



2025-2026

RMA

Codification of expectations Subject Summary

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Functional Skills English

1. What are the key routines within your lessons?

- Entry task – dictionary skills Y10 then as students settle and improve skills dictionary skills and retrieval of key skills
- Let the teacher know if a task has been completed
- Cold calling/hands up depending on purpose of question
- Think aloud, modelling, shared reading and writing
- I do, we do, you do

2. What are Rushey Rewards given out for?

- Kindness – supporting peers, collecting and giving out equipment without direction
- Work hard – applying all skills/all skills to the best of a student's ability
- Extended responses to questions

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Blue/black pen
- Green marking pen
- Highlighter

Students will be loaned in the first instance, C1 if repetitive behaviour. I haven't had to go beyond this but I would issued repeated C1s

4. What are the Homework expectations & how are consequences issued before homework report?

- Spellings are to be learnt in a fortnightly block. The pass mark is 6.
- The pass mark can be adjusted or spellings adjusted based on need
- Expectation to practice for Speaking and listening exams EL2to L1

5. What are your general thresholds for issuing consequences?

- 1 warning of a C1 will be issued
- Follow school policy

6. In – faculty removal rota (can attach separately)

- Student would be asked to work in break out area of classroom, door open and I supervise

Media

1. What are the key routines within your lessons?

- Do now task to be completed in books entry.
- In instances where writing is to be completed in exercise books, the date and title should be written as instructed by the teacher. (Underlined)
- Rule off from previous work and maintain neat standards.
- Graffiti is not acceptable.
- Exercise books and booklets should be kept in the blue box at the back of the class.

2. What are Rushey Rewards given out for?

- Handing out resources.
- Articulating detailed answers verbally.
- Going above and beyond in homework.
- Kindness.
- Thoughtful and well considered contributions.
- Acting on feedback.
- Making links and connections between prior learning.
- Using appropriate subject terminology and sophisticated vocabulary.
- Giving media recommendation to the class.
- Producing creative work inspired by classroom learning.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pen.
- Mini whiteboard/pen/rubber.
- Coursework and coursework equipment (when appropriate).
- C1 given for no equipment – after a first chance.
- For exercise books and resources, consequences will increase through the C1/C2/C3.

4. What are the Homework expectations & how are consequences issued before homework report?

- Compulsory homework set via satchel one and educake platform.
- C1 for not completing on time.
- Homework report policy followed.

5. What are your general thresholds for issuing consequences?

- Defacing books.
- Verbal warning usually issued prior to consequences being added.
- Graffiti in exercise books.
- Disruptive behaviour.
- Refusal to follow instructions.
- Persistent lack of effort.
- Not being Rushey SMART.
- Lack of care with media equipment.
- Misuse of IT equipment,

1. What are the key routines within your lessons?

- Do now task to be completed on mini whiteboards upon entry.
- If the do now task has an extension, write the full date and title in exercise books and complete neatly.
- In instances where writing is to be completed in exercise books, the date and title should be written as instructed by the teacher. (Underlined)
- Rule off from previous work and maintain neat standards.
- Graffiti is not acceptable.
- Exercise books and booklets should be kept in plastic folders provided by the English team. It is a student's responsibility to look after these and be responsible.

2. What are Rushey Rewards given out for?

- Handing out set texts.
- Articulating detailed answers verbally.
- Educake homework- top 5 score and or 100% (best attempt).
- Kindness.
- Thoughtful and well considered contributions.
- Acting on feedback.
- Making links and connections between prior learning.
- Using appropriate subject terminology and sophisticated vocabulary.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

Students are expected to have:

- Pen.
- Folder with exercise book and booklet.
- Reading book (KS3).
- Set texts for KS4.
- Mini whiteboard/pen/rubber.

C1 given for no equipment. Teacher will happily provide but needs to be returned.

For exercise books and resources, consequences will increase through the C1/C2/C3.

4. What are the Homework expectations & how are consequences issued before homework report?

- Compulsory homework set via satchel one and educake platform.
- C1 for not completing on time.
- Appropriate percentage dictated by teacher as 'pass mark threshold' - (dependent on ability of group). If not met or reached, consequence issued.

- Homework report policy is followed.

5. What are your general thresholds for issuing consequences?

- Defacing copies of texts.
- Verbal warning usually issued prior to consequences being added.
- Graffiti in exercise books.
- Disruptive behaviour.
- Refusal to follow instructions.
- Persistent lack of effort.
- Not being Rushey SMART.

Science

1. What are the key routines within your lessons?

- Students not meeting the behaviour expectations or routines can expect a consequence.

Before Lesson

- Students line up quietly single file, or if teacher is present enter the room.
- uniform must be correct, ties, top button, blazer, shirts tucked in
- Students must put coats and bags safely away so that they will not get damaged or be a trip hazard in a practical.
- Students get out their booklets, stationery and whiteboard packs.
- Students sit according to seating plans only
- All students to complete the entrance/starter activity. Students must not start on work from the next lesson. Students can look through the lesson facts and complete work from previous lessons if they are finished.
- Students answer the register clearly and respectfully at the start of the lesson using titles.
- Students to use a green pen for correcting their work or making improvements.
- Teacher to advise students to bring their revision guide.

During the Lesson

- Students are expected to listen, answer questions when asked (no opt out), listen to the teacher and each other.
- Mini-whiteboard routine:
 - Students not turning around to look at other students' answers,
 - Students to hover their boards before showing their answers,
- No hands up.
- Pens down whilst the teacher is talking: listening
- Write facts/underline key words /highlighting of notes when the teacher instructs.

During the Lesson

- Sit up straight, no heads on desk.
- Students to complete the 'You do' questions in silence unless the teacher says otherwise.

