Hands up cold call	
7. Insist on full sentences	
8. Turn & Tell/ Turn & Talk	

Homework: Summary of ACET policy

Principles

Homework tasks are set to:

- strengthen students' retrieval skills
- encourage students to develop the skills needed for independent learning (including time management) and take responsibility for their own learning
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom
- enable teachers to check students' understanding and retention of key components, including subject-specific vocabulary
- prepare students for new learning
- Students in Years 7 & 8 will have SBA Mastery Booklets provided in order to complete homework tasks for all subjects.
- prepare students for summative assessments, including trial and external examinations.

Homework

KS3 Homework

Mastery Booklets — Years 7 and 8

From September 2026, all Year 7 and Year 8 students will complete their homework using a structured Mastery Booklet. Each booklet covers a full term of learning and is divided into two half-termly blocks of six weeks.

Each week, students are expected to spend 20–30 minutes per subject studying the key concepts, knowledge and vocabulary before completing the corresponding quiz section. In total, students should therefore expect to spend approximately four hours per week on Mastery Booklet learning and self-quizzing.

Students are responsible for managing their own time across the week to ensure that all subjects are completed by the required deadline. Guidance on time management and independent study skills will be provided through the weekly tutorial and assembly programme.

Weekly learning and self-quizzing: English | Science | Geography | History | Modern Foreign Languages

Fortnightly learning and self-quizzing: RE | Computing | Music | Drama | Art | Design & Technology

In addition, all KS3 & KS4 students will be set weekly Mathematics homework via the Sparx online platform, for which students should allocate approximately 40 minutes per week.

Year 9 Homework

Year 9 students will continue to be set homework in line with each academy's current practice during 2026–27. A formal review of homework engagement and success rates will be undertaken during the year.

KS4 Homework

In Years 10 and 11, teachers will set homework that is meaningful, appropriately challenging and clearly aligned with curriculum objectives. Tasks may include online research, quizzes to consolidate retention and understanding, preparation for in-class tests, additional reading, written responses or revision for formal assessments and examinations. Some subjects may elect to use online platforms for the delivery of homework. All subjects will set one piece of homework per week, which should take approximately 40–60 minutes to complete.

Monitoring and Accountability — KS3 Mastery Booklets (Years 7 and 8, 2026–27)

Form tutors will check Mastery Booklets every Monday during tutor period. Students must demonstrate that all eight quizzes for the previous week have been completed. Excellent effort will be recognised with an achievement point on ClassCharts.

Where quiz sections are incomplete, or a student does not have their booklet, a behaviour point for incomplete homework will be recorded on ClassCharts.

Year 7 students have the opportunity to complete any outstanding quizzes by Tuesday tutor period. Study space and support will be available at Tuesday lunchtime for students who wish to complete work in school. During Tuesday's tutor period, form tutors will re-check any booklets that were incomplete on Monday and will issue a 30-minute detention to any student who has still not completed the work.

Subject teachers will also assess students' mastery of that week's or fortnight's knowledge, concepts and vocabulary through a Do Now task, set weekly or fortnightly in line with each subject's frequency in the Mastery Booklet.

Summary of ACET Assessment policy

Principles

The purpose of assessment, feedback and response is to help teachers, students and parents/carers to understand how learning is progressing and to enable students to improve and develop their metacognitive skills.

Assessments should indicate the extent to which students know and remember the intended subject curriculum linked to clear end points in schemes of learning. Teachers should use assessment information to identify gaps in students' knowledge of components and therefore inform their curriculum planning and delivery.

Feedback on assessments should ensure students know what they have done well and what they need to do to improve.

Assessment methods should not increase teacher workload unduly.

The assessment process is an essential aspect of the role of a teacher, as reflected in Teacher Standard 6.

Assessment will assessed and presented by a % score based on knowledge, understanding and skills from the taught curriculum.

>80%	Excellent Standard
60-79%	Good Standard
40-59%	Foundation Standard
<39%	Pre Foundation

The policy is being reviewed for 2026-27. The current version of the policy can be found on our academy's website here:

https://www.shirebrookacademy.org/page/?title=Assessment+%26amp%3B+Reporting&pid=79

Summary of ACET Behaviour and Rewards policy

This policy aims to:

- Create a positive culture that promotes outstanding behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a trust-wide approach to maintaining high standards of behaviour that reflect the values of each academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied fairly to all students by all staff.
- Ensure that all stakeholders have a clear understanding of what their responsibilities are and that they are executed consistently.

- Reward good behaviour that positively impacts effective learning and not merely deter negative behaviour.
- Develop clear routines to reinforce expected behaviours.

Our Core Principles:
Supporting staff - a commitment to value, train and support staff, setting high expectations of performance.
Child centred – involving students in decision making where appropriate.
Uphold the small stuff – shared commitment to high standards and ensuring the smallest details matter.
Pride focused – achievements of students and staff are routinely recognised and celebrated.
Positive relationships – culture of care and mutual respect amongst students and staff.

Academy behaviour curriculum

We aim to provide a positive, safe learning environment in which students can thrive and develop into balanced, motivated individuals and effective learners. Central to this is the provision of a structured, positive learning environment, built on strong values of high expectations of behaviour, respect and self-discipline.
We aim to enable students to develop positive behaviour through the consistent explicit promotion of the academy's behaviour expectations. These define the behaviours and qualities needed for students to thrive as they move through their education and into adult life. These are promoted through rewards, the curriculum and academy environment. Finally, it is important to reward those who behave well. Most students respond well to praise and there is something worthy of praise in all students. However, it is important that students accept responsibility for their own actions through a clearly defined code of conduct understood by all.
We will coach students on how to behave through assemblies, form periods, reflection work, individually tailored pastoral work and interactive coaching.

