



Culture at Sandhill View

Ready for School



What? Our shared and consistent routine for entering the building at the start of the day, after break and after lunch.

Why? To ensure students enter the building in a calm, safe and sensible way that is conducive to learning.



1 Meet & Greet

Staff are ready to meet and greet students on the yard no later than 8.25am, 11.00am and 1.35am. They wait in the yard while the HOY whistles for students to line up.



2 Single File Every Time

Students line up calmly and sensibly with their class. The class teacher ensures students are in line, in single file, behaving sensibly, supported by HOY and SLT link.



3 Ready & Respectful

Staff walk up and down the line, greeting all students - 'Good morning Tom', dealing quietly with any issues, including uniform. Students respond in the same **respectful** way.



4 "Facing Forward Eyes on Me"

HOY ensures students are tracking her/him while they relay any notices. They do not speak until every student is tracking them with their eyes.



5 "Thank You. We Are Ready for School"

HOY thanks students who are getting it right. Students enter the building calmly and quietly, in single file. They remove outdoor coats before they enter. HOY and SLT link check for any uniform issues.



Ready



Respectful



Safe



Kind

Calm Corridors



What? How we move around the school.

Why? Every moment matters and our corridor expectations and consistent routines ensure that no time is wasted whilst ensuring students are safe.



1 Stop & Drop!

At lesson changeover, all staff stop, drop what they are doing and prioritise being on the corridor to ensure a smooth and timely lesson changeover.



2 Swift & Sensible

All staff encourage students to walk in a swift, sensible and **safe** fashion, in single file to their next lesson.



3 Check & Challenge

All staff are vigilant and alert, quietly checking for, and challenging any uniform issues, poor behaviour, silliness, whilst ensuring students are continually moving forward to their next lesson.



4 Meet & Greet

Teaching staff are at their classroom doors ready to welcome students. They use formal language – “Good morning Sarah / Good afternoon John” – as they enter the classroom and expect students to respond in the same **respectful** way – “Good morning Sir.”



5 Clear Corridors

Only when corridors are clear, do staff return to their rooms. Lesson changeover should take no longer than five minutes.



Ready



Respectful



Safe



Kind

Smooth Starts



What? All of the key components involved in the routine at the start of every lesson at SHV.

Why? To ensure that all students are clear about our consistent, high expectations for focus and purpose at the beginning of each lesson **and to set the tone for learning so that every moment matters.**



1 Meet & Greet

Teaching staff are at their classroom doors ready to welcome students. They use formal language – “Good morning Sarah / Good afternoon John” – as they enter the classroom and expect students to respond in the same respectful way – “Good morning Sir”. Students enter the classroom quietly, calmly and in single file and collect books/equipment.



2 Connect

Connect is already displayed on the board and this is completed on mini-whiteboards in silence.



3 Check & Challenge

Before taking the register, staff check that all students are on task. They challenge any lack of focus and praise students who are getting it right.



4 Take Register

Take the register within the first five minutes of the lesson. Staff use “Good morning/afternoon name” and students respond with “Good morning/afternoon Miss/Sir”.



5 START

Teacher uses START to secure student attention before addressing student responses from the Connect.



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Calm Exits



What? Our shared end of the lesson routine: **1.** Clear away equipment/books quietly. **2.** Stand behind chairs quietly. **3.** Wait to be dismissed a row/table at a time.

Why? All lessons should be brought to a timely and calm end that is consistent across the academy. This ensures that students get to their next lesson swiftly and sensibly so that every moment matters.



1 Consolidate

After consolidating the learning from the lesson, staff prepare students using 'hands up' or '5-4-3-2-1' to ensure students have time to close conversations/finish writing answers.



2 START

Staff use START to ensure student focus before issuing instructions for the calm exit.



3 Exit routine 1

Ensure students 'clean down' or pack all equipment away calmly and quietly. This may be different depending on teachers preferred routine but it should be consistent and result in a tidy classroom.
- For example, "When I say go, pass your books to the end of the row...go".



4 Exit routine 2

'Please stand behind chairs quietly' or similar, depending on nature of subject.



5 Exit routine 3

All teachers ensure there is silence before dismissing students a row/table at a time. Thank students who are getting it right and challenge students where necessary. Students should leave the room calmly and in single file.



Ready



Respectful



Safe



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Ready to Learn (START)



What? Our shared and consistent routine for student learning.

Why? To secure all student attention before any teacher instruction / content.



1 Prepare Students

Use 'hands up' or '5-4-3-2-1' to ensure students have time to close conversations/finish writing.



2 Sitting Straight Hands Empty

Staff ensure there is no slouching and students are facing forward. All equipment should be on the desk. Hands should be free so that students are not distracted.



