



# 2024-2025 Learning and Teaching Agreement

Improving the quality of Learning and Teaching to raise consistency, achievement and standards at Shirebrook Academy

## 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”***



## CONTENTS

	Page
Key Learning and Teaching Principles	3
Inclusion	3
Learning and Teaching – Planning for Progress	5
Lesson Procedures – A consistent approach	5
Monitoring, Evaluation and Review	6
Assessment	7
Marking and Feedback	7
Presentation of Work	8
Homework Tasks	10
Literacy Statement	12
Numeracy Statement	13
Marking, Assessment & Feedback SBA classroom poster	14
Shirebrook Learning Ready Expectations (2024-2025)	15
2024-2025 Student Journal – Mission Statement & Ethos	17
2024-2025 Student Journal pages (L&T Agreement)	18

## Key Learning and Teaching Principles

The purpose of the Learning and Teaching agreement is to promote consistency, clarity of purpose and a minimum entitlement for all students.

**At Shirebrook Academy, we want our students to:**

- be effective, confident and articulate communicators who have an excellent standard of oracy, literacy, numeracy and ICT skills
- be creative and inquisitive
- be well organised and resilient
- be reflective, evaluative and able to recognise their own strengths and next steps
- be independent, highly aspirational, driven and self-motivated
- value education and see the need to be lifelong learners
- be responsible, confident and independent risk-takers
- be able to think, reason, enquire and make well-informed decisions
- be effective team workers who show respect, empathy and tolerance of others.

**To achieve this, all staff work together to ensure that:**

- Effective learning and teaching is the aim of every lesson
- Expectations are routinely high in every lesson & sit within the School's Ethos & Values
- Students are fully engaged and enjoying their learning
- A positive climate for learning is established through the consistent application of the academy's lesson procedures and behaviour for learning policy
- The context for learning is regularly reinforced
- Students are provided with quality feedback (verbal or written) on their progress on a regular basis – Feedback & Response
- Achievement is recognised and rewarded
- Underachievement is challenged and addressed
- Learning is personalised so that all students make at least expected progress
- Homework is set and aims to further develop students' learning and understanding
- Students are provided with opportunities to develop their oracy, literacy, numeracy, ICT, higher order thinking and independent learning skills
- Lesson content promotes students' spiritual, moral, social and cultural development
- Effective practice is shared through the academy's CPDL programme
- Learning is memorable, inspirational and rewarding.

## Inclusion

- Every student is entitled to a positive, meaningful learning experience.
- Every teacher has a responsibility to meet the educational needs of **all** students within their class. This should be taken into consideration 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/ students at all levels of attainment, including High Attainers.

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

- knowing our students' needs and responding to these utilising their GfL
- setting suitable adapted learning challenges
- responding to students' diverse learning needs
- working to overcome potential barriers to learning and assessment

## **SEND**

- At Shirebrook Academy, we are all teachers of students with SEND – we have a collective and individual responsibility to meet the needs of students with SEND in our lessons and in the wider Academy community
  - At Shirebrook Academy, we must be able to identify our students with SEND are and ensure that relevant documentation has been read, understood and implemented into practice
  - At Shirebrook Academy, we must ensure the guidance in Grids for Learning is used to support adaptive practice in and out of the classroom
  - At Shirebrook Academy, we have a duty to ensure that adjustments are implemented to meet the needs of students with a disability (visual, auditory, physical), remembering that some students may have a 'hidden' disability
  - At Shirebrook Academy, we have a statutory obligation to meet the needs of students with Ed-Psych Reports and EHCPs – to know their needs and to evidence adaptive practice.
- i. Information about students with SEND, including each student's grid for learning, is available on the staff secure intranet. **Teachers should familiarise themselves with this information, and in doing so, we must pay due regard to the new directive for data protection (GDPR), and it remains the responsibility of the teacher to maintain confidentiality at all times.**
  - ii. Information regarding these students is required from Heads of Faculty/Pastoral Leaders/Inclusion staff on a regular basis. It is imperative that this is returned promptly when requested.
  - iii The Inclusion department will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.

