THE CHARNWOOD COLLEGE WAY

Parents & Students

2026/2027

Charnwood College
Broadening Horizons

Part of the David Ross Education Trust
Broadening Horizons

The learning culture at Charnwood College has transformed in recent years, thanks to the hard work of students, their parents/carers and staff. In the recent Ofsted report the following comments were made about students and staff at Charnwood college.

> Pupils are proud of their school. They are kind, respectful and supportive of each other. Pupils are happy, confident and polite. The school is a friendly community where all are given a warm welcome. Pupils listen to their teachers and get on with their work. Pupils know that their school is improving.

> Leaders are committed to getting the best out of every pupil; The school is inclusive; Staff have high expectations of pupils behaviour; There is a harmonious learning atmosphere throughout the school.

Of course, this has not happened by chance, but by staff and students focusing on key elements in routines and expectations of behaviours.

This document 'The Charnwood College Way' (Guidance for Parents and Students) sets out the principles, roles and responsibilities for staff and students that work and study here. It ensures a positive learning culture is maintained enabling all students to go on to lead successful and happy lives.

The learning environment that students help shape at Charnwood College will ensure that all students will acquire the knowledge they need to progress through key milestones in their education journey and embark on careers of your choice

Such an environment will allow students to become a future citizen of their community, to develop into adults who will champion change in society, guided by a strong sense of discipline and moral purpose.

It is everyone's responsibility to study and work consistently to implement the 'Charnwood College Way' creating a shared culture of the academy.

Alastair O'Connor, Principal

Students Behaviours

"All behaviour which distracts learning within the classroom or damages the culture within the academy must have clear, fair and transparent consequences for students"

ALASTAIR O'CONNOR - EXECUTIVE PRINCIPAL

As students at the Academy you are already aware of how unfair it is when there is lost learning and how damaging this is to your own learning and learning of others.

This is why the Academy have clearly set out student and staff expectations of behaviours in the Academy Behaviour Policy, as we want students to know what we expect of them and why, when students do not follow these expectations, it is the Teachers/Adults responsibility to address this.

Infringements are logged on Bromcom to ensure that the consequence system is applied consistently and efficiently. We use consistent language with you of C1, C2's etc and of course R1 and R2's so that this is easily understood by all.

It is imperative that students are rewarded when they exhibit good behaviours and uphold the principles and values of the academy. We want to let you and your parents/carers know when you have done well and we aim to reward 10x compared to that of consequences and celebrate with you on reward days and assemblies. You should aim to get at least one reward point per lesson.

Relationships

“Warm but Strict” – TRACEY ROWE - HEAD OF SCHOOL

For staff getting to know the students at the Academy is a vital part of our job and helps us build strong relationships with you and your families. We strive to create a ‘Warm’ atmosphere that is welcoming, where staff and students feel safe, are happy and enjoy their work and learning. Staff are encouraged to get involved in enrichment activities such as clubs, trips and visits so that we see each other in different ways outside of our classrooms.

However, we need to also ensure we all know where the boundaries are in the student/teacher relationship. Referring to your teacher by their surname or ‘Sir/Miss’, to make eye contact when spoken to, following instructions on the first time of asking and to apologise when we get things wrong by ‘Sorry Sir/Miss’ is a common expectation.

Staff have been asked to adopt a Warm but Strict approach and to look for opportunities to reward positive student behaviour as it is essential that we focus on the vast majority of students who try hard and do their best in every lesson every day. However, staff have also been instructed to follow the Behaviour Policy and to tackle any poor behaviour that distracts from learning, to not shy away from difficult conversations in order that Charnwood College maintains a learning culture where all students thrive.

Consistency

“Consistency is the true foundation of trust. Either keep your promises or do not make them”

– ROY T BENNET

We are all aware of the importance of consistency and the fairness this creates.

It is unfair on each other if we do not apply the rules of the school consistently. If one teacher allows students to listen to their headphones, then the next member of staff challenges this, it will seem unreasonable to you. Students would soon become confused as to why they can do it in one classroom and not another.

This can be damaging to the strong positive relationships we have with you as you may want to challenge the teacher who rightly upholds the Academy expectations. We therefore ask that students and staff know what the school expectations are and to adhere to them at all times.