Practicals

- Students to take off their goggles ONLY when the teacher takes off their goggles: if the teacher is wearing goggles so should everyone else.
- Return all apparatus and chemicals as instructed by the teacher
- Students put coats, bags and water bottles away during practicals. Work area is tidy before the start of the practical.
- Follow safety instructions at all times
- During the practical all students must wear goggles. Students to tuck in headscarves and ties. Long hair is tied back.
- Students to not touch apparatus or chemicals until instructed: stand with arms folded if you are not able to prevent yourself from touching the apparatus.

End of lesson - Exit routine

- Only pack away when instructed.
- Quickly and quietly and to stand behind chairs with correct uniform, coats and bags on.
- Put away their booklets and any equipment.
- Borrowed equipment is used respectfully and returned in condition loaned.
- Leave only when dismissed

2. What are Rushey Rewards given out for?

- Homework score is above a certain % (teacher discretion)
- A really good high-quality verbal or written answer.
- High level of effort.
- High vocab use of scientific words e.g.
- Answering a 5/6 mark question well.
- Exceptional answer.
- Peer teaching – contribution to class.
- Making links with other topic areas.
- Supporting others (kindness)
- Being a student monitor.
- Helping others with work

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pen, Green Pen, Ruler, Pencil, Rubber, Calculator
- Mini white board, pen and rubber
- Their topic booklet.
- If students have forgotten their Mini Whiteboard equipment or their topic booklet; they will get a C1, a C2 on the second occasion, a C3 on the third and then a C3 every time after that. This renews every half term.

4. What are the Homework expectations & how are consequences issued before homework report?

Homework Expectations

- Students to be told the minimum mark or % for homework.
- Students to be told about the rewards for completing homework.
- Check homework at the start of the lesson and mark homework.
- Let students know if they have not completed homework and issue consequences/put on faculty homework report.
- Compulsory homework is set weekly (including for shared classes) and expected to be completed within the week.

5.

6. What are your general thresholds for issuing consequences?

If a student does not meet the routines and expectations listed above, they will be issued with a C1. Consequences in a lesson are cumulative if there are multiple routines / expectations not met and escalate if the behaviour is repeated.

1. What are the key routines within your lessons?

Before/Start of the lesson:

- Greet students at the door with a smile
- Challenge uniform and behaviour
- Instruct students to put coats and bags away and get out their stationary and white boards
- All students to complete the entrance/starter activity (remember slide) on whiteboards whilst teacher completes register

During lesson:

- Teachers to use their seating plan to target questions address good or poor behaviour
- When using mini whiteboards students should not turn around to look at other student answers, they must hover their boards before showing their answers and teacher to pause after each question to give students time to answer
- Cold call when appropriate
- Insist on pens down sitting up straight facing the front whilst teacher is talking
- Teachers are expected to model how to highlight revision guides or attempt exam questions using visualizers/go through model 'I do' answers on display screen
- Whilst students complete 'you do' tasks teachers may want to circulate the room to ensure students are on task and target any students that may need to support

End of the lesson:

- Teachers tell students to pack away their belongings and stationary and hand in the exercise books and folders to be placed in their designated box
- Teachers will ask students to stand behind their chairs in silence, circulate room to ensure no equipment is left behind, check uniforms and allow students to leave row by row with a friendly goodbye

2. What are Rushey Rewards given out for?

- Starter activity 'Remember slide activity' (4 in total)
- Students using tier 3 vocabulary verbally in response to questions
- students asking challenging questions
- summative assessment grade on target or exceeding
- Participating in 'Rushey 3' in RE or completing Extracurricular activities
- Rushey 1 Be kind, Rushey 2 Work hard

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- KS3 (Year 7 & Year 8)
- Exercise books and Project files (contains assessments and revision resources)
- KS4
- Exercise books, folders, revision guides
- All students must bring whiteboard packs, highlighters, black/blue pens, green pen, ruler

C1 issued if equipment missing on first occasion, second C2 and third C3

If student notifies teacher their exercise book/folder is lost it will be an instant C3

4. What are the Homework expectations & how are consequences issued before homework report?

- We are currently trialling new homework expectations, as previously it was difficult to manage due to the number of classes each staff member teaches and that many classes are only seen once a week.
- KS3 – 4 homework quizzes missed at any point in the year to be placed homework report for 4 weeks (4 lessons)
- KS4 – 3 Homework quizzes missed at any point in the year to be placed on homework report for 2 weeks (4 lessons)
- If students have any issues completing homework, they should contact teacher prior to the lesson, if informing teacher on the day of lesson of any issues, otherwise missed homework will be logged as a C1

5. What are your general thresholds for issuing consequences?

- Follow school behaviour policy giving C1, C2 and then C3
- persistent disruptive behaviour
- refusal to follow instructions
- persistent lack of equipment
- persistent uniform issues
- persistent lack of effort
- Talking whilst teacher is talking or whilst another student is talking

1. What are the key routines within your lessons?

- Students line up sensibly outside the classroom and enter at the teacher's instruction. Students collect/distribute folders as directed by the teacher and start the retrieval activity (KS3 in booklets, KS4 on mini-whiteboards with questions displayed on the board). * unless students have an assessment or a knowledge check. In this instance, students will be given the test paper by the teacher to complete in silence as directed (teachers may give students 5-10 minutes to revise in advance as directed by heads of department).
- Students who complete the retrieval task, before transitioning to start the lesson, should review key terms, people etc. from current knowledge organiser in their folder (self-test).
- Silence for the register, students respond politely 'Morning Miss/'Yes Sir'.
- Students self-assess their retrieval activity (green pen in the booklets). Highlight/star any incorrect answers.
- During teacher exposition, students are expected to be listening and directing their attention to the teacher/board. Pens should be on desks.
- During the 'I do' / 'we do' tasks, students will be directed to complete the appropriate activities in their booklets.
- Cold calling is mainly used by teachers who make it clear to students that they should not have hands up. Other questioning techniques may be deployed by the teacher (including hands up) at the teacher's discretion.
- At the end of the lesson, students should pack away quickly and quietly, returning any borrowed equipment respectfully and returning folders to the boxes as directed by the teacher. They then stand behind chairs and leave as per the Rushey exit routines.