## **Monitoring the progress of students accessing the Inclusion department**

Where students access Inclusion as part of their provision at Shirebrook Academy, it may be the responsibility of subject teachers to provide appropriate, adapted work for students to complete. When any subject specific work has been completed, this will be returned to faculties on a weekly basis. Subject teachers should ensure that work completed by students is marked as per the Marking and Feedback agreement (i.e. the minimum expectation is that tasks and progress

check assessments are marked and feedback is given). The outcomes of the tasks and the progress check assessments will inform monitoring grades.

## Learning and Teaching – Planning for Progress

Clearly structured, well-planned lessons promote outstanding learning. The structure of lessons may vary according to need, but the following key principles should feature in every lesson plan:

- **Lessons start with a retrieval-based activity – *Do It Now* task – which aims to engage the students from the first minute of the lesson in the learning process.**
- **Learning objectives are discussed and shared with students (and recorded either electronically or in a traditional mark book by teachers). Objectives are outlined in the format: Know/Understand/Be able to.**
- **Learning is placed in context for students.**
- **Planning/adapting tasks to meet the individual needs of all learners. Core strategies used in the Academy are scaffolding, modelling (release framework - I do, we do, you do) & pre-calling.**
- **New knowledge input.**
- **Questioning e.g. cold calling, no-opt out & post/pause/pounce/bounce.**
- **Demonstration of new understanding by students.**
- **Review of learning.**

It is important that we teach students how to “*learn*” in order that they become independent learners and develop skills for life-long learning.

It must be made explicit to students what they need to do to be successful in their learning. Reading strategies (ERICs) & Modelling phases are made explicit to students & signposted on resources:



Students sit in a seating plan in order to maximise the potential and learning of every student. Guidance on creating strategic data-driven seating plans has been discussed, presented and shared with staff through carefully constructed Shirebrook Academy CPD sessions.

# Climate for Learning

## Lesson procedures – A consistent approach

- Own Your Zone (meet and greet) at the classroom door, and check uniform expectations on entry.
- Students enter calmly and sit in a seating plan. Students are to place basic equipment, including Journal, on their desks (page 8).
- Students should engage with their learning straight away by completing a starter activity – *Do It Now* task – which will focus on either reviewing prior learning or previewing the learning to be undertaken.
- An electronic (SIMS) register must be taken within the first 10 minutes of the lesson.
- Learning objectives are shared, discussed and displayed.
- Students are reminded of guidelines for classroom behaviour as necessary.
- Students should be given sufficient time to record homework tasks/activities. Teachers must check that this is recorded in student journals.
- Questioning (cold call) phases of lessons must focus on students at risk of underachievement regardless of whether they have raised their hands or not.
- The emphasis in the classroom should be placed on the praise and reward of good behaviour for learning with appropriate use of house points and faculty systems of praise to celebrate success.
- Learning should be reviewed regularly through both questioning and plenary phases in lessons.
- Lessons last sixty minutes in duration – with students having five lessons a day at Shirebrook Academy and a tutor period which acts as a formal PD lesson twice a week.
- The teacher should ensure that the classroom is tidy and ready for the next lesson.
- Classroom displays should be informative and well-presented in order to create a positive learning environment.
- Students should be dismissed on time using end and send routines, and teachers should be present in the corridor at lesson transitions in order to maintain a calm and controlled change between lessons.

## Monitoring, Evaluation and Review

To achieve the best possible outcomes for our students, learning and teaching is monitored, evaluated and reviewed with HoFs and their LT links on a termly basis through a wide variety of MER activities such as learning walks, work scrutiny, student voice, subject-based deep dives and gathering views of all stakeholders within the Shirebrook Academy community.

### Role of Middle Leaders – to ensure that:

- all aspects of learning and teaching are rigorously monitored and evaluated in accordance with the academy MER schedule
- action points from monitoring and evaluation are identified and embedded in the Faculty Improvement Plan and discussed/reviewed in SLT link meetings
- effective practice is shared at faculty and on a whole school level

### Role of the Leadership Team – to ensure that:

- middle leaders are supported in implementing the academy's MER schedule

- the outcomes of MER activities are evaluated thoroughly, and the evaluation promotes action, reflection and debate about learning and teaching
- Faculty Improvement Plans and the Academy Improvement Plan are constantly reviewed and updated to reflect the priorities emerging from MER activities
- the academy's CPD programme addresses areas for development identified through MER activities
- Governors are kept informed of developments in learning and teaching and the evaluation of the quality of provision.

