John Spence Community High School

Behaviour for Learning Policy

Delegated to	Student Welfare Committee
Last reviewed	July 2024
To be reviewed	July 2025

Behaviour for Learning Policy

Our curriculum is sequenced so that all students are able to reach certain points in each of their subjects at the end of each stage of the subject curriculum plan. In order for students to meet these points they will need to adopt positive attitudes and be given opportunities to develop behaviours that enable them to engage proactively in their learning.

This policy aims to provide an overarching strategy so that these behaviours are the norm for students at John Spence, regardless of need. It is expected that staff adhere to the policy and implement strategies, both organisational and pedagogical that promote positive attitudes to learning.

Necessary adaptations

Reasonable adjustments must be made to support students with special needs and for those disadvantaged students where progression through a curriculum may be affected by their circumstances.

What does good behaviour for learning look like?

Skilled	Positive contribution	Read aloud on request	Listen carefully
	Answer questions	Provide answers in full sentences	**High standards of presentation**
Resilient	Fully engaging	Actively thinking and participating	Give everything a go
	Not being afraid of failure or taking risks	**Independence with Homework/Revision**	**Writing in depth**
Considerate	Focused	Complete work on time	Punctuality
	Responding well to challenge	Role model for others	Positive body language

Organisational Approaches

> **Expectations**
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> **Corridor management** (standing at door) – ensure students move around the school in a manner that means they are ready for learning when they enter a classroom.
>
> **Classroom management** – do not remain behind the teacher desk and move around to promote positive behaviours from students and exploit formative assessment opportunities.

Presentation of Work - Is monitored and addressed throughout every lesson in line with the expectations for students listed below.

Feedback – Apply the school's assessment policy so that all students regularly receive feedback to inform their progression through the curriculum.

Rewards – Fully apply the school's reward policy through ClassCharts using Tiers 1, 2 and 3 rewards in every lesson to recognise positive attitudes to learning.

Recommendations

Grouping strategies – Flexible groupings (using ClassCharts) informed by learning intentions. Avoid grouping for behaviour conduct, but instead try to create groups where students who exhibit positive attitudes can be role models to others. This is particularly helpful in supporting students with SEN and those from disadvantaged backgrounds.

Pedagogical Approaches

Expectations

Learning intentions - Lessons must be planned with a clear learning intention aligned to the curriculum plan. These intentions should be reviewed throughout and following the lesson to establish next steps.

Identifying gaps and misconceptions - Utlise a range of formative assessment strategies, including retrieval, to make a judgement about students' understanding and what needs addressing.

Adaptive practice - Utilising ClassCharts, student profiles should inform strategies in the planning and implementation of lessons; adaptive practice is essential.

Reading – all students to read, either to themselves or out loud, or be read to, a disciplinary text containing ambitious vocabulary every lesson; Reciprocal Reading approaches utilised.

Extended writing - Books should reflect a blend of knowledge rich content and substantive application. Opportunities must be planned to allow students to write independently and at length.

Targeted questioning – hands up should not be the default and ideally questioning should be targeted to promote engagement as well as assess understanding.

Embedding knowledge - Retrieval is used as the primary strategy to enable students to commit learning to long term memory. Explicit teaching of revision techniques.

Modelling – modelling examples provides students with confidence that they are able to access the task.

Recommendations

Metacognition – a proven strategy that allows students to reflect on their learning, thereby creating improved levels of independence and resilience.

Use of technology – there are a wealth of resources that aid accessibility to the curriculum and these are highly beneficial for homework in particular.

Pace – can, will and should vary.

Expectations of students

The school's Behaviour Policy means that low level disruption should not impact learning in the classroom meaning that all students can focus on their learning in a calm environment. Students should:

- Complete tasks to the best of their ability with high standards of presentation:
  o Legible handwriting in pen
  o No doodling or graffiti
  o Work is dated
  o Titles are underlined
  o Diagrams are drawn in pencil
- Listen carefully and ask questions to secure and deepen understanding.
- Read clearly and audibly when asked.
- Complete homework on time and to the best of their ability.
- Revise for all assessments in their own time.