2. What are Rushey Rewards given out for?

R1

- Being kind to other students (supportive behaviour to peers, lending them equipment etc.)
- Showing kindness to the teacher (helping to distribute resources without being asked etc.)

R2

- Completing Quizlet beyond activities set
- Completing the Satchel: One quiz 3 times and achieving above the class average
- Reading homework, MWEW, homework booklets completed to an A/B Grade (staff discretion, individual groupings)
- Answering questions fully in class, using key terms
- Sharing an answer with the class (reading out/ shared under the visualiser)
- Making links between units
- Showing an awareness of current events relevant to the history curriculum
- Assessments (for students who have made progress since the last assessment, green/blue on tracking)
- Entering History competitions
- Extra knowledge activities for Rushey 3 – book reviews etc.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Black and green pens
- History folder (including work booklets/retrieval booklets & knowledge organiser)
- Highlighters (minimum 2)
- Mini whiteboards/pen and eraser
- Consequences – C1 for lack of equipment (folder/booklet/persistent forgetting pens etc.). C2 for second occasion in a row. C3 for third. (Do not consequence for lack of a black/green pen – loan these to students)
- Do not consequence for lack of equipment where you know there are challenging home circumstances. Staff are expected to liaise with the team around the year group. Inform PP champions for the year team of the student affected.

4. What are the Homework expectations & how are consequences issued before homework report?

- Knowledge quizzes on Satchel 1 – revise using knowledge organiser and then attempt the quiz. The expectation is to achieve as close to 100% in 3 attempts. If they do not achieve 100% repeat on the first attempt they are to revise again and complete 2nd attempt and repeat again for the 3rd/final attempt if needed.”
- “Meanwhile elsewhere homework” - use the links supplied to research the topic. Complete tasks in own words and in full sentences where appropriate.
 - Quizlet homework – complete minimum sets and activities specified in the homework post.
 - Reading homework – read the text, check understanding of new vocabulary, students should complete tasks in their own words to show that they have understood the meaning of the text. Students should also highlight elements of the text again to demonstrate their understanding of the text.
 - Consequences: a C1 is issued if a homework deadline is missed. C2 when the second deadline is missed. C3 when the third deadline is missed and the student is placed on History homework report. The teacher sends the email to parents/carers to inform them that their child has failed to complete homework on 3 occasions.
 - If homework is completed inadequately but handed in on time a consequence may be issued at the discretion of the teacher.

5. What are your general thresholds for issuing consequences?

- Warnings are given before consequences, ‘if you choose to continue with this behaviour, you will be given a C1’
- Disruptive behaviour e.g. talking whilst another student/ the teacher is addressing the whole class
- Refusal to comply with the teacher/teaching assistant’s instructions
- Showing a lack of respect (smirking, responding ‘my bad’ etc.)
- Persistent lack of effort/off task behaviour
- Graffiti on work

- C1s always given prior to C2 or C3 except where stated in the RMA behaviour policy (dangerous behaviour, offensive/discriminatory language directed at another student/teacher, bullying, cheating in a test etc.)

1. What are the key routines within your lessons?

- Start of the lesson: greeting at the door in the target language. This may also be used as a retrieval opportunity for key pieces of vocabulary. Students take their seats and take their equipment out of their bags (blue books, blue folders, MWB, pencil cases). Students complete the Do Now activity as instructed by the teacher. Register completed promptly at the start of the lesson in the target language.
- Vocab tests: Red books handed out – usually a prompt student. Students fill out the date and title ready to start the vocabulary test. Blue books are used to cover red books and teacher circulating to ensure test conditions are being adhered to.
- Mini whiteboard routine: Take out your mini whiteboards. Do not write anything down and nobody should be writing while I am talking. Hover the whiteboard and put the whiteboard up after the countdown. All students should be showing their mini whiteboard. If students are not sure, they should still show their mini whiteboard.
- At the end of the lesson: Instruction given to students to pack away and be stood behind their chairs. Check uniform and ensure students are prepared to leave the lesson. Teacher stood at the door and students are dismissed little by little. Teachers may use this time as an exit ticket to assess learning during the lesson.

2. What are Rushey Rewards given out for?

- Blue pass mark on vocab test achieved – 1 RR
- Successful attempt at extra challenge on vocab test – 1 RR
- Classroom competitions, Points, Deeper questioning, Students going above and beyond, Outstanding effort within lessons, Spontaneous use of target language, Subject assistant

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pens (Blue, Black, Green), Ruler, Highlighter, Revision folder, Blue book, Mini whiteboard and pen.
- C1 issued each time equipment is missing. Year team/tutor alerted and individual conversation if persistent issue.
- What are the Homework expectations & how are consequences issued before homework report?
- KS3 – 1 vocab test a week
- KS4 – 1 passive vocab test a week and 1 active at least once every two weeks.
- Consequences when failed to meet the pass mark or if no evidence of revision as previously agreed with teacher/CL.
- 1st homework failure – conversation with teacher
- 2nd homework failure – conversation with teacher/CL
- 3rd homework failure – place student on homework report

4. What are your general thresholds for issuing consequences?

- Verbal warning given followed by the implementation of the school consequence system.
- Use of faculty report for continued low-level disruption

1. What are the key routines within your lessons?

At the start of the lesson:

- Students line up outside the classroom silently.
- When invited in, they enter silently and get out their equipment.
- They start the 'do now' activity in silence (if it is not a discussion task).
- When asked to, put pens down and pay attention to the teacher.