## **Assessment**

### **The purpose of assessment**

- Assessment should indicate the extent to which students know and remember the intended subject curriculum.
- Assessment information should be used to identify gaps in students' knowledge of components and therefore inform their curriculum planning and delivery.
- Assessment data should inform appropriate intervention.
- Assessment will be used to inform students and parents/carers of progress towards targets.

At KS3 students are assessed against subject specific Age Related Expectations (AREs). Progress checks are used to inform AREs at KS3 and working at grades at KS4. These should take place every 6-8 lessons as per faculty assessment calendars. Each faculty has an agreed schedule of progress checks which stipulates the minimum requirement of teacher-assessed work.

Monitoring data is collected regularly throughout the academic year for each year group as per the published assessment calendar with the outcomes of progress checks entered regularly into SIMS marksheets on an ongoing basis.

Each faculty will have systems of standardisation and moderation in place to maintain consistent standards across both progress checks and SSAs.

Further details can be found in the ACET assessment, feedback and reporting policy.

## **Marking, Feedback & Response**

### **Rationale**

- The key purpose of marking, assessment and feedback is to promote and improve learning/understanding. Marking, assessment and feedback are used to provide information on student progress for a range of stakeholders, including the school (progress data), learners (feedback) and parents/carers.
- Marking should advance student progress and outcomes.
- Criteria for assessment are shared and understood by all involved.
- All marking should be formative and drive the mark-plan-teach cycle.
- Marking should motivate and build confidence in learning through praising effort and success.

### **Teacher feedback**

- Teachers should mark in red or green - **Purple is used to by students to up-skill and improve work**
- Written feedback for progress checks is focused on student progress with Strengths (WWW) and Next Steps (EBI) identified.

**Frequency of feedback** - minimum expectations.

- Students should receive and respond to feedback for each progress check tasks during each monitoring cycle.
- Progress checks will occur every 6-8 lessons.
- There should be evidence of regular effective self and/or peer assessment.
- Age Related Expectations for each subject area will form the key document against which feedback is given once progress checks have been completed.
- Specific examination requirements mean that some pieces of work will not receive written feedback in certain KS4 qualifications.

**Improvement and reflection time**

- Improvements by students should be in a purple pen.
- Next steps (EBI) should be linked to success criteria and AREs providing students with clear guidance and support on how to improve their work.
- Sufficient time should be allocated in lessons for students to respond to the next steps (EBI) - Feedback & Response.
- This should be planned for through modelling, WAGOLs and adapted tasks, resources or activities.