3 Track Me With Your Eyes

Staff ensure all students are tracking the speaker and paying attention.



4 Actively Listening

Staff ensure that students are not only using their eyes but using ears to show that they are engaged.



5 Thank You. We Are Ready To Learn

Thank students who are getting it right. Do not begin instruction until all students are ready to learn. Ensure the focus remains throughout teacher instruction.



Ready



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Checking for Understanding



What? The THREE strategies we consistently use to check for student understanding.

Why? By using a variety of strategies consistently, students understand there is no opting out; every student has to think, to engage and to show that they have understood at various points throughout the lesson.



Ready



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3-2-1 White Boards



What? All students are provided with MWB equipment in every lesson. “3-2-1 Whiteboards” is the routine used during teacher questioning.

Why? To ensure all students are thinking and participating and to ensure staff can assess the learning of all. MWB also allow staff to identify and address misconceptions quickly and effectively.



1 Equipment Ready

MWB, pen and cloth/rubber should be on every desk, every lesson. They may be on the desk at all times or collected from the front of the room as the lesson starts. This ensures no time is wasted getting equipment out.



2 Pose. Answer. Hover.

Pose the question, giving adequate thinking time. Repeat the question to ensure clarity and success. Students answer the question within an appropriate time frame. They hover the board face down to show they are ready and await teacher instruction. Writing should be big and clear.



3 “3-2-1 Whiteboards”

This countdown instructs students to hold their boards at chest level, just under their chin, at the same time.



4 Scan & Assess

Scan to room for the correct answers and patterns. Appear to read all student responses. Use praise and check for understanding.



5 Sample Student Responses

Now decide what to do with the data. This could include cold calling to probe and deepen understanding. Students could mark their responses against a success criteria. Identify and address misconceptions. Perhaps use a visualiser to draw out misconceptions or to share best practice.

Cold Calling



What? How we question students to check for understanding.

Why? It ensures that every student is focused and listening as we pose the question before picking the student to answer. It means the teacher controls the discussion and prevents the same students from answering the questions.



1 Ask the Question

Teacher insists on '**no hands up**'. Teacher asks the question...pauses... THEN selects a student to respond. The name or the student goes **AFTER** the question to ensure all students are engaged.



2 Give Thinking Time

Teacher gives 10 seconds/30 seconds thinking time, if appropriate. The question is repeated and/or on the board to ensure success. Teacher may narrate expectations: *"In your answer, I expect to hear two ideas". "I will ask three students for ideas".*



3 Select a Student to Respond

Teacher targets students to check for understanding. This is deliberate and no randomisers should be used. It should be 'low threat' – *"What are you thinking, John?"*



4 Respond to the Answers

Be positive and praise any successes before attempting to deepen understanding through further questioning or addressing misconceptions. If they are unsure, give them further thinking time but ensure they are aware you will come back to them – there is no opting out.



5 Select Another Student & Respond Again

Teacher targets another student for another idea. Promote the use of Ask. Build. Challenge (ABCQ). *"Yosan, would you like to build on, or challenge Daniella's point?"*



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Think-Pair-Share



What? Our structured talk routine.

Why? Structured talk is paramount to allowing all students to rehearse answers, translate thoughts and practice oracy in the classroom. It enables them to learn through talk and prepares them for formal speaking in the wider world.



1 Silent & Solo

Teacher poses the question and allows adequate thinking time (10 seconds/30 seconds). The question is repeated or on the board to ensure success. Teacher narrates expectations: *"In your answer, I expect to hear three ideas"*.



2 Turn & Talk

Teacher poses the question again. They may assign numbers/roles and talk may be in pairs or 'trio talk'.

For example, *"Number 1s are closest to the door. Number 2s are by the window"*. Teacher checks for understanding.



3 Explicit Instruction

Front load expectations. Ensure you know what you want each person in the pair to do during turn and talk. *"When I say go, number 1s you are going to... numbers 2s you are going to... you have (give timeframe)"*. Check for understanding. Appropriate sentence stems and vocabulary are on the board to aid discussion.



4 Actively Monitor

Teacher circulates during Turn and Talk to ensure that students are on task and to check for any misconceptions or good ideas to spotlight during the sharing.



5 Cold Call

START to get student focus. Cold call student responses. For example. *'Molly, I loved what you and Jamie were discussing. Could you summarise this for the class please?'*



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Literacy Fundamentals



What? Our whole school, consistent approach to teaching literacy.

Why? To ensure no student leaves Sandhill View Academy with a reading age below their chronological age, and that literacy is never a barrier to achievement.



1 Check & Change!

All students write in sentences which contain a capital letter, a full stop and one coherent point. This is the basic expectation and is constantly reinforced in every lesson across the school.