Responding to behaviour

Students who do not meet the academy's high standards will be supported with a range of measures, including a pastoral support plan. The academy may also issue sanctions to allow students to reflect on how best to correct their behaviour including:
- a detention at the end of the academy day.
- period of close supervision by means of the Daily Report procedure or a Pastoral Support Programme.
- a day, or several days, in '***The Bridge***'. This will run from 8.30am until 4pm. Student to sign in at the main reception.
- a period of fixed term suspension from the academy.
- age-appropriate intervention and learning related to the disciplinary matter.
- Academy community service e.g. litter picking, dining room assistance, library assistance, PE faculty assistance.
- a lunch time suspension – if behaviour is related to out of class behaviour.

- Behaviour Placement: fixed period placement of up to 12 weeks in a partner academy to assist in improving behaviour.
- Managed Move: 12-week placement in another academy that may be converted to admission to permanently on roll.
- Offsite direction.
- Permanent exclusion.

In a classroom environment, when a student exhibits behaviour that does not follow the academy's expectations, staff will implement the following steps:

Choices – Consequences – Certainty – Consistency

*Students make a **choice** of their behaviour, both positive and negative.*
*There is a **consequence** or reward to that behaviour.*
*There is **certainty** that this consequence will happen.*
*This is applied **consistently** across faculties and all staff.*

-	**Expectations reminder**	Verbal and/or nonverbal classroom management techniques to reiterate what is expected of students. This is not recorded.
C1	**First warning**	Added to the classroom display poster as a visual reminder.
C2	**Last chance warning**	Recorded on class charts and displayed on the classroom display.
C3	**Removed from the lesson**	Student has 5 mins to attend ***The Removal Room*.** They will remain there for the rest of the lesson. This event is recorded on Class Charts. Student is issued a 30 mins after school detention. Student is after 5 mins = 60 mins detention
C4	**Suspended**	The **Removal Room** is failed or refused the student will be suspended from the academy for a period of time. They will re sit their day in **The Bridge** on return

The Removal Room

The removal from the lesson is to allow the rest of the students to continue with their learning and for the teacher to proceed with the teaching of the lesson without disruption. ***The Removal Room*** is within the mainstream academy, students attend when removed from their lesson. ***The Removal Room*** is NOT a consequence, it is to allow the learning of others to continue, the consequence for being removed is a 30 minute detention after school. Students must attend ***The Removal Room*** within 5 minutes of being sent or the detention will be extended to 60 mins. Reflective work will be expected to be completed during the period of time in ***The Removal Room***

The Bridge

This is a workspace for students to be away from mainstream lessons and access learning in a supportive environment. It can serve as isolation for students who have been unable to access their learning due to poor behaviour. ***The Bridge*** is a hybrid of classroom and independent workspaces that is staffed to support students with their learning. For students who are being isolated in ***The Bridge*** due to behaviour, their isolation will run from 8.30am to 4pm. Students who are isolated will not be allowed into mainstream for break times.

Behaviour expectations for pupils with SEND

The academy recognises that students' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will balance their legal duties when making decisions about enforcing the behaviour policy.
Whilst we may adapt consequences for students with SEND, **we will never use it as an excuse for poor behaviour.**

The 'removal' process

Student behavioural issue in lesson

1. First verbal warning
2. First formal warning (C1 logged on the board)
3. Last chance warning (and log a C2)
4. Lesson removal (log a C3, this leads to 30 mins detention)

Student instructed:

"*You have been removed because of ... you have 5 minutes to make your way to* ***The Removal Room***"

-

Student makes own way to ***The Removal Room*** within 5 minutes
Any refusal to move, then on call is alerted
On call staff monitor in central area to ensure compliance

-

The Removal Room ready to accept new referrals
The Removal Room radio to confirm arrival or of any further issue

-

Student serves the rest of the lesson in ***The Removal Room***
Student arrives **within** 5 minutes: Issued with a 30 minute detention at the end of the day
Student arrives **after** 5 minutes: Student issued with a 60 minute detention at the end of the day

-

Refusal or defiance within this process:
Student will be **Suspended** for a minimum of one full day and spend the next day in **The Bridge**

-

Teaching staff who issued removal to **contact the parents/carers** by the end of the day
Restorative discussion to take place to break the potential for a repeated cycle of behaviour from this lesson.