**Marking codes**

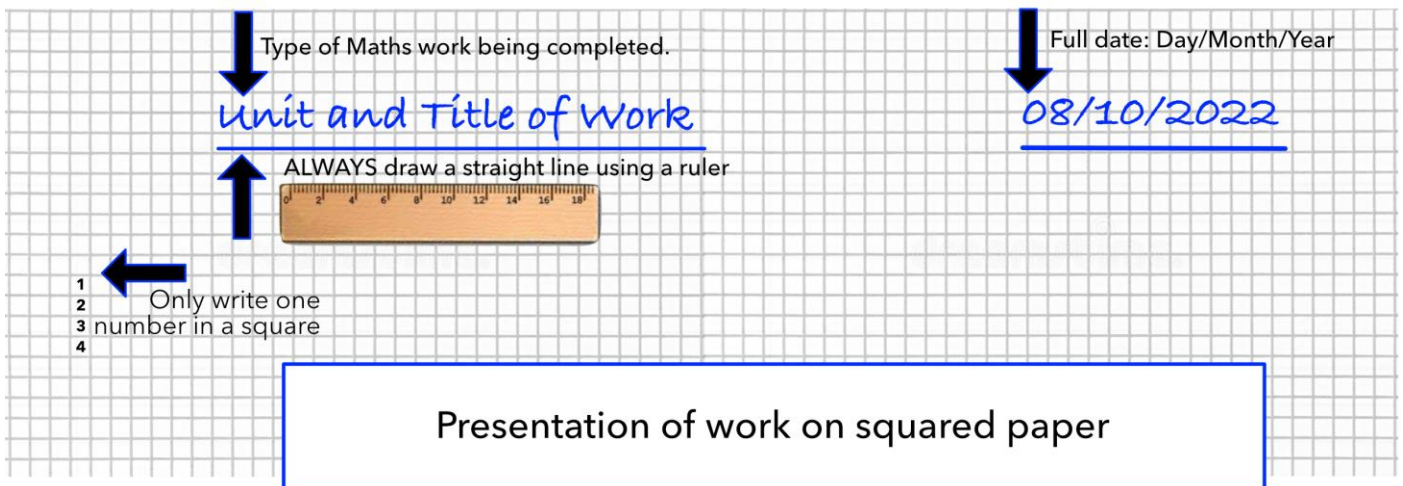
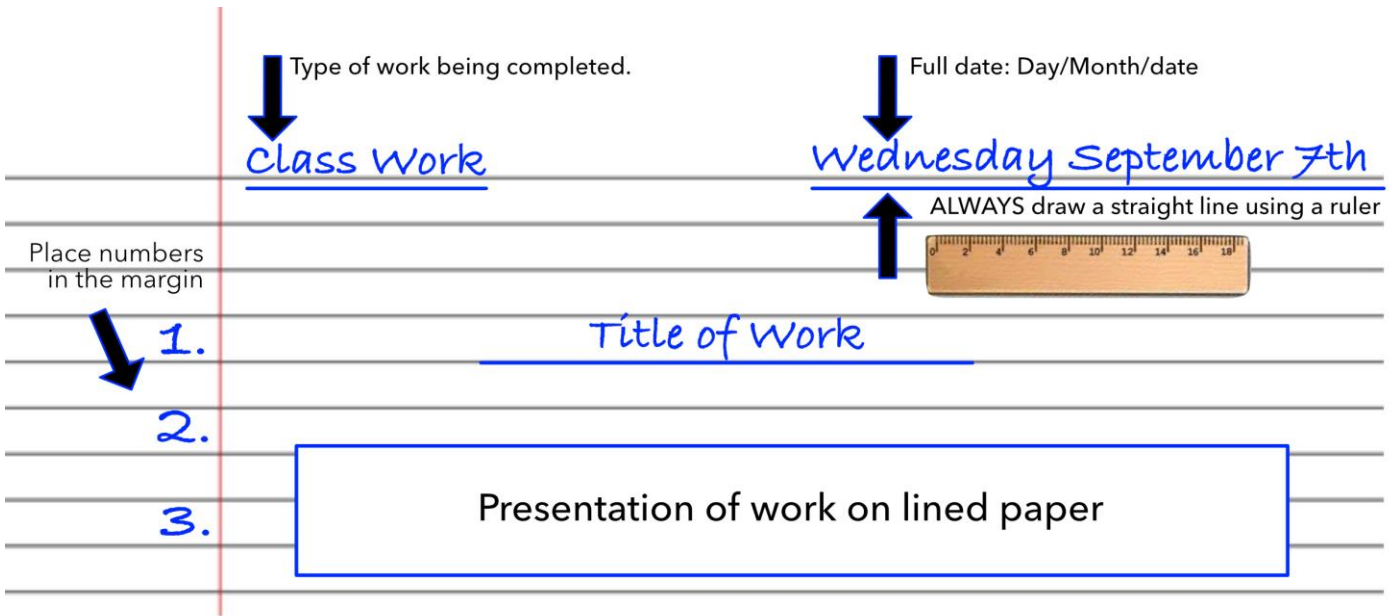
Sp	Spelling (write correct spelling x 3)
C	Capital letter
//	New paragraph required
^	Missing word
R	Repetition
T	Tense
?	Meaning not clear
<u>Underline</u>	Change word/phrase
P	Incorrect punctuation
←→	Link paragraphs
✓	Great word / sentence
SWO	Show working out

## 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 to ensure that every student knows the 'PRIDE' expectation – displayed on page 15 of this document:

- Write in black or blue pen, use a pencil to draw pictures or diagrams.
- Use a PURPLE pen to make improvements to your work.
- Every piece of work should have a date and title.
- Label each piece of work as 'Classwork' or 'Homework'.