It is expected that at all times, students follow the PSHE ground-rules:

- **Respect everyone** – Listen without interrupting and value different opinions, beliefs and experiences.
- **Confidentiality** – What we share stays in class (unless it is a safeguarding concern) and we do not share other people's stories outside of the classroom.
- **No judgement** – Do not laugh at, mock or put down others' contributions. Use kind and supportive language.
- **Right to pass** – Students do not have to answer a question or share personal information if they do not want to. (Cold-calling may be used for fact-based checking understanding questions).
- **Use respectful language** – No put-downs, stereotypes, or offensive terms. Use people's preferred names and pronouns.
- **Be open-minded** – Try to understand new ideas or different perspectives even if they are different from your own.

At the end of the lesson, students must:

- Pack away in silence when instructed to.
- Ensure uniform meets the expectations
- Stand facing the front
- May be asked fact-based questions
- Leave when the teacher is ready to excuse them.

2. What are Rushey Rewards given out for?

- Handing out books
- Listening well to others
- Following discussion rules
- Using Rushey Smart
- Supporting others and being kind
- Being good role-models
- Participating well in group activities

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pen/pencil/ruler. In the first instance, I will give them a spare,
- any other times will be a consequence (form **tutors will also be informed in case there is a problem at home**)

4. What are the Homework expectations & how are consequences issued before homework report?

N/A.

5. What are your general thresholds for issuing consequences?

A warning will be given when there is a low level behaviour incident eg: not paying attention. If the same student needs to be spoken to again, they will receive a consequence.

If any of the ground-rules for PSHE are broken – an immediate C3 will be issued.

Design & Technology

1. What are the key routines within your lessons?

- Line up outside quietly, without leaning on the wall.
- Uniform check on entry.
- Polite greeting when addressing staff (e.g. “Good morning”).
- Collect and prepare key equipment – pencil case out, blazer removed if needed, bags under tables, books/journals on desk.
- Clear instructions for seating (e.g. standing behind chairs until invited to sit).
- Entry task/Do Now activity ready on the board for immediate focus.
- Establish expectations for listening – e.g. “Track the speaker”, no talking while others are speaking.
- Hand up for questions rather than calling out.
- Use of signal for attention (e.g. countdown, raised hand, call-and-response).
- Transition routines – moving between activities or practical/theory tasks quickly and calmly.
- Timings of activities clearly explained and reinforced – e.g. hand washing, putting chairs away, moving to practical stations.
- Pack away/tidy up routine – working as a team, returning equipment to the correct place.
- End of lesson routine – stand behind chairs, quiet reflection/plenary question, teacher dismisses row by row.
- Exit expectations – calm departure, “Goodbye/Thank you” to staff.

2. What are Rushey Rewards given out for?

- Really good responses and answers using key terminology.
- Good oracy.
- Helping put away items and get things out – Rushey Kind, supporting other students.
- Quality work and outcomes.
- Correct and consistent use of subject terminology.
- Outstanding kindness.
- Going above and beyond classroom work and homework tasks.
- Excellent effort and resilience when faced with a challenge.
- Consistently meeting deadlines and being well-prepared for lessons.
- Positive contributions to group work and teamwork.
- Demonstrating independence in learning and problem-solving.
- Creative or original ideas that extend learning.
- Showing leadership or initiative within the classroom.
- Maintaining high standards of presentation in books and practical work.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- No container – C3 after not having it for 3 times.
- Pencils and pens.
- Books when taken home for homework.

4. What are the Homework expectations & how are consequences issued before homework report?

- KS3 - Following the school homework expectations.
- KS4 – Not completing NEA coursework pages when given for homework will trigger an automatic homework report to be issued and a C3 until the work is completed.

5. What are your general thresholds for issuing consequences?

C3 – Serious concerns

- Health and safety breaches.
- Misuse of workshop tools or equipment.
- Running in the classroom/workshop and creating danger to others.
- Swearing or use of inappropriate language.
- Missing equipment for the third time.
- Defiance or refusal to follow clear safety instructions.
- Damaging school property or deliberate vandalism.
- Chewing Gum.

C1 & C2 – Low-level disruption / repeated behaviours

- Talking at inappropriate times.
- Not listening or ignoring instructions.
- Uniform issues (not corrected when challenged).
- Missing basic equipment (first or second time).
- Talking over staff or interrupting others.
- Not following the Rushey Expectations.
- Off-task behaviour or lack of focus in activities.
- Poor transition routines (e.g. lining up, moving around the room).
- Incomplete classwork or refusal to attempt tasks.

1. What are the key routines within your lessons?

- Line up *outside classroom until teacher at door to signal students to enter.
- *C103/C104 students to enter as soon as previous class left to ensure not blocking stairway to maths.
- LBI (C103) will be at top of stairs CBA(C104) to be at doorway of C104.
- Teachers check uniform as students enter (Blazers on, shirts fully tucked in and top button done up).
- Students sit according to seating plan, get out both maths books, equipment – including scientific calculator, knowledge organiser(KS4) and mini whiteboards.
- Students complete the starter task in yellow book, in silence– KS4 top 3 questions quick retrieval based on specific page of knowledge organiser, and bottom 2 questions 2/3 mark questions requiring working out – ideally 1 question linking to the main learning of that lesson. KS3 similar format however although top 3 questions should be quick recall – facts formulae, they do not relate to knowledge organisers.
- Teacher completes register, marking any students late as per the RMA timings, and send GENERAL alert for any student previously marked in but not present in their lesson. Teacher will then circulate the classroom to ensure all students on task and identify any issues.
- After approx. 8 – 10 mins answers to starter task revealed, teacher choses 1 or 2 questions to discuss in more depth, using whiteboards and cold-call questioning to check understanding.
- When introducing new learning teachers model worked example with no student input. Strong focus on mathematical language and elements of exposition that require emphasis should be carefully considered prior to lesson. Cold call questioning will be used to clarify student understanding.
- Students copy worked example exactly as modelled and then progress to Your Turn following teacher model, these are completed in their progress book/mini whiteboard in silence whilst teacher circulates to identify any common errors. Students will then continue to independent task, following methods modelled in worked examples.
- Work in progress books should be neat – margin, date, title and workings clearly presented as per examples.
- If a student needs to borrow a calculator teacher should note down the calculator name and then swap with student ID so this can be exchanged back at the end of the lesson.
- Mini whiteboards used regularly to check whole class understanding and identify any misconceptions.
- Cold-call questioning used to ensure all students engaged and focused and no opt-out.
- Periodically through lesson teacher will display answers for students to self-mark and correct with green pen.
- At the end of lesson, before the tanoy if students moving to another lesson, teacher will get the class to pack away and stand silently behind their chairs and dismiss in silence 1 row/column at a time.

