

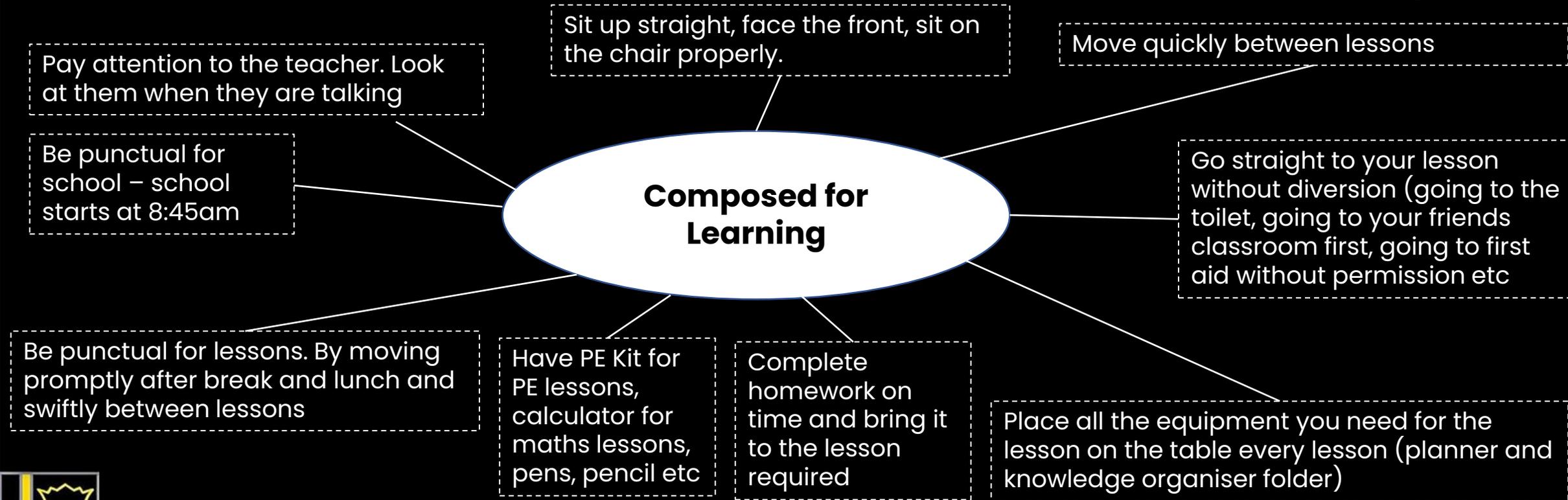
Welcome Back



At  
Christ the King  
School

# Composed for Learning

On your sheet, use the mind map to write down as many aspects that make up the school expectation about being composed for learning



**C**omposed for learning



**A**spiration



**R**espect all in the room



**E**ngage in learning



# Task

In pairs, discuss what choices you would make before discussing as a form the correct response to the scenarios below.

## Composed For Learning

Be Punctual –  
Arrive on time



Move between  
lessons quickly  
& quietly



Be Prepared –  
Correct  
Equipment,  
homework,  
uniform



Pay Attention to  
the Teacher



Have a Positive  
Posture – Sit up  
straight



## Scenario Discussion

1. Your Period 2 lesson is in e10. You spend your breaktime near Regis. What prompts you to move, is it the bell, the whistle, a member of staff, or do you wait for your friends?
2. Your friends lesson is in e9, do you go straight to your lesson or do you walk with them to their lesson? Do you go to the toilet on the way?
3. The teacher has started the lesson and the class are in silence doing retrieval – what do you do? What should happen?
4. The teacher questions you regarding your lateness – what do you do?



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## Scenario Discussion

1. Your Period 2 lesson is in E10. You spend your breaktime near Regis. What prompts you to move, is it the bell, the whistle, a member of staff, or do you wait for your friends?