2 Read with a Ruler

When reading an extended piece of text, all students follow with a ruler. This ensures we reduce extraneous load by blocking out surrounding text and highlighting only one line at a time.



3 Explicit Vocabulary Instruction

Tier 2 and tier 3 vocabulary is explicitly taught in all subjects using Frayer and/or PUSH.



4 Marking for High Frequency Errors

Staff and students regularly mark for high frequency errors in red pen using standardised marking codes. These include: SP – spelling error, CP – Capital letter error, P – Punctuation error, GR – grammatical error.



5 Oracy

Students speak in full sentences, using standard English. This is insisted upon in every time, in every lesson.



Ready



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I Say, You Say



What? Our shared strategy for deliberate vocabulary development

Why? It ensures not only that new vocabulary is explicitly taught and used in writing, but that students can articulate these words and use them correctly in context. It builds confidence through whole class choral response.



1 Select the Key Words Thoughtfully

These should be Tier 2 or Tier 3 words, perhaps with tricky pronunciation. Consider whether it is best to use PUSH or Frayer as your teaching strategy.



2 Make the Word Visible, Where Possible

Show the word on the board or using the visualiser. Before showing the definition and examples, check for understanding. Do any of the students know what the word means already? Can they work it out through knowledge of the root word, the prefix or suffix?



3 'I Say, You Say'

Teacher: "*I say photosynthesis, you say photosynthesis. Photosynthesis.*" Whole class: "*Photosynthesis*". If necessary, break down the word into sounds and blend them together. Cold call to check for understanding.



4 Use the Words in Context

Practise using the word verbally and in writing. If teaching the word using Frayer, ensure students consider synonyms, antonyms and full sentence examples.



5 Retrieval Practice

There must be constant word based retrieval practice or the word will be forgotten. Build this into Connect and Consolidation. Ensure this is planned for as part of your spiral curriculum.



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Safe



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SHV Fundamentals



What?	Examples	When?
 Entry Routines	▶ Greet students at the door in a positive and formal manner. ▶ Books ready for students to collect ▶ Register taken within the first five minutes as students complete the Connect. ▶ Full date and title underlined following PROUD policy	Beginning of Lesson
 Connect	▶ Based upon knowledge retrieval (short and long term) and completed on a MWB. ▶ Whole class feedback taken to address misconceptions and inform planning	Beginning of Lesson
 Learning Objectives Shared	▶ Know More: Today's lesson content ▶ Do More: Based upon subject disciplinary knowledge ▶ Go Further: Based upon Skills Builder	Beginning of Lesson
 Content	▶ New knowledge building upon prior learning using a range of teaching and learning strategies referenced in this document	During Lesson
 Modelling	▶ Demonstrating new knowledge or skill. ▶ I Do, We Do, You Do/ WAGOLLS ▶ Use of visualiser (where appropriate)	Where Appropriate During Lesson
 Concentration	▶ Based upon new knowledge (Know More) and disciplinary knowledge (Do More) to demonstrate learning and progress ▶ Activity appropriate to end-points with challenge and scaffolding as support where appropriate should promote independent practice	Where Appropriate During Lesson
 Literacy	▶ Students read with a ruler (where appropriate) ▶ Use of Smart Reading and Smart Writing to support learning. ▶ Frayer and Push models for ambitious vocabulary ▶ Opportunities for oracy including Think, Pair, Share.	Throughout Lesson Where Appropriate

SHV Fundamentals



What?	Examples	When?
 Adaptive Teaching	▶ Adapt lesson plan to suit end points and respond to misconceptions and student response as they occur	Throughout Lesson
 Misconceptions	▶ Mini Whiteboards ▶ Connect activities ▶ Whole Class Feedback ▶ Questioning ▶ Circulating class ▶ Hinge questions / Checkpoint using mini whiteboards	Throughout Lesson
 Feedback	▶ Live feedback ▶ Connect ▶ Self and peer assessment opportunities ▶ Exit tickets ▶ Whole class feedback ▶ Individualised written feedback in line with department policy ▶ Student responses to all feedback in green pen	Throughout Lesson
 Consolidate	▶ Progress Check ▶ Exit Ticket ▶ Used to inform planning	Where appropriate. Often at end of lesson
 Exit Routines	▶ Collect books and equipment ▶ Tidy classroom ▶ Dismiss at door	End of Lesson
 Ready, Respectful, Safe & Kind: Positive Relationships	▶ Verbal positivity to students ▶ Use of Class Charts to praise ▶ Encouragement	Throughout Lesson
 Ready, Respectful, Safe & Kind: Behaviour Strategies	▶ Calm and supportive ▶ START ▶ Seating Plans ▶ Class Charts	Throughout Lesson Where Appropriate