Being inconsistent undermines our culture and shows everyone that some may not care as much as others.

The Charnwood College Way establishes a culture where we all understand the high expectations we have of each other, that we apply these consistently so to avoid confusion or damage positive relationships and that learning time is maximised.

Manners

"Good manners are a way of showing other people that we have respect for them"

- BILL KELLY

Respect is one of the key values of the Academy.

As adults at the Academy, we are aware that we bring with us different experiences of our own upbringing and just like the students for whom we are responsible we will have varying ideas of what "good manners" are.

It is therefore vital that we are clear about what our expectations of good manners are, and that we consistently re-enforce these with students.

We therefore take time to teach students how to respond to each other. We model this when we meet and greet students at the door, we ask students therefore to respond when we say "good morning/ afternoon" with a similar response or a "thank you".

We will reward you when we see you demonstrate the value of respect whether this be in classroom, dining hall, corridors or playing field and will remodel with you and or sanction you when we see this value not being upheld.

Lessons

Lesson Entry Protocols

- Expect your teacher to be stood at the classroom doorway to greet you and ensure you are ready to learn.
- Your books should be available at the front of the classroom and you should collect your book and make your way to your allocated seat quickly.
- A 'Do Now' task to be displayed with date and learning objective.
- You will be assigned a seating plan.
- Bags are to be placed under the desk or in designated space.
- You will promptly open books, write date and title and then start the 'Do Now' task.
- Your teacher will take the register.
- Students are to respond with 'Yes Sir/Miss' without deviation (except in MFL). Any student arriving after main body to be marked as late.
- Your learning environment is important therefore you and your teacher will keep it tidy.

During Lessons

"Our main purpose is to put students on the path to learning" – NATALIE ARROWSMITH - VICE PRINCIPAL

"Knowledge is intellectual capital, the more knowledge and skill a person has the more they can acquire" - HIRSCH

Using consistent language across the Academy will ensure students know explicitly what the expectations are. We ask staff to not be ambiguous with their instructions and to be clear on what they want you to do and where possible give direct prompts such as:

- "Begin the task now, you have three minutes"
- "Pens down, eyes on me"
- "Turn to page 23 and finger on the first paragraph"

We will never try to teach when students are talking, so students should not try and talk over the Teacher. We cannot deliver the lesson content without the attention of the WHOLE class.

We will therefore challenge students who are not focusing on learning, using the staged behaviour system to support all. If a member of staff raises their hand then students should know that this means silence and should copy this and be silent.

We ask that students take pride in their books and they remain neat and tidy. Work in books should have a date and title. Space in books should not be wasted and they should be free from graffiti. The front of the books must have:

- Student's Full Name
- Teacher's name
- Subject
- Class code

Exit Protocol

- We ask that Teachers end promptly with appropriate time allowed for clearing of room before the end of lesson, so that the next class can enter quickly.
- Books should be collected and stored in a tidy fashion and the books of the next class set out at the front.
- Students are to stand behind chairs with a visual check by teacher that the classroom is tidy.
- Students must be dismissed in an orderly fashion (one row/table at a time) with clear direction regarding staircase to use (as required).
- Staff are asked to re-enforce the use of "Quickly and Quietly" to address how students should move around the Aacademy.
- Teacher should address any uniform infringements before a student leaves their room
- Staff will monitor movement on corridor supported by allocated support staff, to help re-enforce the phrase "Quickly and Quietly" and walk on the left so that learning time is maximised.

