

Fundamental TCEAT Routines



This chart summarises the institutional habits which we consciously develop at the Twyford Trust so that our ethos is a lived reality in the day to day. The habits have high impact when exercised together by **all members** of the community with **full understanding, all of the time**. As is shown below, the four fundamental routines inter-relate and are made up of micro-routines requiring consistency so that the disciplined habits which students are helped to develop in each area also support each other. The rationale for these is simply explained below with examples.

Institutional habits & Routines → ↓	Overall Ethos Actively valuing silence & self reflection <i>'Life in all its fullness'</i>	Good gifts used in service Having agency over doing and being good <i>Know yourself; be an agent for good</i>	Don't stay in a bad place Recognising the impact of negative choices / behaviour <i>Understand weakness: accept support</i>	Unique Value in Community Prioritising community wellbeing as highly as individual preference <i>Engage Fully & Stretch</i>
	Stilling & Focus routines Regular practicing of the habit of silence supports reflectiveness <ul style="list-style-type: none"> In assembly & tutor times students & staff practice deep-breathing, stilling & centring themselves to achieve deep concentration and consider the question for reflection 	Strong posture to keep alert Sitting straight not slouched improves breathing & alertness <ul style="list-style-type: none"> Overt posture practice in tutor time, assembly and singing 6 deep in-out breaths discipline in 1-minute silent reflection 	Noticing (less) good choices Assembly/Tutor time challenge questions help set the moral compass <ul style="list-style-type: none"> Teacher nudges/warnings alert students to navigate away from bad choice End of day conduct point discussion 	Singing Whole school singing models powerful community engagement openness to the positive <ul style="list-style-type: none"> Active participation 100% Students & staff Upbeat delivery
Entry Disciplined entry maximises focus of the majority <ul style="list-style-type: none"> 100% of students silently switch-on 	Silent entry = learning ready Disciplined entry maximises focus of the majority <ul style="list-style-type: none"> 100% of students silently switch-on 	Bringing your A-game Positive tone of mutual respect set by assembly/class entry regime <ul style="list-style-type: none"> Student & Teacher greet each other courteously at the door 	100% time efficiency Elimination of time wasting & barriers to learning minimised <ul style="list-style-type: none"> Immediately get out learning kit Begin starter task 	100% calm corridors Purposeful progression modelled on the approach to class <ul style="list-style-type: none"> Silence from outside doors Teacher cuckooing for silence
Exit Mutual recognition of productive time together <ul style="list-style-type: none"> Collectively calm & controlled Space to reflect on what has been learned 	Silent exit = learning ready Mutual recognition of productive time together <ul style="list-style-type: none"> Collectively calm & controlled Space to reflect on what has been learned 	Recognising achievement Students/Teacher express gratitude for each other's efforts <ul style="list-style-type: none"> Plenary secures learning differentiated LOs reviewed Formal thank-you (all students) 	Conclude correct(ive)ly Authoritative ending gathers loose ends (learning/behaviour) if required <ul style="list-style-type: none"> Firm recapitulation of learning points Ownership over prep 	Finishing together Re-recollection of community responsibility at point of dismissal <ul style="list-style-type: none"> Classroom left tidy for the next class
Line-Ups Line-up functions as firebreak between paces/phases <ul style="list-style-type: none"> Silent line up by staff 	Owning the change of pace Line-up functions as firebreak between paces/phases <ul style="list-style-type: none"> Silent line up by staff 	Take pride in line-up Students reform as an orderly group & get into the zone <ul style="list-style-type: none"> Next lesson? Where? Prep? 	Exercise self-control Avoid taking negativity/friction into the next encounter <ul style="list-style-type: none"> 5 mins line-up to self-correct uniform etc 	Take full responsibility Active embracing of pro-social behaviour <ul style="list-style-type: none"> Safe movement, respecting our learning environment

