



St Paul's Way

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

Visible Consistencies

Key Routines

Line Ups

Why:

- An opportunity for students to ensure they are ready and prepared for lessons after non-curriculum time (start of day, break and lunch)
- An opportunity for important announcements
- Maximises learning time by ensuring all students arrive to lesson at the same time

Expectations of students:

- Move into lines from the first whistle without cajoling from staff
- Register order (surname) by the second whistle
- Silent by the end of the countdown and then silent for the duration
- Uniform is 100% correct

Expectations of staff:

- In the line up space at the correct time
- Collect a photo register to check the register order of one line
- Check uniform and silence are being met
- Return the card to the year team and stand in amongst the lines to support with expectations until your group is called

Example of line-up microscript:



Stage	SLT/YTL Lead	Teachers	Students
1	Blows Whistle from front	Students move into into tutor lines 2 min window based on clocks	Move to Line Up in forms: - Alphabetical order - Bag in front on floor - Facing Front
2	Countdown: • 5 Ready to Track • 4 Bags off and in front of you • 3 Thank you (Pick tutor group) • 2 Uniform 100% perfect • - 1 Silence	Support with raised hands	Students fall silent Late arrivals move to timeout zones
3	<i>"100% Silent, Facing the front, bags down, Uniform correct – Shirts tucked in and lanyards visible, blazers on. Teachers please can you check the students are ready."</i> Instructs Staff to check lines Instruct staff to return registers to SLT lead "Teachers to move into lines to support readiness for learning"	Staff check lines anyone not ready sent to timeout zone	Students lined up in silence
4	Starts Dismissal <i>"Thank you (Insert year group) I am now going to dismiss now. When called, please move to the front with pace and purpose to meet your teacher in silence."</i> <i>6. Maths 10x3 to Mr Ali"</i>	Raise hands to signal class Indicates line up area checks line is straight Moves key students	Students move to teacher through the front of the lines line up in front of teacher

Structured Transitions

Why:

- Maximises learning time
- Creates safe corridors where everyone can keep moving
- Ensures a calm start to lessons
- Avoids disrupting lessons which have already begun

Expectations of students:

- Move into lines silently with pace and purpose when the teacher's name is called
- Stand in the place that the teacher indicates
- Move as a single file, silent line to the classroom without big gaps in the line
- Pause when asked to stop

- Remove coats when entering the building

Expectations of staff:

- Distribute students in the line to help prevent talking
- Allocate a student to lead the way to the classroom
- Position yourself in the middle of the line with a good view of all students
- Use positive group support
- Pause the line at key points (e.g. stairs) to keep the group together
- Issue reminders for talking / being deliberately slow to join the class line

Classroom Principles

Meet and Greet

All lessons start with the Meet and Greet.

Why:

- Support the Warm but Strict ethos
- Provide a structured and calm start to the lesson
- Support the use of retrieval activities as Do Nows
- Provide consistency and clarity for all stakeholders
- Support the punctuality of students to lessons

Expectations of students and staff:

	Threshold	Do Now
Teacher	1. Greet students by name and check uniform 2. Send students to back of line to rejoin if not ready 3. Indicate to students to stand up behind their chairs and unpack their equipment	1. Positive comment 2. Ask students to take a seat and set Do Now as silent activity 3. Take the register 4. Circulate and monitor
Students	1. Respond to teacher greeting 2. Enter silently 3. Stand behind chairs 4. Unpack equipment	1. Listen in silence 2. Complete title, date and Do Now activity

Countdown

All teachers will use the countdown to transition between sections of the lesson and ask for silence.

Why:

- The expectations are clear
- Teachers don't have to shout
- Pupils don't have to be shouted at
- Teachers respect the time needed to end conversation
- Pupils respect the teacher by being silent when asked



Script	Success Criteria
5, Ready to track	Standing in one location
4, Equipment down	Using eye contact to scan the room
3, Thank you (reference to student(s))	Body language is consistent and use of non-verbal indicators.
2, Nothing in your hands	Use physical countdown with hand to reinforce verbal commands
1, Silence	Consistent pace
	Not raising voice
	Where appropriate lowering volume of voice
	Only starting instructions/explanation once 100% of expectations are met by all students

Noise Levels

Noise levels are set for each activity and teachers use a shared language for this.

Noise level	Student expectations	Example
Silent	Working in 100% silence. Raise hand if needed	Independent work
Quiet voices	Speaking in soft voice	Pair and group work
Strong voice	Loud, projected voice. All other students tracking the speaker and listening silently	Answering a question or giving a presentation

End of Lesson

Time	Staff Action	Pupil Action
2 mins to go	"Well done Year X, let's start to pack away" Circulate and check the room is being left as it was found.	Pupils start to pack away and stand behind their chairs.
1 min to go	Countdown. "I have awarded character points for (Aspiration) to ____, ____, and ____ for... Well done!"	Stand behind chairs in silence.
As teacher dismisses	Check uniform.	Make sure your uniform is 100%.
End time	"I will now dismiss you row by row. If you wish to speak to me, remain standing behind your chair."	Leave calmly, row by row