High Expectations

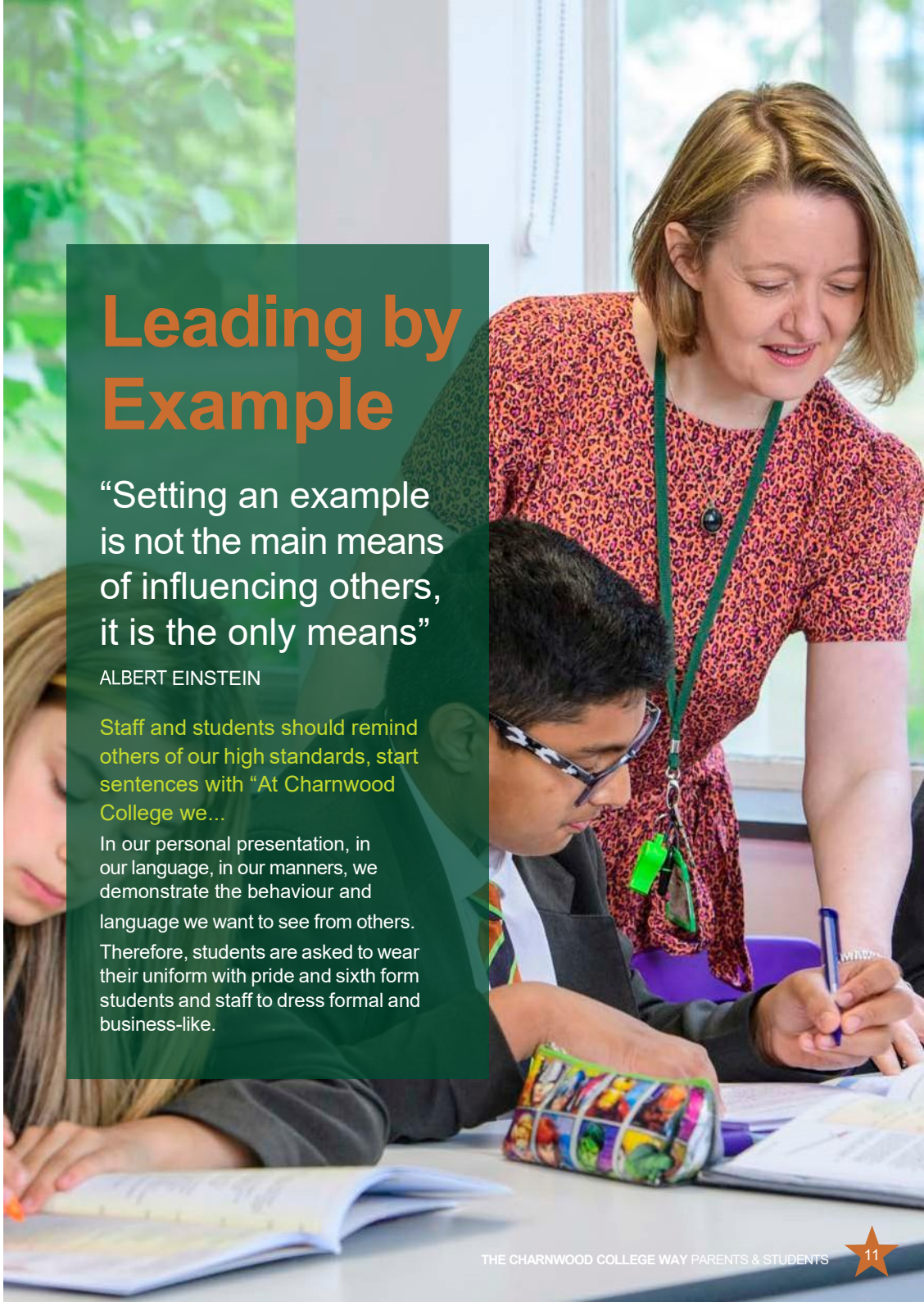
"The standards you walk past are the standards you accept" – DAVID HURLEY

Students and staff expectations don't end when you leave your classroom, – you have an investment in the culture of this Academy as much as anyone.

Staff and students are encouraged to speak up if they see something which does not fit with the Academy's ethos. For staff this maybe as simple as an adult saying 'you know you should be walking on the left hand side'. This simple request is enough to remind each other that this is our expectation. Sometimes however we maybe be rushed for time and may only let you know that we have seen it and that we don't condone it, occasionally we may have more time, and stay with you and expect you to comply with the Academy's expectations.

The important thing is that when and where we forget, we continually remind each other of the high expectations we have at Charnwood College. You may therefore hear some common language and the following Key Phrases:

- "Keep moving to your lessons, quickly and quietly"
- "Well done on your smart appearance" or "You need to correct your uniform, please show me your uniform card"
- "Well done for walking on the left and for being respectful of others"
- "Well done for entering the building orderly and quietly, maintaining
- a positive learning climate"
- "Keep your hands and feet to yourself, others may not like your physical contact"



Leading by Example

"Setting an example is not the main means of influencing others, it is the only means"

ALBERT EINSTEIN

Staff and students should remind others of our high standards, start sentences with "At Charnwood College we...

