



PREDICTABILITY & ADAPTIVE TEACHING DESTINATION: Where we want to be



PREDICTABILITY & ACCOUNTABILITY



- Consequences are predictable & understood by all stakeholders
- Students respond to instructions first time every time
- Incorrect behaviour corrected immediately, via repeat or reset
- SEND students have tailored strategies for reflection & accountability

STRENGTHENING RELATIONSHIPS REINTEGRATION & SUPPORT

- All students are supported to re-engage successfully with learning
- Students build positive personal narratives
- Expectations, routines & consequences are explicitly taught & practiced
- Staff proactively support students to meet expectation, recognising individual needs and
- Staff share codified strategies and a common language
- Clear roles in reintegration spaces (Bridge, LD, Maple)
- Emotion coaching & restorative practices embedded in all staff practice
- Clear process for responding to recording and tracking peer on peer

HOME LEARNING & COMMUNICATION

- All students access home learning and seek support confidently
- Data monitored to support students not accessing or undertaking home learning
- Mobile phone policy is clear, consistent and understood by all
- Expectations codified; attention to detail matters
- Praise and merits awarded freely

- Strategic deployment of [TA's](#) to maximise impact
- Consistent expectations and routines maintained during cover lessons
- Data for cover lessons



CORE CLASSROOM ROUTINES

- **I say, you say.** Consistent use of call and response to reinforce key learning
- **SLANT.** Students consistently demonstrate focus and attention (Sit up, Listen, Ask/Answer, Never interrupt, Track)
- **Turn & Talk.** Structured peer discussion embedded in lessons
- **Green/Red Cards.** Visual system of quick checks and feedback
- **SHAPE.** Students practise articulating their thinking clearly and in full sentences.
- **MWBs.** All student response systems used routinely

Daily Routines & Readiness

- Well established routines maximise lesson time and support high-quality learning
- Staff share codified strategies and language
- Staff respond dynamically to support learning of students in all lessons
- Students have all equipment and are ready to learn within 90 seconds
- Movement between lessons is calm, controlled and purposeful

EFFECTIVE USE OF STAFF & RESOURCES

TEACHER & STUDENT COGNITIVE SPACE



INCLUSIVE & ADAPTIVE TEACHING

- Teaching is inclusive; SEND and underserved students remain in class
- Learning is checked frequently; adaptations are agile and responsive
- Adaptive scaffolding aligned with EEF 5-a-day model

KNOWING OUR STUDENTS

- Classroom strategies rooted in deep knowledge of students' strength, needs background and relationships resulting in inclusive learning environments.

ENGAGEMENT & FOCUS

- Students are consistently engaged and
- actively participate in learning, participation ratio is 100%
- Every student is in the classroom experiencing high quality teaching

- Teachers focus on learning, not behaviour management
- Students experience consistent expectations across all classrooms

READING & LITERACY

- Every student, especially struggling readers, confidently accesses & understands the full curriculum through research-informed reading practices
- **RATW** Routine: Read, Annotate, Talk, Write. Embedded across all classrooms
- **MAPS:** Model, Actively discuss, Practice, See in Context
- Discipline-specific reading strategies are integrated into subjects
- Comprehension, vocabulary and written responses evident across subjects



Warlingham School
& Sixth Form College



Wide Horizons
High Aspirations



A behaviour culture that
enables outstanding learning



A classroom environment
that facilitates this for all