***In order to be 'on time' for your lesson you need to start moving before the bell rings. The whistle is blown 2 minutes before the end of break time and the bell rings 2 minutes before the end of lunchtime. This allows you time to get to your classroom, wherever it is in school in time for the lesson. Waiting for your friends may make you late!***



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## Scenario Discussion

2. Your friends lesson is in E9, do you go straight to your lesson or do you walk with them to their lesson? Do you go to the toilet on the way?

***You should ALWAYS go directly to your next lesson. You should take the quickest, most direct route to your lesson. You should not go to the toilet on the way to a lesson, instead you should prioritise this at break and lunchtime.***



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## Scenario Discussion

3. You arrive late and the teacher has started the lesson and the class are in silence doing retrieval – what do you do? What should happen?

***You should avoid disturbing the lesson and should get on with the task.***

***The teacher should issue you with a –CARE point***



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## Scenario Discussion

4. The teacher questions you regarding your lateness – what do you do?

*You should apologise for your lateness and provide an explanation.*



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# Respect all in the room

Speak and behave in a respectful manner to all adults and each other



Follow Instructions without question or answering back



Not interrupt others in the class



Lead/join in with class prayer



## Discussion

➤ How do you use **RESPECTFUL** communication to show respect to all in our communication?

## Scenario

You have been given a reminder in a lesson. How do you respond positively to this?

***Take responsibility for what the teacher has observed and change behaviour to avoid further need for reminder and removal from lesson. Don't argue with the member of staff as this will lead to further issues***



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### SCENARIO

You don't respond to the reminder in a positive way and are removed from the lesson after a continued conduct that doesn't show your teacher you CARE. How should you respond?

***As the authority in the room, the teacher's observation is final. Pick up your belongings and leave without causing further disruption. In your detention at lunchtime you should listen to what the member of staff says and reflect on how you can change your behaviour to avoid this happening again.***



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## SCENARIO

You are invited to discuss your views on aspects of school life with a member of the governing body. They ask you a question. How should you respond?

*Look at the adult and speak clearly so that can hear you clearly. This is an important communication skill that prepares you for life outside of school.*



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# Respect all in the room

Speak and behave in a respectful manner to all adults and each other



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Lead/join in with class prayer



## SCENARIO

You are in a House Act of Worship and the prayer on screen is for everyone to join in with. How should you respond?

***Joining in with prayer – don't be passive and mumble. Prayers and reflections are opportunities for us to come together as a community and offer our intentions related to the weekly theme. If you are asked to join in, join in.***



**C**omposed for learning



**A**spiration



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# Task

Answer the questions in your booklet and then discuss as a class.

## Aspiration

Show an outstanding Attitude to Learning



Act upon advice given by adults



Seek opportunities to improve



Show a positive attitude towards progress and achievement



1. What is the key word used to describe each ATL criteria?

***Outstanding – Good – Inconsistent – Cause for Concern***

2. What is the difference between each ATL criteria? You can use your planner to help you.



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# Aspiration

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Show a positive attitude towards progress and achievement



2. You have just been given your ATL report and have been given a 3 for aspiration, what are your next steps, what do you do next?

***Look at the areas where you are achieving a better grade for aspiration. Consider what the difference is in that subject to the ones where you are satisfactory. Set yourself a target to improve an area of weaknesses for each subject***



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3. How do they respond to feedback to whole class feedback?

***Whole class feedback – look at your work, identify areas where the feedback is relevant to you, make the appropriate improvements***



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**E**ngage in learning



# Aspiration

Show an outstanding Attitude to Learning



Act upon advice given by adults



Seek opportunities to improve



Show a positive attitude towards progress and achievement



4. What do you do in lesson to respond to your feedback?

***Use the feedback to guide your next steps in learning. Make improvements and use this approach next time***



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## Engage in Learning

Complete independent learning tasks on time



Complete independent learning tasks to the best of their ability



Not distract others



Always try their best



### Scenario Discussion

It is Friday night. You have English, Maths and Science homework due on Monday, however you are busy with plans over the weekend. You have swimming, football, going out with friends.

- How do you plan your time so you meet your deadline?