In our personal presentation, in our language, in our manners, we demonstrate the behaviour and language we want to see from others.

Therefore, students are asked to wear their uniform with pride and sixth form students and staff to dress formal and business-like.

Pastoral Responsibility

"Every child deserves a champion – an adult who will never ever give up on them, who understands the connection and insists that they become the best they can possibly be"

– RITA PIERSON (EDUCATOR)

The Role of the Form Tutor

Your teachers are experts in their subject and their job is to pass on their exceptional subject knowledge so you too can become experts. However, at Charnwood College, teachers also hold a key pastoral role as your form tutor.

Tutors are encouraged to be your champion as they will get to know you and your families best so ensure you establish a strong relationship with them. They will also however have the highest expectations of you and likely to be the first to meet you in the mornings and will remind you of the high standards held on areas of uniform, behaviour and attendance.

They will also ensure that you get the messages which come from the Senior Leadership Team or your Head of Key Stage that will keep you informed and everyone on the same page. They will be keen that no student within your group lets you and them down with poor standards and will make sure that you are lined up orderly for assemblies and are respectful to those presenting.

They will also however be your biggest champion and will get to know you, your families and subject teachers well, they will understand your needs, help remove any barriers to learning you may have and will fight your corner if need be.

As Tutors our tutor group represent us, so please do not disappoint them in any way.

Heads of Year/House

Your Head of Year/House will set the tone with you and your cohort. They will develop a sense of belonging for you and ensure that the Academy's ethos is understood and followed by all.

They will meet regularly with your tutor and Senior leaders to share information, and monitor data regularly to ensure that dips in attendance or progress are picked up, and that you and your tutors are given the support they need.

They will spend time every tutor period with the tutor groups in your year and will follow up on any issues. They will liaise regularly with tutors and parents/ carers about your progress.

In their House role they will develop a house identity promoting rewards, recognition and a competitive culture. This will allow students to engage in fun and challenging events across the Academy competing against other houses in the pursuit of winning the house cup.

Senior Leadership Team

Our role is simply this: **to enable learning**

This means we support teachers, support staff and students in all that they do, removing barriers where we can and ensure that the culture within the Academy supports learning.

We maintain high expectations constantly, ensuring that students and staff know WITH CERTAINTY what is expected of them. We will never ask someone to do something that we would not/do not do ourselves. We lead by example, ensuring that we are visible to staff and students daily.

Forever optimistic, we are relied upon by staff and students to maintain a positive atmosphere. Therefore, we smile and use positive language at all times, as staff and students look to us for support and reassurance.

We tour the entire school daily. This supports staff and students and is paramount in maintaining a positive atmosphere.

On Call

The on call system provides support for teachers and students.

When a student is disrupting the learning of others, and will not correct their behaviour through the staged warning system, then they must be removed from the lesson to minimise the impact they are having on the education of others.

Staff break/lunch Duties

Duties are an essential part of our role in keeping children safe and ensuring that positive relationships are fostered. We wear high vis waistcoats – so that students feel safer as they can see us, it is as simple as that. We ensure that our presence is felt, so that students know that we are there.

We remain vigilant, circulate and may prompt students to clear litter, calm boisterous play and always challenge any negative behaviour. If we sense any change in atmosphere we will move quickly to de-escalate and maintain a calm and enjoyable space for all students.

We do not tolerate any play fighting of any sort. Students are often keen to wrestle and play at a young age, but this is not appropriate behaviour for school and often leads to accidental injury. We are very clear on this – no manhandling.

Whilst it is important that areas of the Academy are not left unsupervised we also take the opportunity to talk to our students. This time spent is often where we get to know you best and this helps build strong relationships with students who you do not ordinarily speak to.

LEARN

At Charnwood College we recognise that every minute of learning is vital and we need to ensure that all students are ready to learn as soon as they enter the school gate and our classrooms.

Lean in and listen:

we learn what we think about, and we think about what we attend to. If students are not attending to what we are teaching them, then no learning is taking place. We therefore ask that students sit up straight and facing forward giving maximum attention to the learning, which also reduces the risk of distraction. It is also important for students to show due respect for the learning being delivered.