2. What are Rushey Rewards given out for?

R1 - Rushey Kind

- Handing out worksheets
- Supportive behaviour towards peers

R2 – Work hard

- Answering a question well in class – using mathematical vocab correctly, participation in oracy tasks
- Shared work with whole class – including ‘good’ mistakes
- Showing resilience
- Pushing themselves to reach extension task
- Good presentation
- Improvement on homework
- Completing independent practice on Dr Frost or additional worksheets
- Regularly attending study club

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Yellow Book
- Progress Book – Blue KS3 Orange KS4
- Unit booklets/worksheets
- Knowledge organiser (KS4 only)
- Mini whiteboard, pen and board rubber
- Pen (2) Blue or black (not turquoise)
- Green pen
- Pencil
- Ruler
- Scientific calculator
- Protractor
- Pair of compasses
- C1 allocated where any of the above is missing. Consequences will increase each lesson for persistent missing equipment.
- If student is DA, report missing calculators immediately so these can be provided. If equipment issues are regular issue email year team, for tutor, including PP champions for DA, and cc in LBI and SNA.

4. What are the Homework expectations & how are consequences issued before homework report?

- Homework set weekly on satchel:one according to homework calendar.
- All groups set 2 parts weekly and Dr Frost – KS3 should take approx. 1 hr, KS4 should take approx. 1.5hrs weekly.
- C1-Homework issued for missing first deadline – either incomplete or poor effort expectations on presentation working out not met, another C1-Homework issued for homework still not being complete for next lesson, further C1-Homework issued for homework still not complete for third/forth lesson of the week.
- If in any two-week period 4 deadlines missed (either original or extend to next lesson) then students are placed on homework report for 2 weeks using icons on desktop. LBI and SNA should be bcc'd into all homework report emails.

5. What are your general thresholds for issuing consequences?

- C1's, C2's, C3's given for any warnings regarding unacceptable behaviour issues as per school behaviour policy. Only highest consequence recorded – EG if student has already been verbally given C1, then receive a further warning this moves to a C2 and if they require a further warning a C3 should be given but only the C3 recorded on Bromcom.
- **Copying/allowing someone to copy homework is an immediate C3 for both individuals.**

- Immediate C3 if student is caught chewing gum, has mobile phone out or behaves in a way that endangers another students health and safety.

1. What are the key routines within your lessons?

- **Line up** in single file with correct School Uniform
- Inform students of equipment needed for this lesson and where they need to be sat. Bags and coats on hooks/under table.
- Read /discuss/complete starter task.
- Register taken with students in silence, answering respectfully.
- Exposition delivered with students listening and cold calling questions to assess understanding.
- Key information given explain expectation of group activity e.g. who is working with who, time scale given and main expectation of task to be completed.
- Students move into groupwork swiftly and calmly, reminded of behaviour expectations and musical equipment and props collected and organised efficiently.
- Teacher circulates continually during groupwork tasks giving feedback and ensuring students are on task.
- Students pack away equipment calmly and swiftly, teacher checks equipment is in correct places, students are in silence before dismissing the class.

2. What are Rushey Rewards given out for?

- Rushey 1 – helping the teacher or another student
- Outstanding effort
- Excellent collaborative work.
- Excellent contribution to group work.
- Leadership
- Using subject specific vocabulary in their answers.
- Imaginative and creative ideas.
- Stand out performances going above and beyond expectations
- Improvement in behaviour/effort
- For exceptional homework

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pencil case expected.
- Drama folder in KS4.
- White board/pen/rubber when asked to take out. C1 given and paper provided.
- Misuse of any equipment will be immediate C3.

4. What are the Homework expectations & how are consequences issued before homework report?

- Creative Arts students in KS3 are expected to complete all homework per project and a homework consequence is issued.

- KS4 Drama Homework follows the school policy, issued once a week and consequences are given if they fail to meet the deadline. If they fail to complete 3 homework in one term they will be given a detention and placed on homework report.

5. What are your general thresholds for issuing consequences?

- Polite reminder to the whole class or individuals before starting to issuing consequences.
- Follow the Rushey behaviour policy
- Straight C3 for endangering health and safety

Economics

1. What are the key routines within your lessons?

- **Students line up outside the classroom or enter the classroom if the teacher is ready**
- **Students enter the classroom and complete a retrieval starter-** a range of questions from the current and previous units. Students completing in their book. Answers discussed.
- **Students facing the board when new knowledge is delivered by teacher-** students may occasionally highlight or add to information given in the booklet.
- **Whiteboard Questions-** Students regularly using whiteboards to answer questions and to check for understanding, they are aware of the routine and hover once they've answered the question.
- **Students work together in pairs or threes when time given for discussion**
- **Independent practice completed individually-** students attempt a range of questions including definitions, explain questions, analysis and evaluation in line with the exam.
- **Students stand quietly behind their chairs at the end of the lesson and wait to be dismissed.**

2. What are Rushey Rewards given out for?

- Handing out folders
- Answering a question well in class – using economic vocab correctly, participation in oracy tasks, analysing well.
- Sharing work with whole class – including 'good' mistakes (remember we should be proud of our efforts and learn the alot from our errors)
- Showing resilience
- Clear and detailed presentation
- Improvement on homework

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Blue or black pen, green pen(or coloured) for corrections, pencil, ruler
- Scientific Calculator
- Mini whiteboard and pen
- Book
- Unit Booklet

4. What are the Homework expectations & how are consequences issued before homework report?

- Students will complete homework in their book, this may include answering knowledge based questions, essay questions or a mixture. They may be asked to complete a revision task such as creating flash cards.
- 3 missed deadlines across two weeks will result in the student being put on homework report.