Consequence escalation guide

Behaviour event	Consequence	If consequence not met	Support from
Incorrect uniform (consider genuine nature)	Borrow uniform, contact home to fix or given 'take up time' pass Standards detention (30 mins)	Day in ***The Bridge***	PLL
False nails & false eyelashes	Standards detentions (30 mins) every day until off	Parental meeting to outline policy	PLL
Mobile phone out	Mobile phone confiscated Parents collect after 3 times	If refused- **suspended**	LT link
Swearing *(consider severity and situation)*	Standards detention (30 mins)	Day in ***The Bridge***	LT link
Swearing at or about a member of staff	Suspended		Behaviour lead LT Principal
Defiance towards any staff	Standards detention (30 mins)	Day in ***The Bridge***	PLL
Abusive language towards pupils *(consider severity and situation)*	Break time detention/ Day in ***The Bridge***	**Suspended**	PLL LT link
Smoking or vaping	Suspended Bag searched and items confiscated- handed to DSL	Placement at external school partner	Behaviour lead LT Principal
Removed from lesson	Placed in **Removal Room** detention (30 mins)	Day in ***The Bridge***	PSM / LPM PLL
Removed from lesson three times in the day	Next day in ***The Bridge***	**Suspended**	PSM / LPM PLL LT link
Removed from lesson five times in the week	Day in ***The Bridge***	Suspended	PSM / LPM PLL LT link Behaviour lead LT
Failed ***The Removal Room***	**Suspended** rest of the day and the next day	Suspended	LT sweep LT link
Failed ***The Bridge***	**Suspended** rest of the day and the next day	Suspended	LT link Principal
Failed detention	Day in ***The Bridge***	**Suspended**	LT link
Missed detention	Resit the detention the next day	Day in ***The Bridge***	PSM / LPM PLL
Fighting *(very dependent on the evidence and the situation)*	*Rough guide*: Both sides equal - suspended One sided start- Heavier suspension Assault without retaliation- significant suspension	Placement at external school partner	Behaviour lead LT Principal
Poor behaviour at break or lesson transition	Standards detention (30 mins)	Day in ***The Bridge***	PSM / LPM PLL
Truanting	Placed in **Removal Room** for the remainder of the lesson and the next day in **The Bridge**	Suspended	LT link Behaviour lead LT

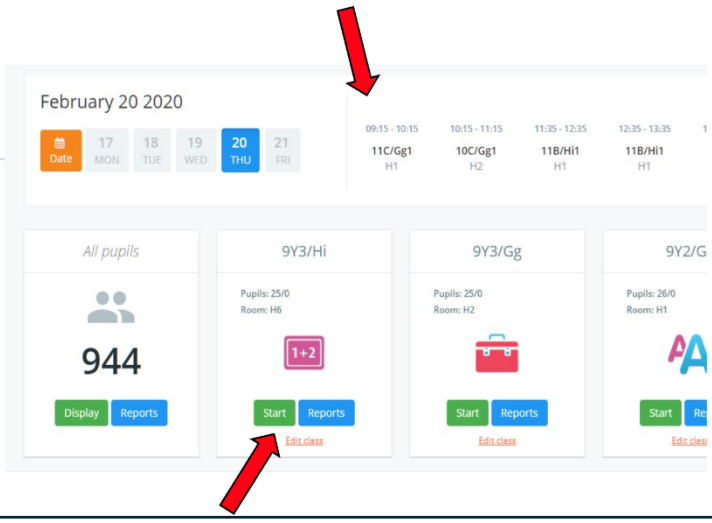
ClassCharts

Classes

On your dashboard you will have your timetable across the top banner

Below that will be each of your classes that you teach

All are accessible with one click



Seating plans

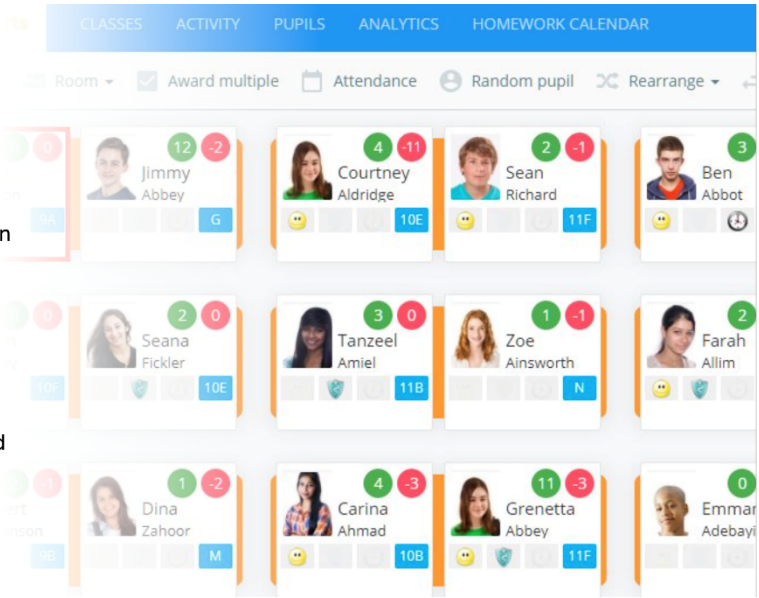
For each of your classes you can set up seating plans

This is a really simple drag and drop

Classrooms can be laid out in any format and you can have multiple layouts for a room

e.g. If you have a class work and group work layout

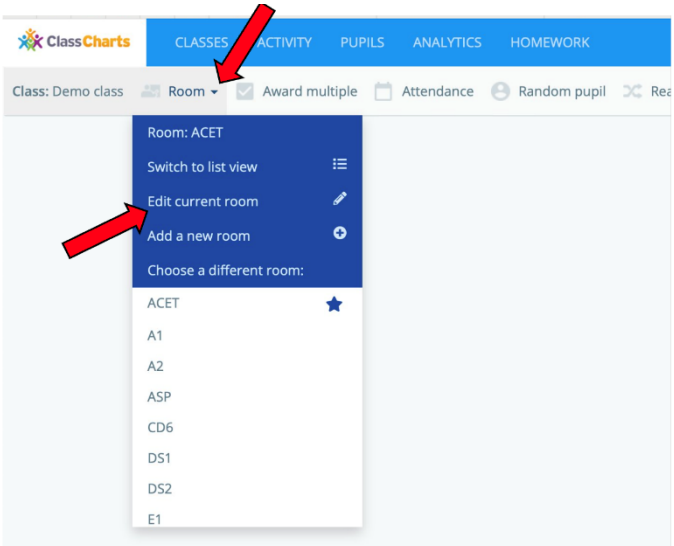
It has a randomiser tool for questioning as well