Equipment at the ready:

students learning time is finite, and we make the most out of learning time, so we ask students to be prepared to respond.

Annotate and take notes:

taking notes and annotating helps students process what they are being taught and supports learning. It helps them think about the content, and we learn what we think about.

Respond like a scholar:

students at Charnwood College are asked to 'respond like a scholar'. Responding like a scholar supports students learning, helps them contextualise complex academic vocabulary and process what they have been taught.

Never interrupt:

at Charnwood College we are respectful to all members of the community and one way we do this is by making sure that we never interrupt other members whilst learning is taking place. We also know that learning time is precious, finite and cherished by our students. we respect everyone's right to learn.

Roll Call

Roll call is an important part of our school routines and helps us settle our focus towards learning. First thing in the morning we assemble into tutor lines and Heads of Year or Senior Leaders address their year group with a thought for the day, any updates and praise. This sets students up for the day and reiterates Academy expectations. We ask tutors to check uniform, looking for indicators that their group are ready for the day, triaging any issues at that point.

Students walk into school in single file, in silence and enter the classrooms calmly, having had time to gather their thoughts and prepare to learn.

Learning Routine

Lesson sequences are planned and delivered in line with the Charnwood College learning routine. Lessons are delivered in a way that supports our students whose learning is most vulnerable. One way we do this is to ensure that there is a high level of consistency in our lessons.

'Do now'

We start our lessons with a 'Do Now' – retrieval of prior knowledge learnt in lessons including some knowledge relevant to the current lesson. This helps make sure core knowledge has high storage and retrieval strength, can be used with accuracy, fluency and flexibility. It also allows us to carry out formative assessment and teach responsively.

'I do'

- This way of delivering new content ensures we deliver lessons in a way sympathetic to students' working memory and we maximise our chances that students will learn what is intended.
- Learners are not passive during this stage of the lesson and are actively thinking about the content that is being delivered.
- We check understanding here because everyone comes into our lessons with different experiences, they all build knowledge differently, so we have to make sure that they have understood what was intended. If they did not, we re-teach.
- In the 'I do' the teacher delivers, including asking lots of questions to check understanding, extend and probe the limits of understanding. The teacher models for the class, providing guided instructions including asking procedural questions.

'We do'

- This is a stage of co-construction where the teacher and the students complete an activity together.
- Students need to practice what they have been taught and apply their knowledge to solve problems. We do this gradually in a way that is sympathetic to the limited demands of working memory.
- We also do this because we recognise that meaningful success is a key driver of motivation. If a student suffers repeated failures due to lack of guidance when applying what they have been taught, then their learning is vulnerable.
- It is through the scaffolding in the 'we do' that we support students enabling them to achieve their learning goals
- Your teachers check understanding to inform their decisions about the next steps in their teaching and your learning
- One way we do this is by the teacher and the students completing an activity together, with the teacher asking the students questions to support completion.

'You do'

In the 'you do' students apply what they have been taught. It is the stage of the lesson sequence where we are releasing more of the responsibility of the learning process to you. This happens at different rates and the teacher responds to leaners as appropriate.

For instance, the students apply what they have been taught, scaffolds remain on the board or in books to support learners. The teacher circulates and provides live feedback.

Equipment expectations

Every student should come to school equipped for a full day of learning. Students should have their equipment checked at the beginning of the day during tutor time. Students' Knowledge organisers should be visible in every lesson they attend.

Supporting our students whose learning is vulnerable

There are many factors that can make the learning of students vulnerable.

At Charnwood College, teachers know their students well and think about how they can be supported in lessons.

A golden thread running through the learning routine is checking for student understanding. This is frequent formative assessment which allows us to teach responsively to students in front of us.

To check for understanding successfully we require students to prove their understanding of what we have taught them.

The Charnwood College learning routine provides excellent support for students whose learning is vulnerable. It embeds the principles of instruction of daily review, presentation of new material in small steps, has regular opportunities, formative assessment to check student understanding, modelling, independent practice and weekly and monthly review.

Staff support students whose learning is vulnerable. These supports may include teachers and Teaching Assistants modelling, teachers thinking aloud, cue cards and check lists. The rubric allows for additional guided practice where some students may need additional time to rephrase, elaborate and summarise new material in order to develop their understanding.

