Twyford CofE Academies Trust | Ada Lovelace CofE High School | Ealing Fields High School | Twyford CofE High School | William Perkin CofE High School

Conduct Points and Learning Habits

To recognise when students have demonstrated positive learning behaviour, or contributed positively to the school community, we issue positive conduct points. These provide regular positive feedback on a students' approach.

Positive Conduct Points	Points
Purposeful attitude to learning	1
MFL greeting	1
Showing community etiquette	1
Responsible team/practical work	1
Accurate memorisation	1
Correct equipment	1
Effective use of MWB	1
Excellent listening habits	1
Excellent speaking habits	1
Excellent reading habits	1
Excellent writing habits	1
Excellent book etiquette	1
Accurate peer/self-assessment	1
Active response to feedback	1
Excellent reading log	1
Resilience in engagement	2
Excellent lesson prep/HWK	2
Excellent planner use	2
Active participation in singing	2
Star of the lesson	3
X Representing the school	5
X Music assembly/performance	5
X Enterprise involvement	2
X Assembly reading/tech team	2
X Wider learning participation	1

If a student is not demonstrating positive learning behaviour, or have behaved in a disruptive, reckless or unkind way towards others or the school environment we issue negative conduct points. We are clear about our expectations of positive behaviour which should mean that students can avoid negative conduct points being issued.

Negative Conduct Points	Points
Poor listening habits	1
Poor use of planner	1
Not following an instruction from staff	1
Not silent when instructed (classroom)	1
Poor classroom entry/exit	1
Poor engagement in classwork	1

Negative Conduct Points	Points
Incorrect equipment	1
Poor book etiquette	1
Incorrect uniform	1
Late to lesson	1
Poor / incomplete reading log	1
Unsatisfactory lesson prep / homework	2
No prep / homework	2
Not being silent in the building	2
Late to school	2
Missed intervention	2
Missing essential PE kit	2
Misuse of ICT facilities	2
Disruptive behaviour resulting in MLT detention	4
Reckless behaviour resulting in MLT detention	4
Disrespect for school environment resulting in MLT detention	4
Unkind behaviour resulting in MLT detention	4
Serious misconduct resulting in SLT detention*	6
Serious misconduct resulting in internal suspension*	8
Serious misconduct resulting in external suspension*	10

** the appropriate sanction in response to a breach of the behaviour policy is always at the discretion of senior staff and will be dependent upon the details of the investigation into each particular situation or incident*

*The **Behaviour Policy** contains more detail about the way we support students to engage positively in school life, as well as the systems and processes we follow if things go wrong. You can find this on the Trust website: https://twyfordacademies.org.uk/key-documentation/policies*

In addition to Conduct Points we also report each four times each year on a student's approach to learning by issuing **Learning Habit grades**. These quarterly assessment points coincide with formal assessments and are at:

Quarter 1 – October
Quarter 2 – December/January
Quarter 3 – March
Quarter 4 – June/July*

* for Year 11 and 13 students, Quarter 4 exams are actual GCSE and A Level exams.

Learning Habit grades are given for classwork, homework and memorisation on a 3 point scale:

1 = Consistently engaged
2 = Usually engaged
3 = Not engaged

The full descriptors of these learning habits are detailed below.

Learning Habit Grade Descriptors

Classwork		
	Descriptors for the teacher	Student indicators
Consistently engaged (1) I lead myself and am an example to others	• Consistently has the correct equipment, with excellent uniform and alert posture. • Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions in full sentences. • Understands the importance of recording their learning journey; written tasks are consistently completed to a high standard, using literacy tools to support their writing where necessary. • Understands the value of silent work and is always silent when necessary. • Consistently listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes to team working and communication; never interrupts the learning of others. • Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid. • Takes an active interest in their own progress and understands how they can improve by engaging with the success criteria; values self-review and is able to identify, accept and learn from mistakes.	• I always have all my equipment, I wear my uniform with pride and sit up straight in class. • I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct. • I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. • I know how important it is to be silent in class when the teacher asks me to be and I always listen intently. • I work well in a team because I know how to listen intently to others as well as giving my own ideas. • I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation. • I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately.
Usually engaged (2) I do what I am asked; I follow more than I lead	• Usually has the correct equipment, good uniform and alert posture. • Is capable of being independent in their approach; sometimes takes the initiative in problem solving but also relies on others/the teacher for support; asks questions to support their learning. • Understands the importance of recording their learning journey; written tasks are usually completed to a high standard, using literacy tools to support their writing where necessary. • Recognises the importance of silent work and is usually silent when necessary / when instructed to be. • Usually listens attentively when the teacher or a peer is speaking; is developing the self-control to listen intently to others' contributions; rarely interrupts the learning of others. • Understands the importance of reading, including reading out loud, and is usually willing to contribute in class. • Is aware of how their progress relates to the success criteria and usually acts on feedback to improve.	• I almost always have all my equipment, wear my uniform with pride and sit up straight in class. • I usually challenge myself to get to the highest medal (bronze/silver/gold) I can in the lesson and I sometimes achieve positive points for my conduct. • I try to make sure my notes are accurate and neat; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. • I am silent in class when the teacher asks me to be and usually try to listen intently. • I make an effort to listen to other people as well as giving my own ideas; I am working on my skills in responding to them. • I enjoy reading, including reading out loud, and usually make a good effort to read accurately and fluently with the correct pronunciation. • I usually try to understand the success criteria for a task and I check and correct my work when the teacher tells me to.
Not engaged (3) I do not follow what I am asked to do	• Is often without the right equipment; uniform and posture may often be poor. • Relies heavily on teacher to ensure that they settle to and remain focussed on a task; does not use time productively; often interrupts the learning of others and has a negative impact on their peers. • Written tasks are often left unfinished or completed to a less than satisfactory standard. • Does not recognise the value of silent work so finds it difficult to be silent when necessary; contributions lack focus, showing poor communication skills; often asks questions that are untimely and/or inappropriate. • Finds it difficult, or does not try, to listen intently to others; often interrupts or is distracted when the teacher or peers are speaking. • Does not recognise the importance of reading and is not willing to contribute in class. • Takes little interest in their progress and what they need to do to improve; is not responsive to feedback.	• I often forget my equipment; I have to be reminded to correct my uniform and to sit up straight in class. • I do not think carefully about the work I do in class; my behaviour distracts others. • I often fail to complete written tasks and sometimes rush my work; my books are not well organised / presented. • I am not always silent in class even when asked to be (and need to be reminded often). • I do not always listen to my teachers and/or my peers; I often get negatives for poor listening behaviour. • I am reluctant to participate in reading tasks, including reading out loud and discussion tasks. • I do not look carefully at the feedback my teacher gives me.