Seating plans

Select the room drop down

Then select edit current room



Profile card

Each student is shown with their 'card'

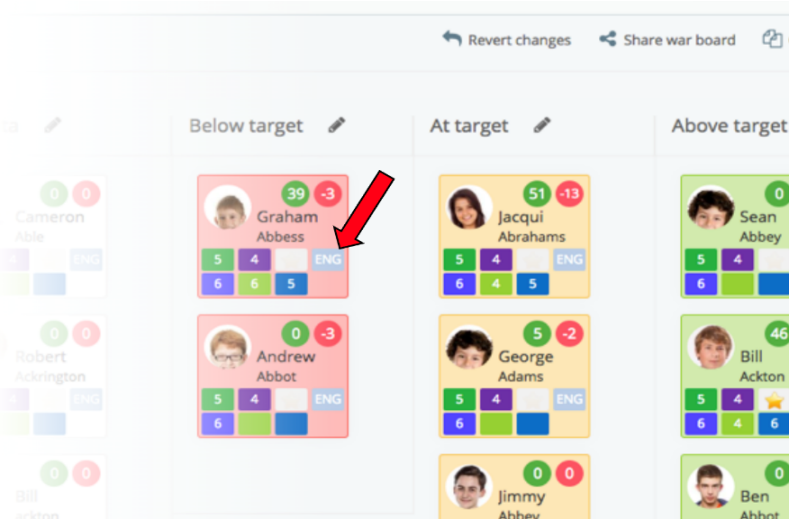
These are two sided

These can display SEN, reading age, positive behaviour total, same for negative etc.

You can ask it to show you students who are on target or below target

You can ask it to highlight your pupils with EHCPs so it can help with seating planning with regards to TA support

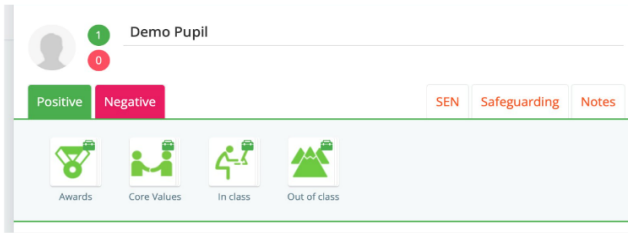
If you hover over the icons it will tell you more information

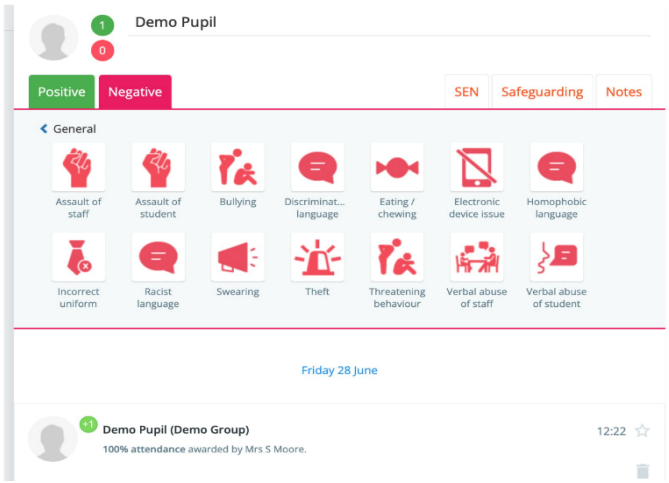


Adding positives

You can look at the positive and negative folders to then select behaviour icons

You will also see a live feed of behaviours being added for that student below



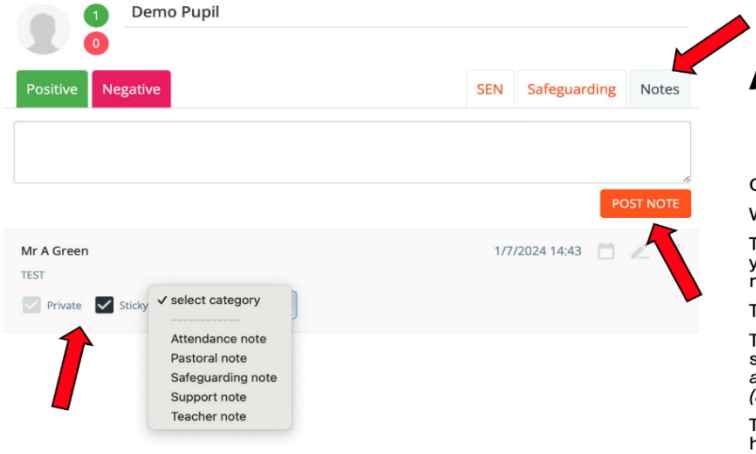


Adding negatives

Same as adding positives

Some behaviours will automatically trigger detentions and therefore you **no longer have to set them manually** in SIMs

All behaviours and positives are visible for parents on their app and students on theirs



Adding notes

Click notes

Write a note and click post it

Then you can make it private for just you or a sticky and deselect private to make it for everyone

Then you can select category

This is useful for things such as *"Uniform has been challenged and agreed with parents- rectified by (agreed date)"*

This would allow staff to see an issue has been picked up

You could also use this for a private note for you as teacher to say that you called home for this pupil

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Appendix 1: ACET Lesson Expectations: Additional details and suggested micro-scripts

1. Meet and Greet

'Do Now' activity displayed on the board. **Greet** the class.

