



LAWN MANOR
ACADEMY

Inspiring and creating futures for all

C L A S S R O O M R O U T I N E S

Lawn Manor Academy fosters a culture where pupils are ready to learn and where the highest expectations for learning and academic achievement are maintained and demanded from, with and by teachers, learners, leaders and all staff across the school. These expectations have four simple pillars in the form of classroom routines to ensure that basic standards are being adhered to around the school. Excellence in routines and learning behaviours will be recognised through I LEARN house points.

T H R E S H O L D

Why

Meeting students at the door provides one of the most important moments for building positive culture. It offers an opportunity to build a personal, positive connection with pupils through a brief individual check in. First impressions matter: getting culture right and maintaining it become easier through habit and this will reduce opportunities for off task and poor behaviours at the start and end of lessons.

How

Teachers will meet students at the door, who will line up in the direction of the threshold arrow. Some classes will need to go in directly: this has been included on the Threshold cards and teachers will make their own in class routines in these cases. Pupils will be welcomed into the class to begin their Do Now task. Pupils will stand behind their desks before dismissal at the end of the lesson and leave in an organised and orderly fashion to go to their next lesson.

What

Pupils arrive and line up calmly before being welcomed into the classroom. Latecomers wait outside for the teacher with their conduct card. Pupils are allowed to retry poorly executed routines at the start and end of lessons by Doing It Again. Middle and Senior leaders ensure high standards through visibility and support. Pupils leave in an orderly and punctual fashion with time to reach their next lesson.

D O N O W

Why

Do Now is part of making a Strong Start to the lesson. Having an academic task ready for the learners as they pass the Threshold to your classroom is something that will ensure an industrious start. It will maximise the time available and allow time for I ACT or reviews of prior learning. There is also room for Review Now too, where appropriate, to build in opportunities to check for understanding right at the start of the lesson

How

Tasks will be set out on desks, at a collection point or on the board - again habit forming here has been shown to save time and build stronger routines. Teachers should position themselves at the Threshold so that they can monitor classroom entry and Door to Do now so that opportunities to reset behaviours and expectations through Do It Again are easily achieved (e.g. sending a pupil to the back of the line to try again and be welcomed in once more).

What

Pupils move from the door to their desks quickly and quietly, settling straight into the task in silence unless otherwise directed by the teacher. Pupils going straight into a classroom have routines managed appropriately by the teacher. Pencil cases are put onto the desks and other equipment is then handed out as per individual teacher routines. Pupils not meeting LMA expectations will Do It Again - with positive reinforcement as routine.

S L A N T

Sit up / Listen / Ask and answer questions / Nod your head / Track the speaker

Why

SLANT represents the permission for all learners to follow simple in class behaviours and expectations. Building SLANT into lessons will promote both excellent learning behaviours, high expectations and the opportunity to begin building the soft skills necessary for future life. It is by making things like responsive listening, eye-contact, inquiry and attentive posturing explicit in classroom situations that they become habit and part of pupils' positive behavioural lexicon.

How

SLANT posters will form part of the Lawn Manor Academy classroom display at the front of every classroom. Once introduced formally, or reintroduced at the start of the year or when taking on a new class, an individual teacher's non-verbal cues can be built up as part of referring to the expectations. SLANT can become part of the language of the classroom as a noun ("Where is my SLANT?") or verb (Don't forget to SLANT!).

What

Pupils experience SLANT right from the Threshold with teachers using positive reinforcement to ensure 100% compliance - for example with phrases like "Turn and track please" or "Track me" . All pupils know the language and respond readily to positive corrections of in class behaviours. Good learning behaviours are recognised by teachers and celebrated. Do It Again is used to ensure positive correction.

D O I T A G A I N

Why

Do It Again is at the heart of making a culture where things can always be better. Through positive framing, pupils can have one more practice when they are not quite up to scratch. It is a simple intervention that requires no follow-up or form filling, yet can yield a high impact in terms of outcomes and compliance. It offers a short solid feedback loop which will help to cement excellence into everyday practice and help turn procedure into routine.

How

Routines and processes will take time, practice and commitment to embed. Teachers will be vigilant about creating a culture of 100% compliance and where this is not the case pupils will be quickly and routinely encouraged to retry and improve their behaviours and routines. Teachers will see the gaps, name the problems and pupils will do it again so that they can experience success: through careful modelling and explanation and with praise and encouragement

What

Pupils fine tune their familiarity with high expectations across all classroom routines through the repetitive modelling and practice of Do It Again. Realtime feedback is part of normal practice - focussing on I LEARN values. Routines are improved over the year through commitment of pupils, teachers and leaders. Pupils see the value of and feel the positive nature of Do It Again, so it remains effective.