Twyford CofE Trust Core Classroom Routines

Start of lesson/tutor time routine

Stage of routine	Student actions	Teacher actions	Teacher (suggested phrases/sentences)
On entry	Make eye contact and say good morning/afternoon to teacher at door, if appropriate	Ideally, ensure title slide with starter activity is on board before going to stand at door Stand at door, greet students*, keeping an eye on corridor behaviour Use opportunity to check and sanction uniform <i>*A less formal and therefore briefer greeting may be preferable if the teacher needs / prefers to get the class in quickly while keeping an eye on both corridor & classroom</i>	<i>"good morning/afternoon"</i> <i>"hello X"</i> <i>"make sure you are ready to show me perfect uniform – top buttons done up, shirts tucked in, skirts worn properly - as we are coming in thank you"</i> <i>6th form "let's make sure coats are off thank you"</i>
	Walk silently to seat	Ensure silence	<i>"sitting down in silence thank you; your date, title and starter task are on the board"</i>
Seats	Sit down silently	Ensure silence	<i>"make sure your bags are under your chairs or table, thank you"</i> <i>"sitting in your Trust posture thank you"</i>
	Get equipment out silently (book/folder, pencil case, rough book, planner, + any subject specific items e.g. dictionary)	Ensure silence Check requisite equipment has been placed on tables neatly and sanction if necessary	<i>"make sure you have all your equipment, you won't be able to get anything else out of your bag during the lesson"</i> <i>"make sure your equipment is neatly laid out"</i>
Formal start	Focus on the task Remain silent/respond to teacher as appropriate	Move from door to front of classroom Ensure students are focussed	<i>"good morning/afternoon Year 7 / 7X / set Y"</i> <i>"I'm glad to see you making such an excellent start"</i> <i>"it's lovely to see you for our lesson today"</i>
Start of work	Write title, date etc. and underline Complete starter task silently	Check title slide with starter activity is on board Ensure silence	<i>"don't forget to underline your date and title, and move on to the challenge activity once you've completed the starter task"</i>
	Respond to register with formal response e.g. Yes sir, Yes miss, MFL greeting	Take register (freeze or extend board in order that title slide and start task remain visible) Ensure formal response used Address lateness	<i>"morning/afternoon/MFL greeting X"</i> <i>"X, you are late to the lesson, take your seat silently and I will discuss this with you shortly"</i>
<i>If teachers choose to ask students to line up before entry, the following line-up routine must be observed</i>			
Corridor line-up*	Stand/move in single file	Ensure title slide with starter activity is on board before going to door to check line-up routine and greet students	<i>"let's make sure we've all completed our line-up checks, so we're silent and our uniform is perfect; get ready for our greeting as you enter"</i>
	Maintain silence		
	Check own uniform		
	Stand up straight, against the wall (shoulder to the wall) if queuing		
	Face forwards, towards the door		

Twyford CofE Trust Core Classroom Routines

End of lesson/tutor time routine

Stage of routine	Student actions	Teacher actions	Teacher (suggested phrases/sentences)
Prep recorded check	Final check that prep is written fully in my planner, with due date Hold up planner for teacher to see, if required	Remind students of prep Check key students (e.g., SEN, E&D, off-track students who frequently do not record prep accurately)	<i>"let's double check that your prep is clearly written, with the due date (remind them of due date) – check your partner's too if you have a second"</i>
Pack up	Pack equipment away in silence when instructed by teacher	Ask students to pack away Remind/ensure silence Complete and distribute student report cards	<i>"packing away quickly and silently thank you, then standing behind your chair ready for final checks"</i>
	Stand behind chair in silence	Ensure students stand behind tucked in chairs Ensure silence	<i>"chairs tucked in thank you, remaining silent"</i>
Final checks and reminders	Reflect on what I have learnt this lesson		
	Check my own uniform	Remind to check uniform Address uniform non-compliance	<i>"let's remember to stand up straight behind our desks and let's have a final uniform check before we leave the lesson"</i>
	Check area around my desk	Remind to check floor/desk etc. Ask students to pick up any litter from floor / desk to put in recycling or bin on exit	<i>"check there is no paper left on your desk or under your chair, thank you; bring any paper or litter to the front on your way out"</i>
	Listen to reminders	Check where students going next Remind students to follow one way system or most efficient route (as per school policy) Remind student to maintain silence in corridor	<i>"class, I know you're going to Y next so make sure you are heading left/right as you leave, straight to your next lesson, walking silently and purposefully"</i>
Communal thank you	Respond to teacher thank you ("thank you Ms X/Mr Y" or Target Language equivalent in MFL lessons)	Stand at front to say thank you	<i>"thank you Year 7 / 7X / set Y"</i>
Dismissal	Stand silently waiting for dismissal	Ensure silence as they wait	<i>"remember, we remain silent while waiting to be dismissed thank you"</i>
	Leave gradually (e.g., rows/columns) following teacher instructions	Stand at door to dismiss Dismiss gradually e.g., row by row Monitor corridor silence	<i>"front row dismissed, the rest of us are waiting in silence; second row dismissed etc."</i>
	Silence in corridor upon leaving	Monitor dismissal into the corridor Ensure silence Check students not waiting around in corridor	<i>"let's move off to our next lesson straight away thank you" "off to our next lesson in silence thank you"</i>

