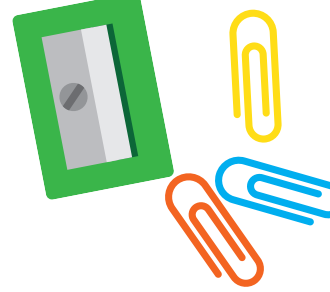




Edward Worlledge
Ormiston Academy



The Worlledge Way

The Worlledge Way is built on strong teaching and learning routines that support every child to succeed within an inclusive culture steeped in high expectations. In knowing and understanding the high expectations we have at Edward Worlledge Ormiston Academy (EWOA), through the clear, concise communication we use, and by the adaptations made for all, children are able to give their full attention to their learning and achieve their very best.

Five Rules to Success

1. Be kind
2. Hard work, works
3. Dream **BIG**
4. It **can** be done
5. Give something back

Behaviours for Learning

Morning Starts make a calm start to the day.

The mornings for Years 2–6 start with a check in with the class teacher followed by a key message from a member of the Senior Leadership Team.

Thresholds: All children enter the classroom with their teacher. The threshold routine ensures they are dismissed to the cloakroom in rows to organise their equipment and return to class. Once all pupils have done this, they sit down together as a class, ready for their morning starter and register. This routine is repeated at the end of the day to allow for a calm and orderly dismissal.

Transitions: We actively encourage children to move around the academy safely; in a quiet and consistent manner. They walk on the left-hand side of the corridor/stairs and in one single-file line in register order.

Staff accompany children around the academy, especially when transitioning from lesson to lesson or to and from the lunch hall. Stair monitors are assigned to each floor and are ready to support each transition.