5. What are your general thresholds for issuing consequences?

- Missing equipment including their book and booklet – over the course of a half term a C1 given in the first instance, C2 in the second instance and C3 in the third.
- Refusing to follow instructions
- Disrupting learning & lack of effort

Business

1. What are the key routines within your lessons?

- **Students enter the classroom and complete a retrieval starter (MCQ booklet)**- a range of multiple-choice questions from previous units. Answers discussed or displayed on whiteboard.
- **Students facing the board when content is delivered by teacher and ready to highlight key information and take notes**- students will listen attentively, answer questions and take notes whilst highlighting key information.
- **Whiteboard Questions**- students regularly using MWB's to answer hinge questions, to check for understanding, Students hover once they've answered the question, waiting to display their answers as a class.
- **Students work together in pairs or threes when time given for discussion (Turn and talk).**
- **Independent practice completed individually**- students attempt a range of exam questions including definitions, explain questions, analysis and evaluation in line with the exam.

2. What are Rushey Rewards given out for?

- Handing out books.
- Thoughtful and well considered contributions using business vocab correctly, participation in oracy tasks and analysing well.
- Helping others
- Sharing work with whole class
- Making links between units
- Showing resilience
- Clear and detailed presentation of work in folders
- Improvement of work
- 100% completion of ERevision homework tasks

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pen -Blue/Black for classwork and green (or coloured) for corrections.
- Highlighters
- Mini whiteboard and pen.
- Folders with handouts
- Exam practice book
- MCQ booklets.
- Calculators

4. What are the Homework expectations & how are consequences issued before homework report?

- Students will complete homework on the online platform ERevision. This includes a mixture of knowledge-based tasks and essay questions.
- 3 missed deadlines will result in the student being put on homework report.

5. What are your general thresholds for issuing consequences?

- Warnings given prior to consequences added
- Missing equipment including their MCQ booklet
- Refusing to follow instructions
- Disrupting learning
- Persistent lack of effort

1. What are the key routines within your lessons?

- **Students enter the classroom and complete a retrieval starter-** a range of questions from the current and previous components. Students completing in their book. Answers discussed or presented on MWB.
- **Students facing the board when new knowledge is delivered by teacher and ready to take notes-** students will listen attentively, answer questions and take notes whilst highlighting key information needed for their course work.
- **Whiteboard Questions-** Students regularly using MWB's to answer questions and to check for understanding, they are aware of the routine and hover once they've answered the question, waiting to display their answers as a class.
- **Students work together in pairs or threes when time given for discussion.**
- **Student will also work together when using revision cards to test their knowledge.**
- **Independent practice** students will work independently when creating their plans using all class notes towards their GCSE course work. This will then lead to silent independent practice under exam conditions to complete 30% of GCSE in year 10.
- **Year 11- students will complete C3 booklets set out in style of the exam to practice content.** Students will
- **Year 11 –** students may often work in pairs through exam questioning and verbally testing each other with C3 content. This will later be consolidated through exam questions independently.
- **Year 11-** students will complete a mock at a later date compared to other subjects, which they will be made aware of.

2. What are Rushey Rewards given out for?

- Handing out books.
- Thoughtful and well considered contributions using HSC vocab correctly, participation in oracy tasks and analysing well.
- Making links between components.
- Showing resilience during coursework writing timeframe and deadlines.
- Clear and detailed presentation in their notebooks.
- Improvement on coursework.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pen -Blue/Black for classwork and green (or coloured) for corrections.
- Mini whiteboard and pen.
- Class workbooks.
- Component 3 exam booklets.
- Revision (flash) cards.
- Coursework plans.

4. What are the Homework expectations & how are consequences issued before homework report?

- Students will complete homework in their books, this may include answering knowledge-based questions, course work questions or a mixture. They may be asked to complete a revision task such as creating flash cards.
- In year 11 – students will complete weekly online revision and quizzes for component 3.
- 3 missed deadlines across two weeks will result in the student being put on homework report.

5. What are your general thresholds for issuing consequences?

- Warnings given prior to consequences added.
- Missing equipment including their book and booklet – over the course of a half term a C1 given in the first instance, C2 in the second instance and C3 in the third.
- Refusing to follow instructions
- Disrupting learning
- Persistent lack of effort

Dance

1. What are the key routines within your lessons?

- Line up outside E-block in single file in PE Groups with correct School Uniform
- Teacher leads the class to the changing room
- Register is taken while changing – responding Yes Sir or Miss – quiet during this is required
- Teacher waits until all students who have arrived on time are out of the changing area before locking
- Students who are late will take part in PE in a non-participant role
- Any students arriving after the changing rooms have been locked will be asked to provide a note on their whereabouts
- If students are in an area in an outdoor space, students must line up in the designated space (Lesson on MUGA – by the wall, fields on the bridge). This will also happen before they go back into the changing rooms
- Once at the area – Key foci on lesson is delivered before going into a warmup
- Participate fully within lesson when key content has been delivered, if for any reason students can't participate, they should be expected to do so in a non-participation role
- No opt out in terms of questions and answers
- Help with equipment at the end of the lesson
- Line up in area they have been told to before going back to changing room
- Get changed quickly while uniform is being checked before students leave to go to their next lesson