At the door:

Stand on the threshold greeting individuals and groups as they arrive.

"Good morning (name/everyone), equipment and book out, date and title are on the board, Do Now – 5 minutes, in silence, thank you."

Narrate the positive - *"Fantastic (name/class code), this is a great start to the lesson, calm and purposeful, ready to learn. Thank you"*

Check for compliance – Scan the room from a clear position. **Be seen looking.**

Use least invasive interventions for addressing non-compliance, framing your commands positively: *"Chloe, silence, refocus – complete the Do Now, thank you."*

Move into the room – monitor the class and complete the register.

"Well done/great start/lots of learners clearly focused, two minutes left, we will do the register now, please be ready to answer your names."

Students respond with *"Good morning / afternoon."*

Pause if you are not getting 100% silence, positively frame the request:

"A reminder – we are silent, thank you to everyone, we are just waiting for two students...and one...Thank you."

Issue C1 if non-compliance, low level disruption continues.

"Register is completed, you have less than a minute left on your Do Now (use a visual timer on the board)"

2. 'Do Now' Task:

See 'Meet and Greet': starts immediately on entry, silent completion, set an appropriate time to complete (displayed on the board), register and equipment check completed during this time. Please ensure the Do Now is accessible for every learner.

Narrate the positive:

"Good to see you looking back at prior learning to help you, there's some excellent focus in the room."

Once register is completed, begin to **circulate** the classroom.

Students lacking focus, engagement, slouching, off task: gentle tap on the desk to remind.

Quiet and **calm** tone: *"Do you understand the task? Can I help?"*

If it is refusal rather than lack of understanding: *"This is your warning, the expectation is for you to complete the Do now activity, I will come back in a moment and I know you'll have made the right choice by then."*

Issue C1 if student has not started the task when you return.

Move around the classroom to support engaged students who are struggling with the task. Continue to narrate the positive as you move around the classroom.

Bringing the activity to a close (using the SMART cue with Year 7 and 8 and active listening with Y9 upwards).

"Active listening in 3-2-1… SMART."

I have 90%, just waiting for two...and thank you."

Gather feedback, discuss the answers as a class, student self-assess where appropriate.

3. Modelling (I do – We do – You do)

Modelling should feature in most, if not all, lessons.

I do:

Use the SMART / active listening cue to ensure all students are paying 100% attention.

"Active listening in 3-2-1… SMART."

"Active listening in 3-2-1…, thank you."

"Pens down, eyes on me in 3-2-1…, thank you."

Only start the 'I do' modelling when you have checked that all students are paying 100% attention. Stop and scan the room. Pause if you do not have 100% of students tracking you, give a positively framed request:

"A reminder – SMART / active listening / tracking me, we are just waiting for two students...and one...Thank you."

Use the 'I say, you say' and 'choral response' cues to sustain attention throughout the 'I do' section. Students should not be writing / should have empty hands at this stage. As part of lesson preparation, identify key terms and concepts for inclusion in 'I say, you say' and choral response.

*"I say, you say… **photosynthesis**"*

"What process happens in the chloroplast? 1, 2, 3…?" (Students respond in unison "photosynthesis").

Year 7 and 8 students should maintain the SMART position throughout the I do modelling. Year 9 and above should keep tracking the teacher and hands should be empty. Keep scanning the room for compliance and use non-verbal cues or give positively framed reminders as necessary.

"A reminder that we should all be in SMART / listening actively / tracking me, thank you."

We do:

Students should be in the active listening position at the start of the 'we do' section of modelling. They should keep tracking the teacher and hands should be empty. Keep scanning the room to ensure students are in the active listening position and use non-verbal cues or give positively framed reminders as necessary.

"A reminder that we should all be in SMART / listening actively / tracking me, thank you."

A range of techniques can be used during 'we do' to sustain students' attention, maximise participation and check for understanding:

- Hands up cold calling (see section below).
- I say, you say (see 'I do' above).
- Choral response (see 'I do' above)
- Voting (e.g. voting cards or showing response with number of fingers)
- Mini whiteboards.

Ensure that mini whiteboards are ready on desks at the start of the lesson to avoid a drop in pace.

Indicate the start of the mini whiteboard activity by using the starting work/pens in the air cue:

"Whiteboard pens… [Students hold pens up, scan room]. *3, 2, 1… Go!"*

Ensure all students are ready with their pens in the air before saying '3, 2, 1…Go!'. Give positively framed reminders as necessary.

"I've got 90% with pens in the air, thank you. Just waiting on three more… two more… 3, 2, 1.. Go!"

Use the mini whiteboard cue so that students turn their board over and hold it face down in the air (hover) so that neighbouring students cannot copy their answer and so that you know they are ready to show their answer.

"Hover… [Pause, scan to check everyone is hovering whiteboards]. *3, 2, 1… Show!"*

Ensure all students have their board in the hover position before saying '3, 2, 1… Show!', giving positively framed reminders as necessary.

"Just waiting on three or four more to hover their boards… just two more now… 3, 2, 1.. Show!"

Move to the 'You do' stage of modelling only when you know through sufficient checks for understanding that students are ready to apply the knowledge and skills independently. Build in more 'I do' and/or 'You do' modelling if checks for understanding indicate that students are not ready.

You do

We refer to the 'You do' stage as the 'resilience zone' as students should work independently and with resilience as they apply the knowledge and skills acquired. In the majority of lessons, students should work in silence.

