

Thank you

Spring Challenges

- Build on positive culture
- Behaviour – corridors and classrooms – increase learning, and enjoyment of learning, for all
- Attendance
- Curriculum – challenge
- Curriculum – support and interventions
- Parental engagement

Calm Corridors

Why?

- Improve corridor experience – 15% of student time
- Reduce disruption in corridors
- Reduce disruption in classrooms (hand in hand with CC)

How?

- Simple approach ‘ready, respectful, safe’
- Shared language
- Every interaction is a positive intervention
- Movement passes – reissued/rebranded
- Toilet expectations
-]More lunchtime spaces (over time)

Calm Corridors	
Ready	<ul style="list-style-type: none"> • Right place, right time, right thing • Ready to learn - pencil cases, books, equipment • Dressed for the occasion – uniform/PE/dance kit • Mobile phones and headphones off and away all day
Respectful	<ul style="list-style-type: none"> • Follow adult instructions first time, every time • Positive interactions • Respectful language and volume • Care for our environment • Use toilet facilities appropriately, at the right time
Safe	<ul style="list-style-type: none"> • Follow one-way systems during transitions • Use correct entrances and exits • Walk with pace and purpose • Hands to ourselves • Report concerns or issues to an adult • Right place, right time, right thing
<p>Feeling anxious or unsafe? Speak to your House team, any adult or email: worried@theferrers.org</p>	

Consistent Classrooms

Why?

- Reduce disruption in classrooms (hand in hand with CC) – 85% of student time
- Safe and secure learning environment – predictability
- Accelerate students' learning and progress through expectation & challenge

How?

- Simple approach: 'The Ferrers Five' ('Threshold' is start and end! 😊)
- Minimal change to established practice
- Shared language
- **Central focus of lesson on Modelling/Practice/Feedback**
- Complemented by CC - Adaptations

Consistent Classrooms – The Ferrers Five

Beginning	Threshold <ul style="list-style-type: none"> • Meet and greet warmly • Scan the classroom/"Calm Corridors' reminders • Ready to learn – pencil cases, books, equipment • Narrate the positive
	Do Now <ul style="list-style-type: none"> • Learning intentions are clear and shared • Engage students immediately • Low stakes retrieval or prerequisite knowledge • Whole class checks for understanding – questioning, MWBs, no opt out etc.
Middle	Instructional Countdown <ul style="list-style-type: none"> • Explain to students that you are starting your countdown and what you expect by 0 – one voice/track the speaker and learning material • 3, 2, 1 voice • Give instructions/positive reinforcement between each step
	I – We - You <ul style="list-style-type: none"> • I Do - Explain new information • We Do - Model and work through examples • You Do - Independent practice – scaffold to ensure that every student is supported/challenged to achieve excellence
	Feedback & Recognition <ul style="list-style-type: none"> • 'Be seen looking' • Whole class checks for understanding – questioning, MWBs, no opt out etc. • Purposeful circulation to check engagement/standards of work • Live feedback • Showcase excellence • Feed forward
End	Threshold <ul style="list-style-type: none"> • Ready to leave – pack up, chairs under, silent dismissal • Check the learning environment is clean and tidy • Commend and send

Adaptations

Why?

- Simplified approach
- Transparency with parents and students

How?

- Effective lesson planning
- Planning adaptations through curriculum design
- 'In the moment' tweaks

Consistent Classrooms - Adaptations

Before the lesson

- Review barriers to learning
- Create supportive seating plans
- Communicate any significant changes

Prepare:

- Handouts with key information
- Checklists/success criteria
- Resources for scaffolding: sentence starters, writing frames etc.
- Share any electronic resources as required
- PPTs with dark coloured text on a light (not white) background
- Plan opportunities for movement as required

During the lesson

- Meet and greet warmly
- Follow the expectations of 'Consistent Classrooms – The Ferrers Five'
- Keep predictable routines
- Permit fidget toy/doodle book if aiding concentration/learning
- Repeat instructions, one step at a time
- Present/explain new material in small steps (chunking)
- Use visual aids (pictures, diagrams, objects)
- Use scaffolding to support/challenge
- Provide extra time for tasks as required
- Recognise opportunities for movement as required
- Carefully consider questioning techniques
- Purposeful circulation throughout the lesson to 'check in'
- Showcase excellence
- Narrate the positive
- If behaviour management strategies are exhausted, implement the behaviour policy (WMR) as required

After the lesson

- Commend and send
- Recognise and praise achievement and effort
- Consider future adaptations
- Communicate with home/key staff as required

Student Voice

- Corridors are generally calmer and less noisy, particularly during lesson changeovers.
- Classroom routines and behaviour systems are helping lessons stay focused and organised.
- Gets quieter quicker
- Calm spaces are highly valued and support student wellbeing.
- The one-way system has reduced congestion in some areas and is easy to follow and generally positive.
- Additional seating and social spaces have reduced crowding and improved social interaction.
- Canteen much quicker and feels safer
- Lunchtime with the Hall is better
- WMR - language is used consistently
- Feel listened to and valued
- Pencil cases - understand the reasons behind it most people on board
- Lessons starting in a more purposeful way - Do now is strong in most lessons
- Improved behaviour in corridors.
- Students feel safer due to reduced congestion in the corridors
- Corridors are less crowded, and some teachers are out of the class to support this

Student Voice

- More praise and recognition when students follow expectations.
- Greater consistency across all staff, including substitutes.
- Review and improvement of toilet cleaning and changing room arrangements to better support inclusion and wellbeing.
- Continued access to calm spaces for students who feel overwhelmed.
- Sitting in corridors - can be crowded - can the hall be open at break too?
- Possibly standing only space in the hall at break - is this a possibility?
- Policies are mostly clear, but one or two additional assemblies could reinforce key expectations.
- Increase the visibility of the policies by sharing them weekly in tutor-time notices.
- Display policy reminders on classroom walls.
- Students prefer the 3 2 1 countdown on its own. Replace the “3-2-1 voice” with a simple, informal verbal cue or warning.
- Consider a system where students can be moved briefly to another classroom (“time out”) before re-entering.

Uniform Review

OPTION A



OPTION B



Uniform Review

Summer Uniform