STARS

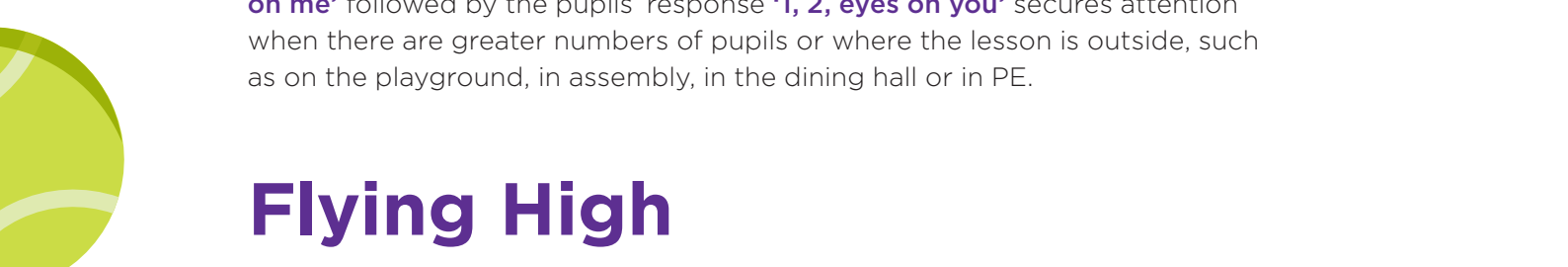
S Sit up

T Track the speaker

A Ask and answer questions

R Respect others' learning and the classroom

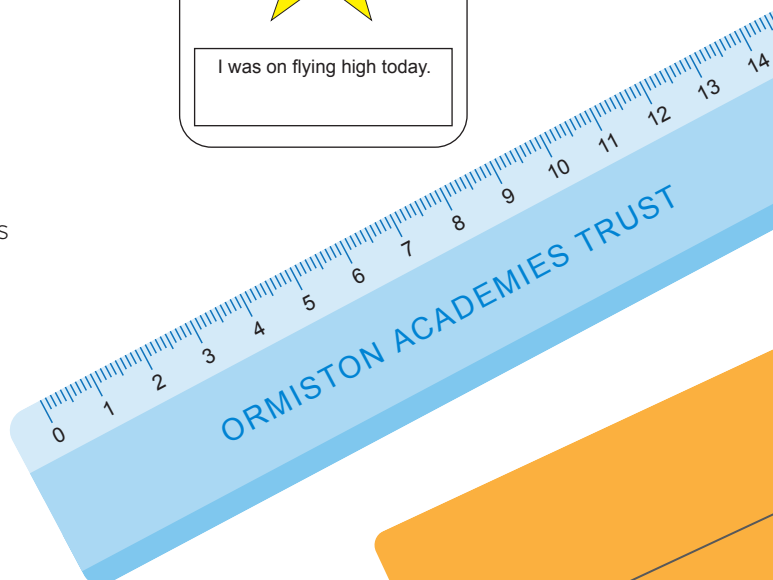
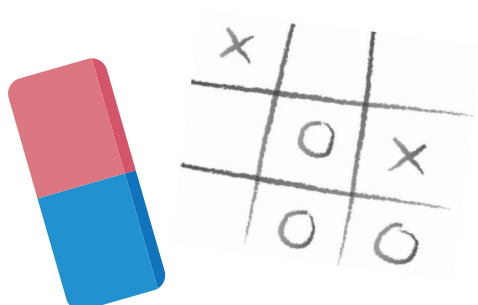
'**Show me STARS**' is the main signal used in the classroom. Non-verbal signals are used to praise and remind pupils of our learning expectations. '**1, 2, 3, eyes on me**' followed by the pupils' response '**1, 2, eyes on you**' secures attention when there are greater numbers of pupils or where the lesson is outside, such as on the playground, in assembly, in the dining hall or in PE.

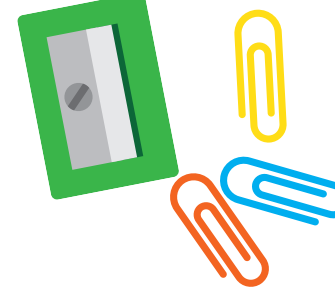


Flying High

Flying High behaviours link to our rules to success:

- Helpful
- Working hard
- Kindness to others
- Supporting other children/adults
- Volunteering
- Amazing effort
- Resilience
- Independence with new or difficult tasks



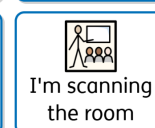
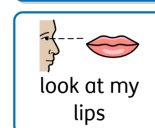
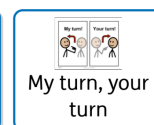


Teaching and Learning

Securing Attention

Children learn what they attend to

1. The teacher will ask for STARS
2. The teacher will check by scanning the room
3. The teacher will acknowledge positive behaviours and ensure 100% attention is sustained

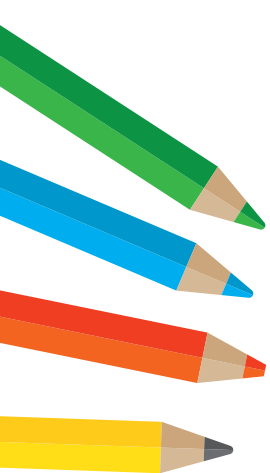


Driving Thought

Thinking hard is necessary for learning

We want more children thinking harder in our classrooms, so they learn more and can achieve more. In our classrooms, we want a **high ratio of participation**. We want all our pupils actively participating, and we want them actively participating for **more of the time** in **EVERY** lesson.

We aim to do this by structuring pupils' thinking using scaffolds and a clear focus. We then encourage them to externalise their thinking and then to extend this further. We achieve this through strategies such as Think/Write-Pair-Share involving clear routines for Partner Talk and feedback and through regular, focussed and structured independent practice.



Making EVERY minute count

Our routines help to reduce cognitive load and promote positive habit formation. Automating the way we learn supports all pupils and allows them to focus more on the lesson content. Fewer distractions lead to more instructional time and ultimately better outcomes. With this whole-academy approach consistency is key, and it provides pupils with even greater clarity and support to do their very best.

If you require further information please get in touch by emailing office@ewoa.co.uk.