Give clear and succinct instructions for the task. Specify details such as where students should complete the work and the amount of work expected e.g. Five questions, three paragraphs…

Use cold calling to check students have understood the instructions.

Give students a specific time limit for independent work. Use a timer on the screen to support.

Use the starting work/pens in the air cue to move students into the resilience zone.

"Black pens… 3, 2, 1… Go!".

Ensure all students are ready with their pens in the air before saying '3, 2, 1…Go!'. Give positively framed reminders as necessary.

"I've got 90% with pens in the air, thank you. Just waiting on three more… two more… 3, 2, 1.. Go!"

Scan the room once students start work to check for 100% engagement before starting to navigate the room. Be seen looking. Use non-verbal cues and/or positively framed reminders as necessary.

"A reminder that we should all be working silently, thank you."

So that students can focus effectively on their independent work, teacher talk should be kept to a minimum at this stage of the lesson. Aim to restrict this to quiet 1:1 support for students.

Notify students when they are reaching the end of the time limit.

"One minute remaining".

When the allocated time is up, either instruct students to resume the SMART position (Y7 and Y8 only) / put pens down and track the teacher (Y9 upwards) or if moving into self-assessment, use the starting work/pens in the air cue.

"Time up in 5, 4, 3, 2, 1. Thank you, everyone. Active listening in 3, 2, 1… SMART".

"Time up in 5, 4, 3, 2, 1. Thank you, everyone. Pens down and eyes on me in 3, 2, 1… Thank you".

"Purple pens… 3, 2, 1… Go."

Ensure all students are in SMART / tracking you or are ready with their pens in the air before continuing. Give positively framed reminders as necessary.

"Excellent SMART from Billy and Yusuf. Just waiting on two more…, thank you."

"I've got 90% with pens in the air, thank you. Just waiting on three more… two more… 3, 2, 1.. Go!"

4. Hands Up Cold Calling

Use hands up cold calling at strategic points in the lesson to find out more about student thinking (choral response, mini whiteboards and multiple-choice response should be used for whole class responses). Encourage students to raise their hand to answer questions with the aim of all students raising their hand for most questions. Although students' hands are up, you will still select which students to target through use of cold call. Encouraging 'hands up' creates a culture of participation and 'giving it a go', it creates energy in the classroom in comparison with the 'no hands up' approach. It allows students to feel they have been selected at random to answer because everyone or most people have their hand up, not because everyone had their hand down.

Always ask the question first, pause for thinking time (encouraging students to put hands up using positive narration) then systematically choose a student to answer (for example, if a lower attaining student provides a correct answer, you will be more confident that the majority of students know the answer).

"We've seen why the heart is classified as an organ. I have a trickier question now: if I tell you that the stomach is also classified as an organ, what must be true about the stomach? [Pause to allow for thinking time] …*Laura?"*

If an answer is wrong, it must be corrected.

"That's a good effort James but not quite right. Let's try again… what was your first step?"

"I can see what you're thinking Maya but that's a different question. Let's look at it again together…"

"No, you're not there yet, Aicha, but tell me what you were thinking?"

Insist that students answer in full sentences, use standard English and use subject-specific vocabulary where appropriate. Ask them to re-frame their answers as necessary but keep your reminders brief.

"Full sentence, thank you."

"Correct 'should of', thank you".

"Good, but again using the specific name of this past tense."

Do not accept answers which are called out. Doing so gives the message to students that you permit shouting out in your classroom, whether it stems from good intentions or not. Ignore called out responses and reinforce the desired norm by selecting a student through cold call as intended. If calling out persists, use positively framed reminders delivered in a calm tone.

"I have 80-90% of you waiting silently with hands up ready to answer, thank you."

"A reminder that calling out is not permitted. Thank you for your engagement, I will select who will answer the question."

Know your students. Stretch students, particularly HPA students, through 'bouncing' of initial answers to a cold call question on to a second or third student, asking a follow-up question which requires deeper thinking e.g. justification, development, evaluation or explanation of the initial answer. Here is an example of how this may look and how this cold calling sequence could be rounded off effectively with choral response:

"What tense is 'j'ai joué' in? [Pause to allow for thinking time] *…Josh?"*

[Josh: "J'ai joué is in the perfect tense."]

"Excellent, Josh. How did Josh know 'j'ai joué' is in the perfect tense? [Pause to allow for thinking time] *…Sophia?"*

[Sophia: Because we can see the auxiliary verb 'ai' after 'je' and there is an acute accent at the end of 'joué'"].

"Well done, Sophia. Who can take us all the way there by recalling the correct term to describe 'joué' here? [Pause for thinking time] *…Lewis?"*

[Lewis: 'Joué' is a past participle].

"Fantastic, Lewis. So, 'joué' is an example of what? 1, 2, 3…"

[Class responds in unison with 'past participle'].

Use the 'no opt out' approach if students respond with an answer such as 'I don't know' or 'I'm not sure'. You can use one of the techniques below to ensure opting out is not an option to raise classroom expectations:

1. Another student provides the answer; the initial student repeats the answer.
2. You provide a cue; your student uses it to find the answer.
3. Another student provides a cue; the initial student uses it to find the answer.

Consider using some of these prompts:

"Take a little more time to gather your thoughts. I'll wait."

"Give it some more thought. I'll be back."

"Let's see how you might begin to answer. I'll come back to you shortly."

"We can work on this problem together. I'll bring it back to you in a moment."