1a KS4 Dance Theory

- Line up outside of classrooms until teacher arrives (theory)
- Teachers meet and greet and will allow students to enter once silent
- Dance folders and books needed for every lesson Theory and Practical
- Set up the room – dependant on activity
- Equipment out on the table
- Entrance activity – stay on task
- Exploration of Ideas, individually and in a group – work co-operatively with others
- If work is finished, readdress previous work
- No opt out questioning
- Encourage active listening
- Silence from the students when teacher is modelling
- Usual exit routine set by the school

1b KS4 Dance Practical

- Go straight into the changing room on arrival greeted by the teacher and get changed
- Correct PE required – or Costumes for assessment
- Dance folders and books needed for every lesson Theory and Practical
- Entrance activity – warm up – teacher activity (full participation)
- Student lead activities – respect given
- Students work co-operatively in groups showing Respect Rushey SMART

- Students share ideas and choreographic ideas confidently and clearly
- No opt out in terms of questions and answers
- Help with equipment at the end of the lesson
- Line up in area they have been told to before going back to changing room
- Get changed quickly while uniform is being checked before students leave to go to their next lesson

2. What are Rushey Rewards given out for?

- Good effort
- Rushey 1
- Rushey 2
- Improvement in behaviour/effort
- Reward points given for students who have been nominated for excellence and improvement
- For exceptional homework (example over 90%)
- Leadership

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Dance folder needed for every lesson C1 if forgotten KS4
- Full PE kit appropriate for the lesson – consequences issued as C1, C2 & C3 over lessons. Use professional judgement on the student.
- Teachers will know context based on students and can consequence accordingly
- Cumulative consequences every half term
- Teachers with shared groups will communicate and keep tally on these students
- Misuse of any equipment will be immediate C3

4. What are the Homework expectations & how are consequences issued before homework report?

- Core PE/ Dance are expected to complete all homework in line with the school policy
- KS4 Dance Homework follows the school policy

5. What are your general thresholds for issuing consequences?

- Polite reminder to the whole class before starting to issuing consequences
- Follow the Rushey behaviour policy
- Straight C3 for endangering health and safety

Computer Science

1. What are the key routines within your lessons?

- **Line up outside classroom in silence until teacher signals to enter**
- **Put bags down and take pencil case, highlighter and booklets out**
- **Log in to the computers in silence and complete retrieval activity**
- **Review answers, come back to the middle (chairs need to be placed under)**
- **Students to put date on the correct booklet page**
- All students to listen to teacher exposition
- When answering questions, students to answer in sentences
- When answering on MWBs, students to use a ? if unsure, a G if they have guessed the answer.
- **Students to highlight key words when prompted.**
- Students to complete lesson summary in full sentences.
- Students to put chairs under and go to computers to complete work
- When finished, students to hand in work on teams.
- **When prompted, students to log out from computers, put mice and keyboards away neatly**
- **Stand behind chairs quietly whilst listening to the poem of the day**
- **Leave quietly.**

2. What are Rushey Rewards given out for?

- Clear response when answering in full sentences
- Use of sentence starters and keywords in explanation
- Being Rushey kind.
- Willingness to participate.
- Completing extension activities
- Adding additional notes.
- Completing extra homework on Quizlet.
- Helping others with IT skills.
- Helping in the classroom (checking monitors).
- If student work is displayed on the screen.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Booklets that are given – if students do not have these, they are given a consequence and paper will be given.
- Pen, pencil and ruler - if students do not have these, they are given a consequence and paper will be given
- MWB and Whiteboard Pen - if students do not have these, they are given a consequence.
- Repeated forgotten password – password will be reset and given a consequence.

4. What are the Homework expectations & how are consequences issued before homework report?

- KS3 – Expectation is to complete the homework as stated on Quizlet. If homework is not completed, homework consequence will be issued.
- KS4 Expectations – Students are consequence for each homework they have not completed. If they have failed to complete 3 homeworks in one term, they will be given a detention and placed on homework report.

5. What are your general thresholds for issuing consequences?

- Not following instructions first time
- Not having the correct equipment
- Uniform
- Lateness (late mark)
- Rudeness
- Talking whilst teacher is talking
- Talking whilst another student is talking
- Going on website they shouldn't be going on – C3
- Damage to IT equipment – C3
- Incomplete homework (Homework consequence)
- Forgetting login details
- Plagiarism – C3
- Touching another students PC – C3

1. What are the key routines within your lessons?

- Line up outside E-block in single file in PE Groups with correct School Uniform
- Teacher leads the class to the changing room
- Register is taken while changing – responding Yes Sir or Miss – quiet during this is required
- Teacher waits until all students who have arrived on time are out of the changing area before locking
- Students who are late will take part in PE in a non-participant role
- Any students arriving after the changing rooms have been locked will be asked to provide a note on their whereabouts
- If students are in an area in an outdoor space, students must line up in the designated space (Lesson on MUGA – by the wall, fields on the bridge). This will also happen before they go back into the changing rooms
- Once at the area – Key foci on lesson is delivered before going into a warmup
- Participate fully within lesson when key content has been delivered, if for any reason students can't participate, they should be expected to do so in a non-participation role
- No opt out in terms of questions and answers
- Help with equipment at the end of the lesson
- Line up in area they have been told to before going back to changing room
- Get changed quickly while uniform is being checked before students leave to go to their next **lesson**

1a (Exam groups)

- Line up outside of classrooms until teacher arrives
- Teachers meet and greet and will allow students to enter once silent
- Entrance activity
- Equipment out on the table
- If work is finished, readdress previous work
- No opt out questioning
- Encourage active listening
- Silence from the students when teacher is modelling
- Usual exit routine set by the school