Twyford CofE Trust Core Classroom Routines

Outdoor line-up routine

Stage of routine	Student actions	Teacher/tutor actions	Teacher/tutor (suggested phrases/sentences)
Warning whistle/bell	Move to my line-up area immediately	Direct any students not already moving to the correct area Check students lining up in roughly the correct order Remind students that silence expectation is coming shortly Verbal countdown (lead teacher) to silence	<i>"let's quickly move to our line-up positions"</i> <i>"bring your conversations to a close ready for silence"</i> <i>"start checking your uniform as you move, thank you"</i>
Line-up whistle/bell	Move to my correct position in the line	Remind/ensure silence Check order is correct	<i>"double check you are in the right place – check who is in front of and behind you"</i>
	Stand up straight, in silence, in single file (directly behind the student in front of me, shoulders parallel to the person ahead), facing forwards	Ensure silence Walk up and down line Ensure students are in single file Address non-compliance Remove students repeatedly not complying from line-up by sending to HOY/SLT (resulting in detention)	<i>"standing silently thank you"</i> <i>"single file, that means no one next to you – check you are directly behind the person in front of you, facing forwards"</i>
	Check my own uniform	Check uniform (incl. jewellery & make-up) Address uniform non-compliance	<i>"final check of your uniform – top buttons, shirts, skirts"</i>
Walk in to building	Wait for signal from teacher to move	Lead students towards exit from line-up area Continue to look back along the line to check single file and silence	<i>"follow me in silence, stay in single file, absolute silence thank you"</i>
	Follow teacher silently / follow instructions to move to building, remaining in line up formation	Check silence Address non-compliance	<i>"moving in silence, remaining in single file thank you"</i>
	Re-check own uniform	Remind students to re-check their uniform and correct if necessary	<i>"let's do a final check as we move, to make sure we are looking smart with perfect uniform"</i>
	Remove coat before arrival at door*	Remind students to remove coats as approaching door	<i>"let's start removing those coats in preparation for entering the building"</i>
	Hold door open politely, when necessary	Ensure door is open or held open by a student	
Walk to classroom	Follow teacher silently, remaining in line up formation	Check silence and single file Address non-compliance	<i>"moving in silence, keep to the left/right, single file, thank you"</i>

Twyford CofE Trust Core Classroom Routines

Stilling & Focus routines – assembly and tutor time

Stage of routine	Student actions	Teacher/tutor actions	Teacher/tutor (suggested phrases/sentences)
Taking seats incl. Trust posture correction**	Enter row silently Stand up straight in front of chair Sit silently, when directed by my tutor Coat on the floor/chair, not on my lap Bag on the floor, neatly under the chair	Direct students to places, checking they are in the correct order and not next to friend(s) Complete a final check of the row for placement and uniform Instruct students to sit down non-verbally	<i>n/a – non-verbal corrections are most appropriate at this time</i>
	Sit in Trust posture – sitting up straight, feet flat on the floor, back straight, (empty) hands on lap/desk, facing forwards	Remind students of all elements of the Trust posture Check compliance and correct where necessary Sit next to key student(s)	<i>“adopt our Trust sitting posture thank you” “feet flat on the floor, backs straight, hands empty” “remember – our sitting posture helps us to breathe freely and concentrate more easily” “our posture is a reminder to our brain to be alert”</i>
Singing	Stand silently Stand up straight, looking forwards Participate in warm-up and singing Sing audibly	Turn to face tutor group, looking along the row Check participation Encourage students to sing loudly and smile Address non-participation	<i>n/a – non-verbal corrections are most appropriate at this time e.g. eye contact with non-participation, hand gesture to raise volume, exaggerated smile “We sing because we are a community.”</i>
Start of reflection time	Maintain Trust posture	Check and correct posture before reflection starts	<i>See above</i>
	Remain silent	Check compliance with silence and correct silently if necessary (non-verbal correction)	<i>n/a – non-verbal corrections are most appropriate at this time e.g., single finger to mouth in ‘silence’ prompt, eye contact with student whispering</i>
	Bow heads (& close eyes if helpful) Keep my head bowed (& eyes closed) until teacher/tutor invites me to raise it (& open my eyes)	Check heads bowed Address non-compliance	<i>“You might find it helpful to close your eyes.” non-verbal corrections may be more appropriate at this time e.g. ‘closed eyes’ gesture, passing hands downwards over eyes</i>
	Focus on breathing – in for 4, out for 4 Actively think about the topic / question	Remind students to breathe deeply if necessary Time one full minute	<i>“ Breathe in for 1,2,3,4 and out for 1,2,3,4” “Keeping our head bowed reflect on XXX”</i>
End of reflection time	Raise head (& open eyes) when teacher invites me to	Invite students to raise their head (& open their eyes)	<i>“ok, you may silently raise your heads, thank you”</i>
	Remain silent and still, awaiting responses and prayer	Remind and enforce silence	<i>“stay silent while we have our opening/closing responses and prayer”</i>
Prayer/ Bible Reading	Listen intently to student reading prayer / Bible reading aloud Speak clearly and audibly when saying ‘amen’	Choose a student to read the prayer (if not already arranged) Correct any mispronunciation gently Check other students are listening intently	<i>“X, it would be lovely if you would read our prayer to us today, thank you”</i>
Responses	Listen intently to student reading responses aloud Speak clearly and audibly when saying responses	Choose a student to read the responses (if not already arranged) Correct any mispronunciation gently Check other students are listening intently	<i>“X, you’ll be leading our responses today, thank you” “We respond together because we are a community.”</i>

Twyford CofE Trust Core Classroom Routines

**not compulsory in all schools – refer to school SLT for direction on this point*

***these routines apply to assembly or communion – for tutor time, see 'start of lesson' core classroom routine*