Use pre-call as necessary to support individual students who may need additional take-up time before responding to cold call questions. This could be done privately or publicly as per these examples:

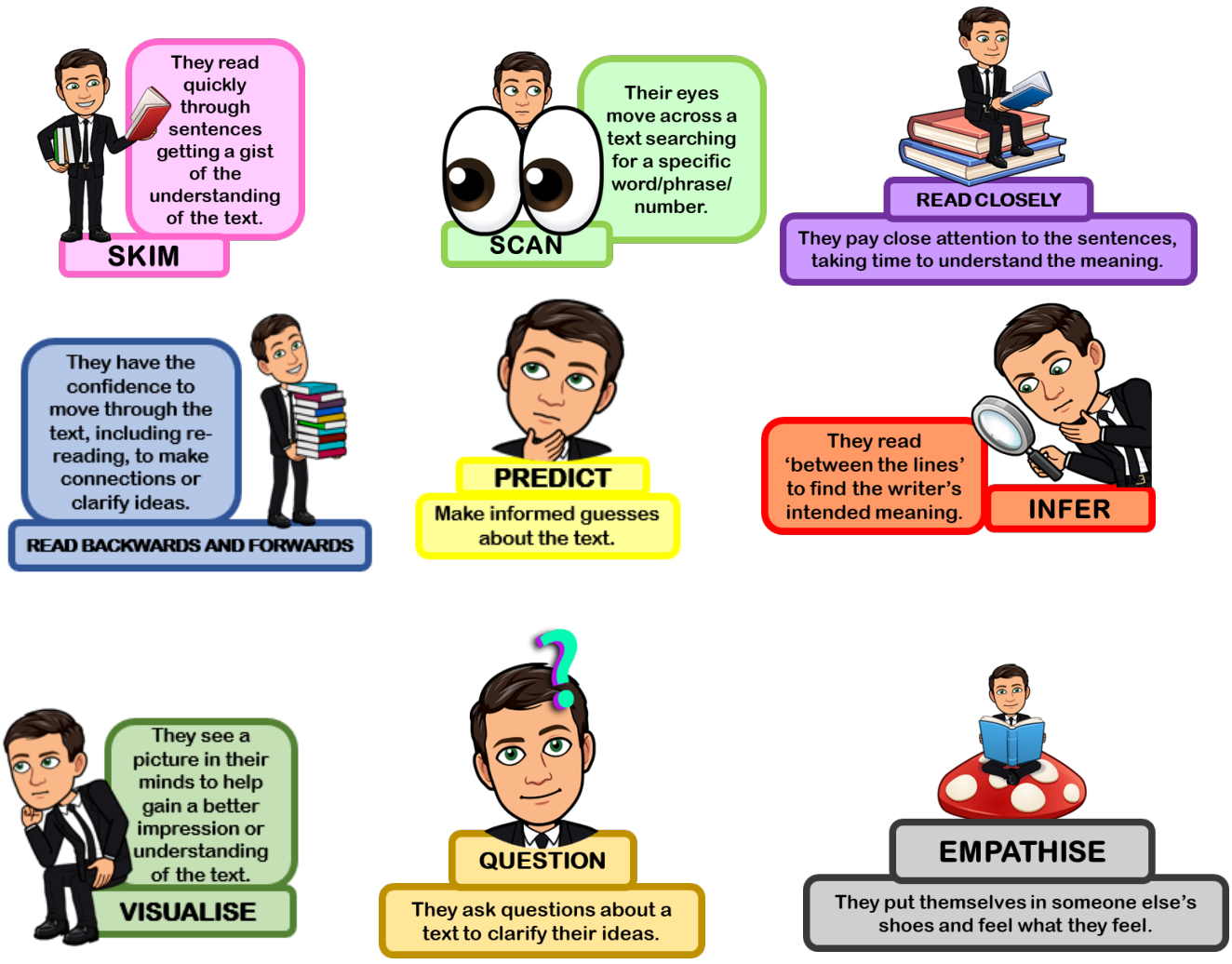
"I'm going to go through this example and then, Sylvie, I'd like you to explain what happens at each step."

"I'm going to read this page of the story and then, Abdi, I'd like you to summarise it for us".

"Ok, John and Sabrina, after the video, I will come to you first to summarise the key points for us."

5. ERIC (Everyone Reading In Class)

The nine ERIC strategies are as follows:



Reading should feature in all lessons. Maximise opportunities for students to read aloud. Insist that students track the text when either the teacher or students are reading aloud. A ruler can be used to support tracking depending on the ability of the readers.

"*Rulers* [students all hold up ruler as teacher scans for 100% compliance] *on the page in 3,2,1'* [expectation that all students put ruler on page on by 1].

Or:

"*Tracking the text in 3,2,1'* [expectation that all students are looking at the text by 1].

Pre-plan opportunities to incorporate explicit reference to and teaching of specific ERIC strategies in lessons. Reinforce this by using the relevant ERIC logo(s) on lesson resources.

"We are going to read the text about photosynthesis and then answer the questions. Which ERIC strategies do you think we will use as we do this and why?" [Scan, read closely, read backwards and forwards]

"As we read this extract about the main character, I want you to consider how he is feeling. Which ERIC strategies will we use to do this?" [Empathise, infer]

"*So firstly, I need to read the exam question to ensure I am clear on what I will need to include in my answer. I'm going to use 'read closely' first of all to help me unpack the question."*

6. Navigate the room

After setting students off on an independent task, **stop and scan** the room before starting to navigate. Be seen looking.

Give non-verbal cues to students who do not engage with the independent task immediately.

