



## Classroom expectations

*These expectations focus on how we establish consistent expectations in the classroom, with the aim of embedding and maintaining high standards*

- **Meet & Greet**

- We expect all class teachers to meet students at the door. To greet them in a positive friendly manner and monitor their uniform and punctuality. The same procedures should be used in the prompt dismissal of a class.
- Staff are expected to model and mirror the same high standards of professionalism in terms of punctuality and dress. This also includes the use of mobile phones in public areas of the school, and staff should follow guidance on this (eg safeguarding issues such as not using a private phone for school business).
- Students are expected to be stood behind their chairs and their equipment ready on their desks so as to ensure an orderly start to the lesson. Staff should check equipment as this is an expectation of all students.

- **Visible seating plan**

- We expect all staff to have seating plans clearly visible for all lessons on the classroom walls.
- Plans must take into account pairings based on ability and achievement as well as behaviour and gender. This should be referred to on the context sheet for each class.
- Staff copies of seating plans (attached to context sheet and stored in the Staff Planner), should include student targets and current achievement).

- **A Positive learning environment**

- It is expected that Learning environments are well-ordered & conducive to learning, including up to date displays of student work, relevant grade / level explanations, key words & AfL strategies.
- Students are expected to take responsibility for their learning and to be prepared to work hard in all lessons.
- Hard work will be driven through a combination of high support and high challenge. The use of the 6 Key ingredients for Teaching and Learning will enable this. This should be planned for based on the abilities of the students in the class.

- **Learning Objectives**

- Objectives, Outcomes & success criteria must be displayed & / or referred to throughout each lesson, either on ppts or white boards, and noted in the Staff Planner.
- Outcomes must have level/grade targets suitable for the ability of each group being taught & promoting at least expected progress.

- **Knowing the students**

- It is expected that each lesson will have evidence of differentiation and personalisation for the variety of learners in the class, and this should be based on an accurate context sheet for each group including EAL and SEND students.

- Where appropriate, an additional adult is planned for and works with the teacher to support student progress.
- **Teaching**
  - As educational professionals, it is expected that all staff should act professionally as role models, with their planning, subject knowledge and lesson delivery.
  - It is expected that each lesson will follow a cycle of **Input-Activity-Review**, including Hook, Big Picture and Consolidation. The 6 Key Ingredients for Westfield lessons are explained further in the Teaching and Learning Expectations section.
  - The Staff Planner is to be used to show evidence of planning, preparation and marking. This will include the cycle of Input-Activity-Review, and seating plans and context sheets. The Planner will be a ring-binder to facilitate this.
  - Lessons should be integrated within a scheme of work.
  - Activities are engaging and challenging, with teacher as facilitator and students as independent and creative learners.
- **Questioning**
  - Staff are expected to use a variety of strategies to consistently question the understanding of students, including random questions, open and closed and Pose, Pause, Pounce, Bounce questioning. Hands up should be avoided for assessment and review questioning.
- **Presentation**
  - It is expected that students work should follow presentation expectations and guidelines, and must be monitored and encouraged so that students take a pride in their work.
- **Marking and assessment**
  - Student work must be marked according to the school policy, with supportive feedback to allow for student progress and dialogue.
  - It is expected that supportive Homework tasks are set consistently and with a learning focus. They should be promptly marked to support learning and good classroom relationships.
- **Behaviour management**
  - All classrooms must display C1, C2 and Positive laminates (including student names where appropriate) and the shadow timetable.
  - All staff are expected to consistently apply the Behaviour management systems with the aim of impeccable behaviour.
- **Rewards and Praise**
  - It is expected that Positive behaviour management is utilised throughout the lesson, and rewards recorded by the classteacher.
  - Praise is an effective teacher tool and as far as possible should be used in a ratio of 4:1.