***Consider the free time you have and ensure that the homework is completed in good time to ask for help if you need it***



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## Engage in Learning

Complete independent learning tasks on time



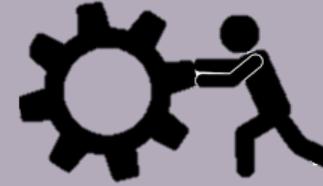
Complete independent learning tasks to the best of their ability



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### Scenario Discussion

In your lesson, you have been given a task that you do not understand. Who do you ask for help and why?

***Ask the teacher as they are the specialist. If you ask your friend you teacher may think you are talking and issue a reminder/trigger a removal***



**C**omposed for learning



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## Engage in Learning

Complete independent learning tasks on time



Complete independent learning tasks to the best of their ability



Not distract others



Always try their best



### Scenario Discussion

You have been given an example of some work to guide you as you complete a task. Does your teacher expect you to complete it to the same standard.

***Your teachers expect YOU to complete work to the best of YOUR INDIVIDUAL ability.***



**C**omposed for learning



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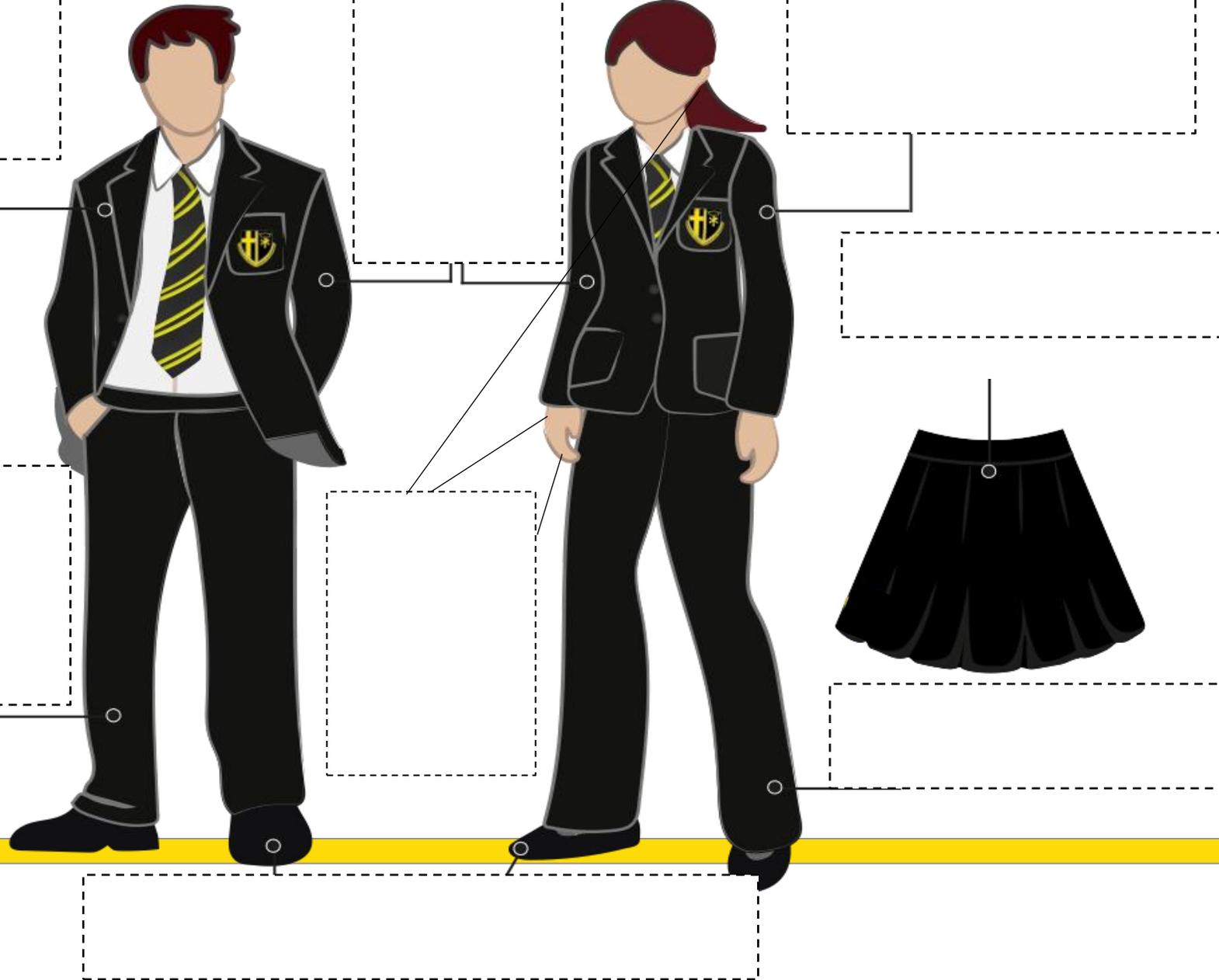
**E**ngage in learning