2. What are Rushey Rewards given out for?

- Good effort
- Rushey 1
- Rushey 2
- Improvement in behaviour/effort
- Reward points given for students who have been nominated for excellence and improvement
- For exceptional homework (example over 90%)

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Full PE kit appropriate for the lesson – consequences issued as C1, C2 & C3 over lessons. Use professional judgement on the student.
- Teachers will know context based on students and can consequence accordingly
- Cumulative consequences every half term
- Teachers with shared groups will communicate and keep tally on these students
- Misuse of any equipment will be immediate C3

4. What are the Homework expectations & how are consequences issued before homework report?

- Core PE are expected to complete all homework
- Homework consequence for not completing
- Get a day to complete, if not complete they will then get a homework C3
- 3 homework C3s before student is then on homework report to the faculty

5. What are your general thresholds for issuing consequences?

- Polite reminder to the whole class before starting to issuing consequences
- Follow the Rushey behaviour policy
- Straight C3 for endangering health and safety

Art and Photography

1. What are the key routines within your lessons?

- Lining up outside and waiting for teacher instruction to let them in
- Bags and coats off with equipment out for the lesson
- Students enter and bags and coats go on the racks
- Students make their way to designated seats with equipment out for the lesson and open up sketchbook
- Begin working on entry task silently (depending on the task set, may be a discussion task)
- End of the lesson: students to organise their things on their desk
- Students dismissed to racks to collect their belongings table by table from teacher
- Stand behind their chairs and await teacher instruction
- Teacher to dismiss tables individually
- Students leave the room quietly.

2. What are Rushey Rewards given out for?

Rushey 1: Be Kind:

- Assisting with clean-up of materials and resources.
- Handing out and collecting in sketchbooks.
- Supporting teacher with daily tasks unprompted.
- Utilising break and lunch times to support with replenishing art stock and lesson preparation.
- Supportive behaviour towards your peers.
- Giving constructive positive feedback towards your peer's artwork.
- Consistent entry and exit politeness to lessons.

Rushey 2: Work Hard:

- Communicating artistically and using specialist terminology.
- Engaging in Art/Photography outside of lesson time and creating additional work at home.
- Engaging in Art/Photography competitions and always trying your best.
- Work with consistent focus in every Art/Photography lesson.
- Showing resilient in the face of Art/Photography challenges.
- Producing high quality Art/Photography homework.
- Challenging yourself with Gold examples and material uses.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

Below is a list of the materials/ equipment needed for each lesson. If the “must have’s” are not shown, a C1 will be issued on the first time, then a C2 and so on.

Must Have

- Pencil
- Sharpener
- Rubber
- Pencil Crayons
- Ruler
- Sketchbook
- Vocabulary book

Optional:

- Glue stick
- Fine liner pen

4. What are the Homework expectations & how are consequences issued before homework report?

Below is a list of HW expectations told to the students at the beginning of the year and refreshed throughout the year. If HW is incomplete, a HW point is given each time, and then student will be put on HW report by HoD and following consequences will apply.

- Students MUST DO all the homework for the deadline set by the teacher on SMHW.
- Put 100% EFFORT and TIME into your art homework, DO NOT RUSH IT. Art takes time.
- DO NOT leave your homework till last minute to complete.
- Please speak to your teacher in advance if you do not understand the art homework
- If you need certain materials to complete your homework speak to your teacher in advance and we will let you borrow them.

5. What are your general thresholds for issuing consequences?

- Refusal to follow instructions
- Student off task
- Bullying
- Lack of effort in lessons
- No equipment/ not being sensible with equipment
- Discriminatory language/ behaviour
- The rest that follows the list on Bromcom

Geography

1. What are the key routines within your lessons?

- Students will either line up, or if teacher is present, enter classrooms. Individuals consistently apply their own rules.
- Teacher will greet at the door and check for uniform any other issues.
- Students sit according to seating plans and organise resources, bags under tables, coats on back of chairs, books may be distributed.
- Students complete 'Quick Retrieval Quiz'.
- Students answer register clearly and respectfully.
- During exposition students are expected to listen, make notes, answer questions when asked (no opt out), listen to each other.
- Work in exercise books is expected to be neat, dates and titles are underlined, diagrams drawn in pencil. Feedback is completed in an alternative colour.
- Borrowed equipment is used respectfully and returned in condition loaned, and only used as directed.
- Students pack up quickly and quietly and stand behind chairs with uniform correct, coats and bags on. They are the invited to leave.

2. What are Rushey Rewards given out for?

- Giving thoughtful and well considered contributions.
- Using suitable geographical vocabulary.
- Making links between units.
- Showing an awareness of relevant current events.
- Writing a good answer where teacher advice has been followed.
- Getting an A for Knowledge organiser homework.
- For kindness.

3. What are the relevant equipment & resources required for your subject & how are consequences issued for these?

- Pen
- Alternative coloured pen
- Pencil
- Ruler
- Exercise book
- Calculator
- Whiteboard
- Whiteboard pen
- C1 allocated where equipment is needed, but missing.
- For exercise books consequences will increase. Lesson without C1, Lesson 2 without C2, Lesson 3 without C3.
- Persistent and continuous failure with other equipment may result in a C2.

4. What are the Homework expectations & how are consequences issued before homework report?

- Compulsory homework is set weekly and expected to be completed within the week.
- Voluntary work is also set weekly. Completion results in a Rushey Reward.
- Missed homework leads to a C1.
- Two pieces of homework incomplete in a 30 day period leads to being placed on report for a month.
- Every piece of homework missed in the following month results in a C3.

5. What are your general thresholds for issuing consequences?

- Warnings normally given prior to consequences added.
- C1s always given prior to C2 or C3 except where stated by school behaviour policy.
- Persistent disruptive behaviour.
- Refusal to comply.
- Persistent lack of equipment.
- Persistent uniform issues.
- Persistent lack of effort.