- Use a ruler to underline all dates, titles and subheadings.
- All work should be kept graffiti free.
- Cross out any mistakes with a ruled line, do not use Tippex.
- Work completed on sheets or paper must be stuck into your book.
- Any work that is word-processed should include your name in the header/footer.
- Work in lined paper and square paper exercise books should be set out as outlined in the following diagrams.



# Homework Tasks

## Homework tasks are set to:

- encourage students to develop the skills needed for independent learning and take responsibility for their own learning
- strengthen students' retrieval skills
- 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
- prepare students for summative assessments

The type of homework tasks set may include online quizzes to test retention and understanding of key components, learning for short in-class quizzes or tests, research, additional reading, written tasks or revision for assessments/examinations. At the teacher's discretion, a progress check assessment could be set as a homework task.

## Allocation of Homework:

Completion of homework tasks is checked by teachers, however teachers are not expected to give written feedback on homework tasks unless it is a progress check assessment or the teacher feels that written feedback would be beneficial.

Homework tasks are set weekly or fortnightly depending on the key stage and subject. In Y7-9, English, Maths, Science, Modern Languages, and Humanities subjects will set one piece of homework per week (History, Geography, RE on rotation in Humanities). All other subjects will set one piece of homework per fortnight as per a rota determined by each individual academy. Each piece of KS3 homework should take approximately 20-30 minutes to complete.

In Y10 -11, all subjects will set one piece of homework per week, which should take approximately 40-60 minutes to complete.

## Monitoring of Homework

- Students submitting excellent examples of homework and/or demonstrating good effort should be rewarded with achievement points. **Praise postcards should also be issued where outstanding effort is seen.**
- Non-completion of homework must be recorded and challenged by the class teacher by entering an 'homework' in the comments box on SIMS. **A student should also then be given a faculty detention by the teacher for not completing the homework on time – if the student then completes the homework before the detention is scheduled, the detention 'can' be removed if the subject teacher is satisfied with the quality/standard of the homework. However, the homework log on SIMS remains.**
- The admin support team will send a text to parents/carers of students who fail to complete two or more pieces of homework in a week.
- Further contact will be made with parents/carers of students who fail to submit pieces of homework.

- If a student has failed to submit three or more pieces of homework in a subject within a monitoring cycle, they must not be awarded more than a '2' for their EL (Engagement in Learning) grade for that subject.

### **Responsibilities:**

- Role of the student – to ensure that homework is recorded and completed on time. To catch up on homework (and classwork) if they have been absent. To record in their journal when homework has been set but not completed.
- Role of the parent/carer – to check that their child is completing homework, offering support as appropriate.
- Role of the teacher – to ensure that homework is set weekly (or fortnightly for KS3 non-EBacc) and recorded in student journals. To record non-completion on SIMS. To ensure that the quality of homework is monitored through either written teacher feedback (in line with the marking and feedback agreement), peer/self-assessment or follow-up activities in a subsequent lesson.
- Role of the form tutor – to check that students are routinely recording homework in their journals and monitor students' recording of non-completion.
- Role of the HOF – to support staff with the setting and monitoring of homework. To regularly monitor its effect and impact.
- Role of Leadership Team – to support their link faculties in ensuring that homework is impacting positively on learning and intervention is planned for when it does not. To support the faculty in assessing impact and planning subsequent action. To provide areas where homework can be completed in school. To review and monitor homework across faculty areas, including the recording of homework through weekly journal checks.

**Homework will be regularly monitored as part of the SBA 'Monitoring and Evaluation' schedule.**

## Literacy Statement

At Shirebrook Academy, we believe that the teaching of Literacy is the responsibility of all staff working at the academy. We are all teachers of Literacy and have this at the forefront and heart of our teaching.

Raising aspirations and improving the literacy levels of all students is at the centre of the Academy's Mission Statement. We aim to provide all students with an effective and enjoyable literacy learning experience, ensuring that no student is left behind and that students have the competent literacy skills to help them succeed in life.

Shirebrook Academy follows a cross-curricular Literacy methodology which ensures that staff are unified in their approach in teaching the core literacy skills of Reading, Writing and Oracy (Speaking and Listening/spoken communication) both in their lessons and during tutor periods.

Students are given opportunities to develop their skills in Reading, Writing, and Oracy (Speaking and Listening/Spoken Communication) at every opportunity and where students are not on target for these areas, their needs are identified, and impact intervention put into place.