# Uniform

Label your diagrams

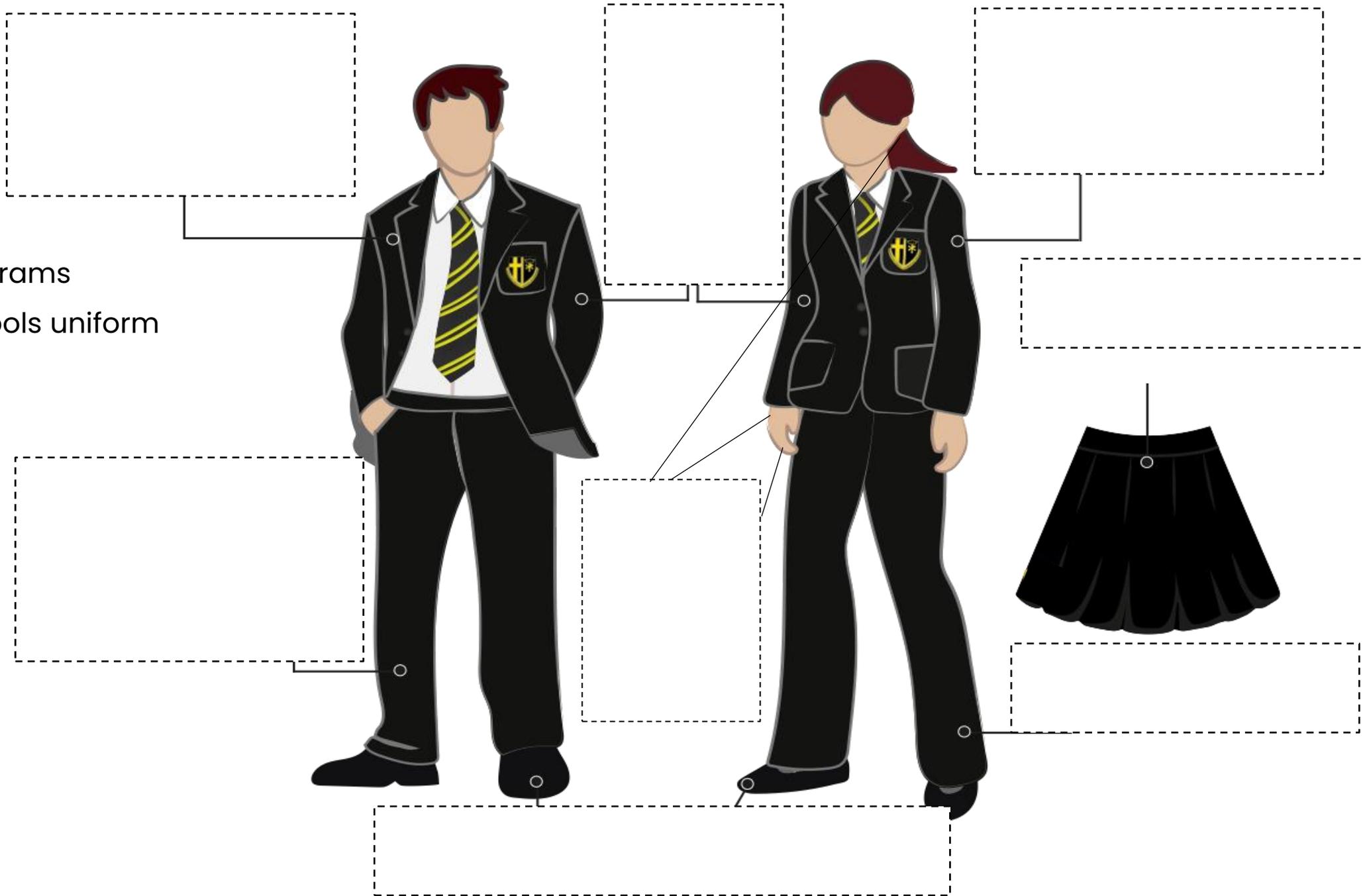
1. With the uniform issues we experience in school
2. With the schools uniform expectations



