



LAWN MANOR  
ACADEMY

Inspiring and creating futures for all

## The Lawn Manor Way

In order to succeed at Lawn Manor Academy

# P U P I L

### 1. Politeness

I always have a bright face on at school and I always answer a teacher when spoken to. I say please, thank you, Sir and Miss.

### 2. Uniform

I wear my uniform with pride: my shirt is tucked in and my tie is done up to my top button and I wear the correct shoes.

### 3. Punctuality

I am on time for all lessons and I move across the site with purpose. I arrive on time in the mornings and ready to learn.

### 4. Instructions

I will follow all instructions on the first request within 10 seconds of asking. I do not react badly to correction

### 5. Locality

I care for the environment by putting litter in the bins and encouraging others to do the same. I look after all equipment.

## The Lawn Manor Learner

# I L E A R N

### Independence

"We are fearless, independent and Original"

### Literacy

"A child who reads will be an adult who thinks"

### Equipment

"You have to be there at the right time and to be equipped"

### Attitude

"Life is 10% of what happens to you and 90% how you react"

### Resilience

"Believe and act as if it were impossible to fail"

### Numeracy

"Number rules the Universe"

## The Lawn Manor Lesson

# F I R E D U P

### Feedback

- Teacher and peer feedback based on timely assessment are offered verbally and in writing to ensure progress.
- There is clear evidence of IACT and verbal feedback enabling learners to progress and develop through peer and teacher led activities. Feedback drives independent improvements from pupils and enables learners to progress.

### Independence

- Independent work is planned for and failure is embraced as a tool for improvement.
- Independent learning is an expected part of the culture and pupils work effectively using peers and other resources at their disposal as a matter of course. Pupils seek out challenge on their own in order to improve and reach their best.

### Routines

- Classroom routines, expectations and rewards are applied consistently 100% of the time.
- High expectations in place and maintained through effective use of BfL system and strategies. Students feel safe and fully accustomed to the routines of the classroom, at the start, at the end and in their learning time. I LEARN behaviours consistently praised and recognised.

### Engagement

- Students are engaged with the teacher, one another and their learning.
- Pupils are enthused by the task and are encouraged to practice in order to reach mastery. Pupils thrive on the challenge of the work and are constantly driven to strive for better outcomes by their teacher—all of us get what we expect i.e. what we permit we promote!

### Differentiation

- Planning, assessment and resources offer a path to accurate support and challenge enabling all learners to progress. Learners embrace the challenges they are set and there is no chance to opt out of learning in lessons
- Teachers are ambitious for all pupils and they are all challenged and support from the pupil profiles is clearly in evidence allowing rapid progress for all.

### Understanding

- Questioning is used effectively by the teacher and by students to assess, stimulate stretch and challenge.
- Questioning is targeted and challenges all learners and allows the teacher to develop and evaluate ideas. Rigorous checking for pupil understanding in evidence. Assessment is used to check for understanding showing the pupils and the teacher how to progress.

### Purpose

- Purpose, pace and challenge are rooted in the teacher's planning and this is tangible in student outcomes.
- Learning episodes are clearly and logically positioned within a clearly sequenced SoL. Explanations and modelling of tasks are detailed, explicit and also logically sequenced to enable learning to move forwards. Assessment is used to gauge what is learned.

### Sit up

### Listen

### Ask and answer questions

### Nod your head

### Track the speaker