The positive development of our young people is our first priority as they grow into young adults. We are committed to giving all of our students every opportunity to achieve the highest of standards, supported through individual needs.

Reading at Charnwood College

Limited reading ability for some of our children means that they are unlikely to be able to access some of the texts that we might consider important cultural capital for all of our children. By reading these books aloud we allow all of our children in and engage them in worlds previously inaccessible to them. We shoulder the burden of the fluency and pronunciation and intonation and grammar, and we open the door.

The experience of being read to, a collective experience which students share with each other and with our teachers is a wonderful gift, and we aim to give this experience, every day, to every child at Charnwood College.

To make sure all students leave Charnwood College as fluent and experienced readers, we adopt the following:

DRET reads: Dedicates time within the school day for teachers to read aloud to students.

DEAR Time: Drop everything and read- The Academy may signpost part of the day or week when all students will stop what they are doing and spend 20 minutes reading their own reading book, encouraging the love of reading.

Disciplinary reading: All students experience disciplinary reading in subjects where teachers think about the most appropriate form of reading at a subject level. This is likely to include the pre-teaching of key vocabulary, supported reading of dense material and choral response to support pronunciation.

NGRT-Tracking reading progress:
The New Group Reading Test (NGRT) is a standardised assessment that reliably measures reading skills against the national average. This test allows us to see the progress your child has made in their reading and help us to offer early interventions to support or challenge learners. The NGRT is an online, adaptive assessment that requires no preparation. It takes approximately 30 minutes to complete and each test becomes personalised, based on how students respond to each question.

Reading interventions:
Having identified students not yet reading at age appropriate levels we offer individual or small group reading interventions, that accelerates the progress of the weakest readers through phonics, ‘read write Ink’ and ‘Accelerated Reading’ programs.

Equality and diversity

Diversity is an integral part of Charnwood College’s identity, and we are committed to fair and equal opportunities for all. The diversity of our pupil population and staff body is something we celebrate and view as a strength. We are committed to developing a school community that improves the experiences for all students and staff regardless of the race, gender, sexual orientation, disability, age or religion.

We take a zero-tolerance stance on bullying, and we keep records of bullying incidents which relate to equality issues such as instances of racism. This helps us to better understand the nature and scale of these issues within our school community, and to target our resources at addressing them effectively. By seeking pupil engagement and representation from a range of different perspectives, we encourage students to use their diversity as a source of strength.

Every Lesson counts

We need parent and students to know about the importance of attendance. At Charnwood College students who attended 94% of their lessons gained on average one and a half grades higher in every GCSE than those who did not. Every lesson counts.

There are three tiers to the attendance rewards strategy at Charnwood College. The aim is to encourage students to attend school regularly and consistently. Even those students who struggle to attend school can be rewarded for improving their attendance. A main priority of the rewards to give all students a sense of belonging though Forms, Houses and Year groups.

Homework

Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. Those students who regularly complete their homework have a positive impact on learning, on average adding five months progress to those that do not. We are aware that some students may not have a quiet space for home learning and at Charnwood College we support home learning through providing a homework club for students after school. Our Homework strategy is linked to classroom work as this tends to be more effective. Our online platforms, shared via bromcom with Students and parents, provide immediate feedback and the flexibility to complete that work in their own time over a one week cycle.

Safeguarding

In order to ensure that students are kept safe at all times, Charnwood College has numerous staff trained to full Designated Safeguarding Lead (DSL) level, and all other staff receive both annual training and frequent safeguarding CPD. Charnwood College also trains staff according to locally prevalent risk factors.

Students are also encouraged to raise concerns, and students are specifically trained to know that they can disclose any concerns in the designated disclosure space at lunchtime or with any member of the safeguarding team.

All staff and students should note that the accurate completion of registers is of pivotal importance in Charnwood Colleges safeguarding approach. Registers are monitored in real time by the Attendance Officer, who checks that students are exactly where they should be at all given times of the day. A secondary level of monitoring occurs via parents, who also monitor their children's attendance via the MCAS app, making it all the more imperative that registers are always taken accurately.

The safeguarding of children is the responsibility of all adults at the Academy.

THE CHARNWOOD COLLEGE WAY

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