# Uniform

Label your diagrams

2. With the schools uniform expectations



# Uniform

Shirts untucked  
Top buttons undone  
Ties not worn (taken by someone else)

Blazers in bag/not worn  
Jumpers on instead of blazers

House badges not on blazer  
Hair clips on the lapel of blazer

Label your diagrams

1. With the uniform issues we experience in school
2. With the schools uniform expectations

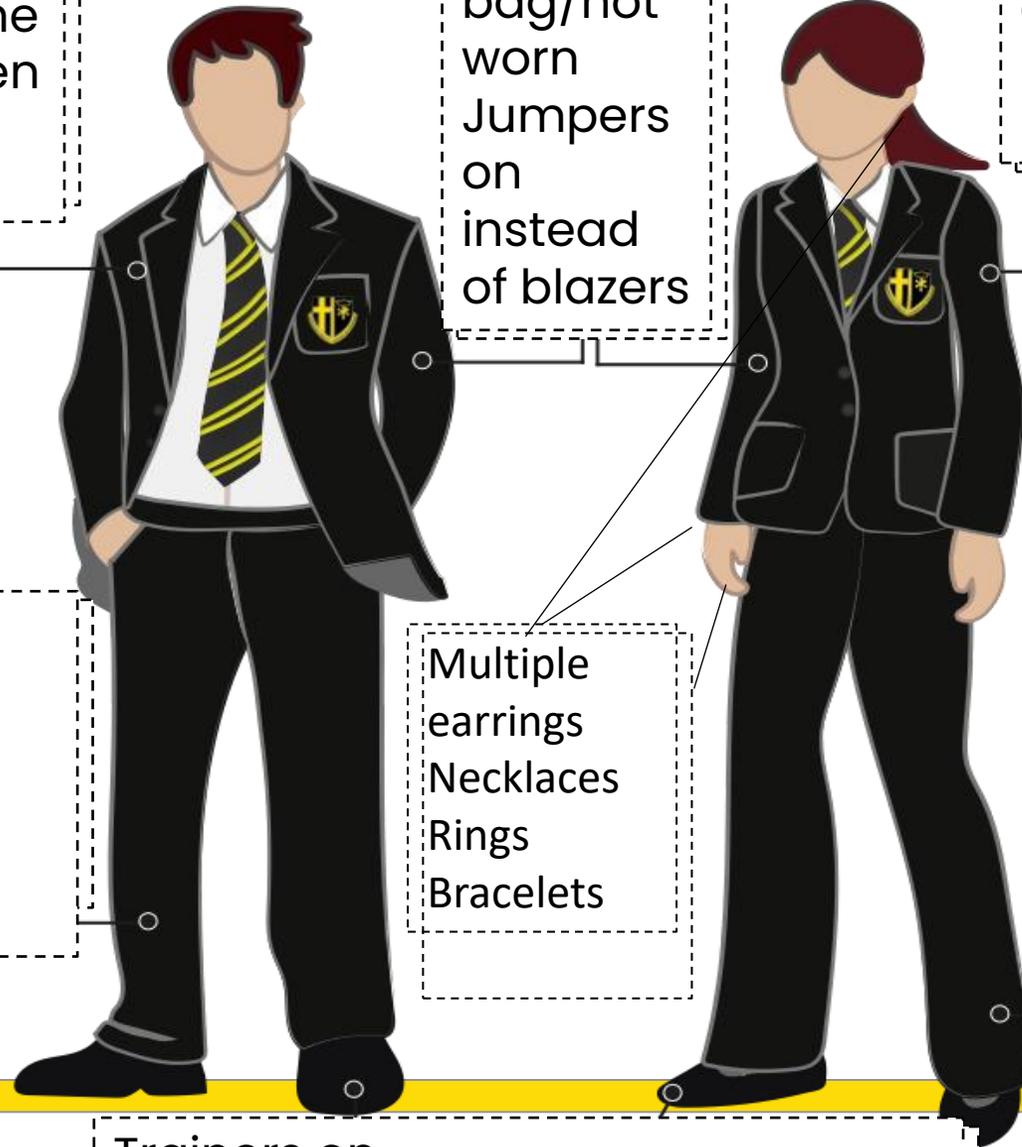
Trousers not worn around the waist with underwear showing  
Grey trousers