We offer calendared specialist weeks and celebratory events linked to national and international literacy events, and students are provided with a wide range of literacy experiences to enhance their cultural capital. This provides additional opportunities for all students to develop a passion for reading and literacy in general.

At Shirebrook Academy, we have a comprehensive programme of reading activities and resources to encourage, develop and build upon students' enthusiasm for reading. Shirebrook Academy learners are readers, and as a school, we aim to develop students' love of reading so that they leave Shirebrook Academy with an interest in reading that they continue into their future lives.

# Numeracy Statement

## Numeracy at Shirebrook Academy should:

- Underpin the curriculum in order to raise students' attainment
- Facilitate students' thinking and reasoning skills
- Form a planned and integrated part of all areas of the curriculum
- Be taught by all teachers

All teaching staff at Shirebrook Academy commit to using numeracy as a vital part of raising student attainment.

## To achieve our objectives, strategies to be used will include the following:

- Heads of faculty and other TLR post holders will plan and implement strategies to raise the profile of numeracy across the curriculum, address misconceptions and include more opportunities to practise and develop basic numeracy routines, including the use of times tables.
- Classrooms within the Maths faculty and, where appropriate, across the academy, will display key terminology, a summary of common calculations and agreed with academy-wide approaches to these.
- Multiplication tables and other useful facts will be included in the student journal.
- Individual students in Year 7 with specific numeracy needs will be supported through intervention through the Year 7 catch-up programme.
- Maths staff will teach a mastery programme of essential numeracy skills across all year groups to ensure fluency in preparation for external examinations.
- All teaching staff will support students' development in problem-solving activities and the development of reasoning skills.
- Students will be encouraged to solve basic arithmetic problems without the use of a calculator.



Shirebrook Academy

# Marking, Assessment & Feedback Agreement



## Our Rationale

- \* The key purpose of marking, assessment and feedback is to promote learning.
- \* Marking, assessment and feedback are used to provide information on student progress for a range of stakeholders, including the school (progress data), learners (feedback) and parents/carers.
- \* Marking should advance student progress and outcomes.
- \* Criteria for assessment are shared and understood by all involved.
- \* All marking should be formative and drive the mark-plan-teach cycle.
- \* Marking should motivate and build confidence in learning through praising effort and success.



## Teacher marking & feedback

- \* Teachers should mark in any colours other than blue, black and green - **Green is used to by students to up-skill and improve work**
- \* Written feedback for progress assessments (used to inform EL) and waymarker tasks is focused on student progress with Strengths (WWW) and Next Steps (EBI) identified.



## Frequency of feedback

Minimum expectations

- \* Written feedback for each progress assessment (used to inform EL) and between 1 and 3 waymarker tasks during each monitoring cycle.
- \* Number of waymarker tasks per cycle to be agreed within each faculty.
- \* There should be evidence of regular effective self and/or peer assessment.



## Improvement & feedback time

- \* Improvements by students should be in a green pen.
- \* Next steps should be linked to success criteria and curriculum goals provide students with clear guidance on how to improve their work.
- \* Sufficient time should be allocated in lessons for students to respond to the next steps (EBI).
- \* This should be planned for through modelling, WAGOLLS and adapted tasks, resources or activities.



## 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



Shirebrook Academy

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

## Shirebrook Learning Ready – QoE Strategies.

To secure a 'consistent' approach to classroom delivery and pedagogy, we have focused on seven key strategies this academic year to provide students with further clarity on learning experiences/expectations.

These seven strategies are outlined below:


1. **Meet & greet:** Students arrive on time and line up calmly, waiting to be allowed access to the classroom. The teacher politely greets students as they enter the classroom, and uniform issues are addressed before entry.
2. **Do Now Activity:** Once students enter the classroom, they immediately engage in a challenging Do Now task. The task focuses on prior learning, which involves retrieving information from previous lessons, topics or years from memory. Students must work with resilience and independence on this opening task.
3. **Modelling:** I do: Teacher models their own thinking whilst explaining the task. Students listen attentively. Their hands are empty and they track the teacher.  
We do: Teacher models a further example. Students engage actively in cold call questioning to illustrate that they have understood the task, steps and explicit instructions of the teacher.  
You do (Resilience Zone): Time limit set by the teacher. Students work independently and are fully engaged on the task. They use resilience when they encounter difficulties.
4. **Questioning:** 'Cold Calling' is the first priority technique for questioning. Students listen carefully to the teacher's questions and respond when called upon (no hands up). Students don't shout out answers. They allow other students to participate, think and form an answer. All students listen to others' responses as they may be called upon to expand or develop an answer.
5. **Live Marking & navigating the Room:** Teachers are expected to 'navigate the room' in order to assist/support students during independent learning phases. Teachers should also challenge any poor behaviour or off-task disruption.
6. **ERIC:** Relevant ERIC logo(s) must be displayed in every lesson when and where appropriate to the learning/activity. The relevant ERIC strategy is referred to explicitly by the teacher, students are taught how to use it and then apply it independently to support their reading.
7. **End & Send:** The classroom is tidied, and students stand behind desks in silence. Students are ready to have their learning checked before they exit, e.g., by answering retrieval questions (cold call), or submitting an exit ticket upon leaving the classroom. Teachers dismiss students on time in an orderly fashion (row by row), checking that students' uniforms are correct when they exit.

A brief outline of what is expected from students can be seen on the following page:








Non-negotiable	Students must...	Respect and Good Manners
<b>Meet and greet</b>	...arrive on time and line up calmly. ...say 'Good morning / afternoon' to the teacher. ...correct any uniform issues if asked to do so.	
<b>Do Now task</b>	...be ready with their pen and all other required equipment. ...engage with the Do Now task immediately. ...work independently and answer from memory.	
<b>Modelling (I do – We do – You do)</b>	...empty their hands and track the teacher (I do). ...listen actively and respond to questions (We do). ...work independently and with resilience (You do).	
<b>Cold call</b>	...listen actively and track the teacher. ...be ready to offer an answer to questions. ...listen to other students' responses.	
<b>ERIC</b>	...take note of the ERIC logos and use the strategies when completing the reading task.	
<b>Live marking / navigate the room</b>	...respond to teacher feedback by making immediate improvements to their work.	
<b>End and send</b>	...tidy away equipment and stand behind desks in silence. ...be ready to respond to learning check tasks. ...leave the room in an orderly fashion with uniform correct.	

# Our QoE Priorities 2024-2025

## Shirebrook Learning Ready



Students must

- 
**Meet & Greet**
  - ...arrive on time and line up calmly.
  - ...say 'Good morning/afternoon' to the teacher.
  - ...correct any uniform issues if asked to do so.
- 
**Do Now Activity**
  - ...be ready with their pen and all other required equipment.
  - ...engage with the Do Now task immediately.
  - ...work independently and answer from memory.
- 
**Modelling**
  - ...empty their hands and track the teacher (I do).
  - ...listen actively and respond to questions (We do).
  - ...work independently and with resilience (You do).
- 
**Cold Call**
  - ...listen actively and track the teacher.
  - ...be ready to offer an answer to questions.
  - ...listen to other students' responses.
- 
**ERIC**
  - ...take note of the ERIC logos and use the strategies when completing the reading task.
- 
**Navigate the Room**
  - ...respond to teacher feedback by making immediate improvements to their work.
- 
**End & Send**
  - ...tidy away equipment and stand behind desks in silence.
  - ...be ready to respond to learning check tasks.
  - ...leave the room in an orderly fashion with uniform correct.

## Mission Statement & Ethos



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.

### **MISSION STATEMENT – Shirebrook Academy**

## our **Ethos** and **Values**

- 1** We always allow ourselves and others to learn.
- 2** We show respect towards everyone and our academy rules.
- 3** We value everybody's contribution in our academy.
- 4** We keep everyone safe.



# Learning & Teaching Agreement



## 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 & 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 & 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 mobiles phones



## LEARNING & TEACHING

- Always allow ourselves and others to learn.
- Be active in our learning
- 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 /writing strategies instructed by your teachers
- Speak like an expert using tier 2 & 3 vocabulary
- Always have a reading book in your bag and aim to read every day

## ABC

## HOMEWORK

- Use your journal & google classroom
- Complete homework set
- Meet deadlines
- Ask for help

