

# Celebrating our stars in Maths!



This week it's Laney B, Lillia-Mae B, Amelia B, Katie T, Lucy G, Milana M, Alfie M, Isabel A, Cerys S, Max W, Lucy J, Kara H, Edward B, Ruby D, Kaida B, Sophie O, Zach J, Pierre W, Krisztian M, Freddie K,



# Thank you

# Autumn Wins

- Over 110k achievement points this half term
- Increased clarity of what/if for students
- Regular monitoring of behaviour and recognition
- Emergence of student and staff voice
- Stability in staffing
- Improving communication
- Establishing more positive culture

Positive : Negative  
Behaviour Events  
Ratio (YTD)

9.9:1

Trust Positive :  
Negative Behaviour  
Events Ratio (YTD)

7.6:1

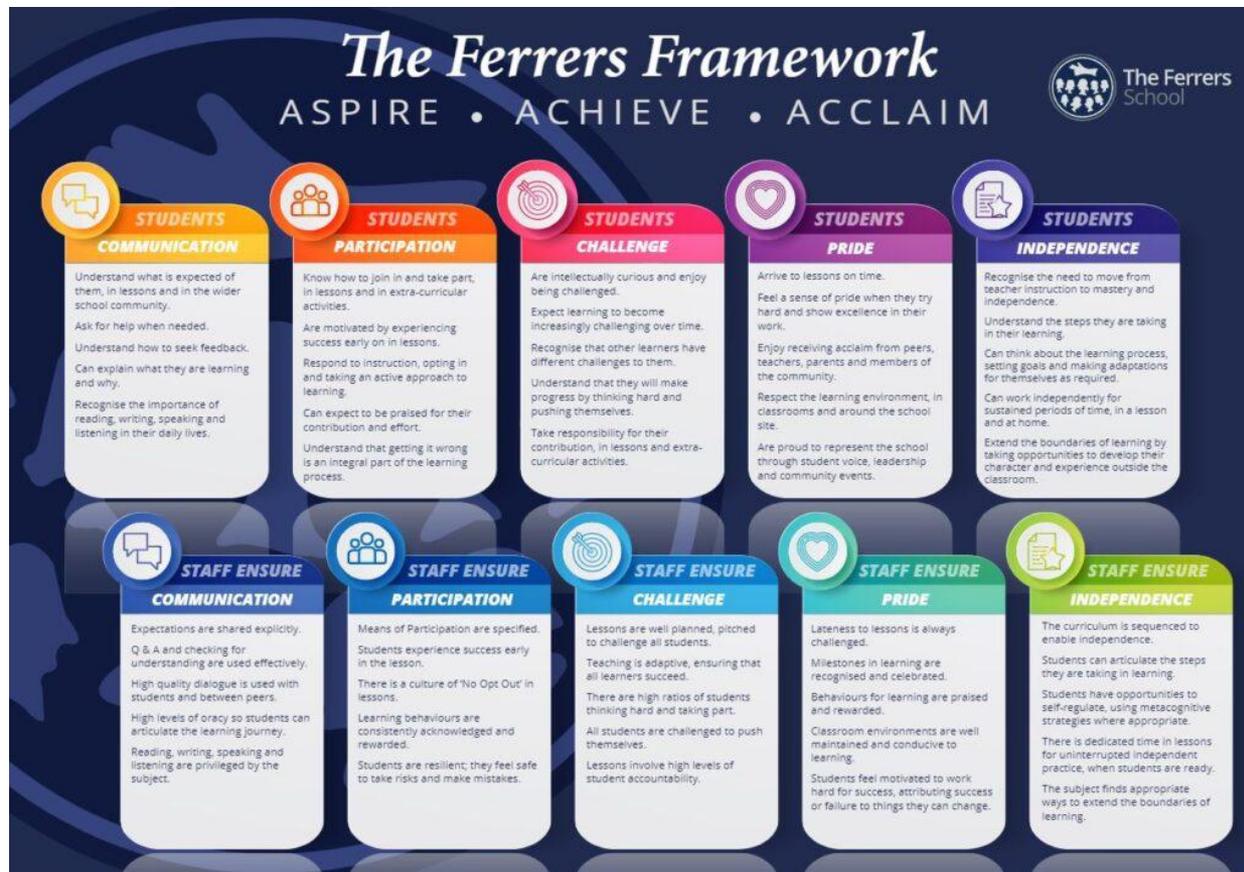
Student Survey	March 2025 %	October 2025 %
I enjoy school all/most/some of the time	83	84
I feel safe when I am at school all/most of the time	65	97
There is an adult at school I can talk to if something is worrying me	60	86
Number of responses	390	304

# 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

# A Classroom Anecdote

# The Ferrers Framework



# 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	
<b>Ready</b>	<ul style="list-style-type: none"> <li>• <b>Right place, right time, right thing</b></li> <li>• <b>Ready to learn - pencil cases, books, equipment</b></li> <li>• Dressed for the occasion – uniform/PE/dance kit</li> <li>• Mobile phones and headphones off and away all day</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Follow adult instructions <b>first time, every time</b></li> <li>• Positive interactions</li> <li>• Respectful language and volume</li> <li>• Care for our environment</li> <li>• <b>Use toilet facilities appropriately, at the right time</b></li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• <b>Follow one-way systems</b> during transitions</li> <li>• Use correct entrances and exits</li> <li>• Walk with pace and purpose</li> <li>• <b>Hands to ourselves</b></li> <li>• Report concerns or issues to an adult</li> <li>• <b>Right place, right time, right thing</b></li> </ul>
<p><b>Feeling anxious or unsafe?</b>  <b>Speak to your House team, any adult or email:</b>  <a href="mailto:worried@theferrers.org">worried@theferrers.org</a></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	<b>Threshold</b> <ul style="list-style-type: none"> <li>• Meet and greet warmly</li> <li>• Scan the classroom/"Calm Corridors' reminders</li> <li>• Ready to learn – pencil cases, books, equipment</li> <li>• <b>Narrate the positive</b></li> </ul>
	<b>Do Now</b> <ul style="list-style-type: none"> <li>• Learning intentions are clear and shared</li> <li>• Engage students immediately</li> <li>• Low stakes retrieval or prerequisite knowledge</li> <li>• Whole class checks for understanding – questioning, MWBs, no opt out etc.</li> </ul>
Middle	<b>Instructional Countdown</b> <ul style="list-style-type: none"> <li>• Explain to students that you are starting your countdown and what you expect by 0 – one voice/track the speaker and learning material</li> <li>• 3, 2, 1 voice</li> <li>• Give instructions/positive reinforcement between each step</li> </ul>
	<b>I – We - You</b> <ul style="list-style-type: none"> <li>• <b>I Do</b> - Explain new information</li> <li>• <b>We Do</b> - Model and work through examples</li> <li>• <b>You Do</b> - Independent practice – scaffold to ensure that every student is supported/challenged to achieve excellence</li> </ul>
	<b>Feedback &amp; Recognition</b> <ul style="list-style-type: none"> <li>• 'Be seen looking'</li> <li>• Whole class checks for understanding – questioning, MWBs, no opt out etc.</li> <li>• Purposeful circulation to check engagement/standards of work</li> <li>• Live feedback</li> <li>• Showcase excellence</li> <li>• Feed forward</li> </ul>
End	<b>Threshold</b> <ul style="list-style-type: none"> <li>• Ready to leave – pack up, chairs under, silent dismissal</li> <li>• Check the learning environment is clean and tidy</li> <li>• Commend and send</li> </ul>

# 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

# Questions