Multiple earrings  
Necklaces  
Rings  
Bracelets

Skirts rolled up



Trousers not straight leg (fitted and/or stretchy)



Trainers on  
Boots on  
White socks (over tights)



# Uniform

Shirts tucked in  
Top buttons done up  
Clip on ties worn

Blazers on  
Jumpers worn  
under  
blazer

House badges on  
blazer

Label your diagrams

1. With the uniform issues we experience in school
2. With the schools uniform expectations

Trousers worn  
around the waist  
Black trousers

1 pair of  
earrings  
per lobe  
**NO**  
Necklaces  
Rings  
Bracelets

Pleated skirts



Straight leg trousers  
only

Black leather (not canvas) shoes  
No boots (boots for winter only)  
No white socks



## To and from school – Travel

You are stood up upstairs on the school bus in your uniform

You observe a year 10 boy being unkind to a new year 7

Somebody throws something that hits you

➤ What do you do?

### **Year 7 – 9**

Everyone should be seated on the buses (particularly upstairs)

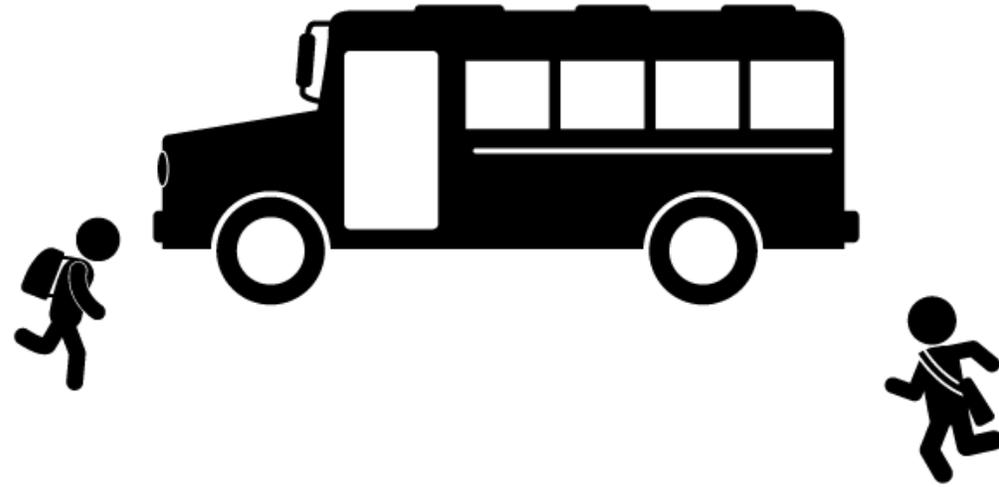
Remember – You are representing the school as in uniform

Report it to someone at school (either in person or using the STOP bullying email address)

### **KS4 Response**

As Year 7-9

Intervene if you feel confident and all of above



### **What will school do?**

Inform parents

Letter to parents warning that you will lose the right to travel on the school bus

Sanction in school

Bus ban