Narrate the positive:

"Fantastic engagement from 90% of you. I'm just waiting on two or three more…".

So that students can focus effectively on their independent work, teacher talk should be kept to a minimum at this stage of the lesson. Aim to restrict this to quiet 1:1 support for students.

If you identify common misconceptions during your navigation of the room, stop the independent work and re-teach as necessary. Use the SMART / active listening cue to secure students' attention again. Use choral response, cold calling, voting and/or mini whiteboards to check for understanding before re-starting the independent task.

7. End and Send

Establish a simple and calm routine for dismissal ('end and send'). Build in the return of any equipment/work or logging off computers etc.

Give systematic instructions and be seen looking at every stage:

"All books closed, thank you."

"Pack away all equipment into your bags. Remaining in seats. Thank you."

"We are looking very tidy, thank you." (Narrate the positive).

"I have 90% packed away, we should all be packed away, thank you."

"Let's make sure we've got lovely straight desks with chairs tucked under, thank you."

"I'm seeing excellent uniform standards maintained. Fantastic."

Circulate and check for high standards:

"There's some paper under the desk, Jamie. I know it may not be yours but pop it in the bin as you leave – thank you."

Full class appraisal of the lesson. Indicate how it has been successful:

e.g., *"I really enjoyed today's lesson – I've been really impressed with your engagement in the practical."*

Conduct a brief final check for understanding. This could be in the form of 4 or 5 questions about the lesson content. Use cold calling for this. Ensure all students are listening actively.

"Let's recap some key knowledge from today's lesson. In which year did the Battle of Hastings take place?"

Dismiss one row at a time ensuring chairs are pushed under if in a classroom environment. Then move to the doorway to support the transition of students, having a final check of uniform as students leave. Blazers must be on, shirts tucked in, ties on and positioned correctly, no jewellery beyond the permitted pair of small stud earrings.



MARKING, ASSESSMENT & FEEDBACK

Shirebrook ACADEMY

OUR RATIONALE

* The key purpose of marking, assessment and feedback is to promote and improve learning and understanding. They are used to provide information on student progress for a range of stakeholders, including the school (progress data), students (feedback) and parents and carers.

* Progress will be recorded and shared with parents/carers using percentages.

* Marking should advance student progress and outcomes. Live marking is carried out during the 'you do' section of the lesson, when students are working on their independent tasks.

* Assessment criteria are shared with, and understood by, all involved.

* All marking should be formative and drive the mark–plan–teach cycle.

* Marking should motivate students and build their confidence by praising effort and success.

MARKING CODES

Consistent marking codes are used across Shirebrook Academy when correcting basic SPAG errors.

Sp	Spelling (write correct spelling x3)
C	Capital letter
//	New paragraph required
^	Missing word
R	Repetition
T	Tense
?	Meaning not clear
Underline	Change word/phrase
P	Incorrect punctuation
◄——►	Link paragraphs
✓	Great word / sentence
SWO	Show working out

TEACHER FEEDBACK

* Teachers should mark in red or green; purple is used by students to up-skill and improve their work.

* Written feedback for progress checks focuses on student progress, identifying clear Strengths and Next Steps.

FREQUENCY OF FEEDBACK

Minimum expectations

* Students should receive and respond to feedback for each Knowledge & Skills Check within every monitoring cycle.

* Knowledge & Skills checks will take place at the desecration of the curriculum

* A performance percentage for each subject area will form the key document against which feedback is given once Knowledge & skills checks have been completed.

* Owing to specific examination requirements, some pieces of work in certain KS4 qualifications will not receive written feedback.

IMPROVEMENT & FEEDBACK TIME

* Improvements made by students should be written in purple pen.

* Next steps (EBI – 'even better if') should be linked to the success criteria and a percentage grade, providing students with clear guidance on how to improve their work.

* Sufficient time should be allocated in lessons for students to respond to their next steps.

* This should be planned for through modelling, WAGOLLs ('what a good one looks like') and adapted tasks, resources or activities.

Shirebrook

A community of inspiration, excellence and opportunity for all to grow

Appendix 3: Student - Learning & Teaching at Shirebrook

PRIDE

- Arrive on time, equipped and ready to learn
- Adhere to the whole school presentation standards
- Respect the classroom environment
- Produce quality work
- Maintain uniform standards
- Tidy up at the end of the lesson and ensure litter is placed in bins

RELATIONSHIPS

- Show respect towards everyone and our academy rules
- Value everybody's contribution
- When speaking to members of staff, please remember to use Miss/Sir

POLITENESS & ROUTINES

- Walk into the classroom calmly and greet your teacher at the door
- Start your given DO NOW retrieval activity
- Sit in the given seating plan
- Leave lessons calmly following a staggered dismissal
- No mobile phones

LEARNING & TEACHING

- Always allow ourselves and others to learn
- Be active in our learning
- Be STAR listeners
- Prepare for cold calling

ASSESSMENT & FEEDBACK

- Act on feedback
- Take responsibility for actively filling your knowledge gaps (using green pen)
- Discuss your learning and know how to improve (WWW/EBIs)
- Work with your teacher to improve

LITERACY

- Focus upon improving SPaG in all of your lessons
- Use vocabulary, reading and writing strategies instructed by your teachers
- Speak like an expert using tier 2 and tier 3 vocabulary

HOMEWORK

- Use your Mastery Booklet (Years 7 & 8) and Google Classroom
- Complete your online homework (e.g. Sparx, Seneca, and Tassomai)
- Meet all deadlines
- Ask for help when you need it