Prep / homework		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	• Consistently completes prep/HW to a high standard and hands it in on time; seeks out the teacher to catch up on missed prep/HW if absent. • Displays initiative, curiosity and/or creativity in prep/HW, completing challenge tasks where provided. • Is interested in the success criteria for prep/HW, reads feedback carefully and is keen to act on advice about how to improve.	• I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it; I try to catch up on any prep/HW I miss. • I often complete additional / optional / challenge tasks associated with the prep/HW. • I read feedback on my prep/HW carefully and always respond to / act on my teacher's advice.
Usually engaged (2)	• Usually completes prep/HW to a good standard and hands it in on time. • Sometimes takes the initiative to investigate further in prep/HW tasks and sometimes completes challenge tasks where provided. • Reads feedback on prep/HW and usually responds as required.	• I usually make an effort with my prep/HW and usually hand it in on time; I try to remember to write the deadline in my planner and then tick it off. • I sometimes do additional tasks / challenge tasks associated with the prep/HW. • I read feedback on my prep/HW and usually respond to / act on my teacher's advice.
Not engaged (3)	• Often does not complete lesson prep/HW or completes it to an unsatisfactory standard (e.g. shows signs of being copied / gaps in work); often hands lesson prep/HW late. • Shows no initiative in their approach to prep/HW, often failing to follow instructions set. • Does not read or respond to feedback without prompting from the teacher.	• I do the minimum amount necessary for prep/HW and sometimes copy from others; I often hand in prep/HW late or not at all. • I often do the wrong thing in prep/HW as I don't listen carefully enough to instructions. • I only respond to / act on the teacher's feedback when they remind me to.

Memorisation		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	• Has mastered good techniques to retain and recall new substantive knowledge (e.g. new facts, vocabulary); this is evident in the results of AfL in class. • Is adept at retrieving relevant information from previous lessons / units and using this in a new context. • Understands and consistently uses a range of strategies for revision, ensuring effective retention and recall in preparation for summative assessments.	• I regularly spend time memorising new information accurately and can remember information well from one lesson to the next; I consistently do well when tested on new information as a result. • I work hard to memorise information I have studied and can recall information well over the medium term (e.g. across a half-term). • I use a range of strategies for revision and I am always well-prepared for summative assessments.
Usually engaged (2)	• Understands the importance of retention and recall strategies but does not always use them well; this is reflected in the results of AfL in class. • Likely to be inconsistent in recalling information or able to retrieve only partially from previous lessons/units. • Is aware of strategies for effective revision in preparation for summative assessments but does not always use these well.	• I sometimes spend time memorising new information and can usually remember information well from one lesson to the next; I usually do well when tested on new information as a result. • I can usually recall information from previous lessons/units, but sometimes need to check back as I have not memorised it fully. • I understand strategies for effective revision and usually feel prepared for summative assessments.
Not engaged (3)	• Is disinclined to spend time on memorisation tasks and/or finds these difficult; achieves low outcomes on short-answer retrieval tasks as a result. • Finds it challenging to recall information from previous lessons/units due to a lack of effort to consistently memorise new substantive knowledge. • Does not revise effectively, or revise at all, for summative assessments.	• I don't spend time memorising new information between lessons; I find prep-checks and/or assessments in class difficult as a result. • I don't go back over information from previous lessons and find it difficult to remember what we have covered in other lessons/units. • I don't spend time revising for summative assessments and often feel unprepared for them.