



Teaching, Learning and Assessment Policy

2025/26

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The Governors of Baines School

Date approved: 9th February 2026

Date of next review: February 2027

1. Teaching and Learning

Delivering an exceptional education is our core purpose.

Our vision is for all students, regardless of background and circumstance, to make outstanding progress and to achieve outcomes that will create life chances for them in the future. We seek to foster curiosity and a thirst for knowledge, and for students to have a conscientious attitude to their studies.

We want our students to be resilient and to value effort, in keeping with our school motto *Nil Sine Labore*. We are committed to providing the highest standard of teaching and learning to ensure that students leave Baines equipped with the skills and attitudes they need to make a positive contribution to society.

A] Expectations

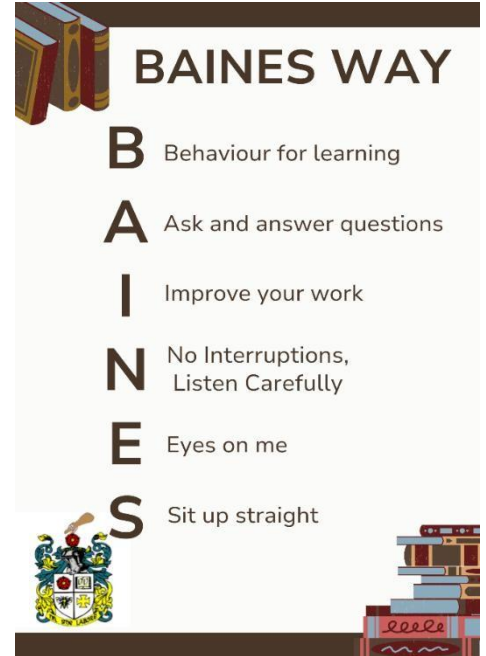
Teachers are expected to:

- Deliver high quality lessons using carefully sequenced curriculum material.
- Adapt and refine their practice to support all students to access the curriculum.
- Demonstrate excellent subject knowledge and passion for their subject.
- Present information clearly and concisely, modelling the highest standards of oracy.
- Model the highest standards of literacy and promote a love of reading.
- Engage in reading and research to maintain their expert knowledge.
- Know their students as individuals and adapt their practice to meet the needs of all.
- Use timely and accurate formative assessment strategies to check student understanding and identify gaps live in lessons.
- Use summative assessment, in line with department assessment points, to assess what students know and remember and can do and use findings to inform future teaching.
- Provide timely and specific feedback to students that plugs gaps and/or consolidates or extends learning and provide opportunities for students to act on this feedback.
- Take the register at the start of every lesson.
- Create a seating plan for each class to ensure all students can learn in a safe, calm, orderly and positive environment, adapting the plan where necessary.
- Manage students' behaviour, following the school's behaviour policy.
- Motivate and enthuse all students with rewards and use sanctions as appropriate.
- Ensure an orderly finish to lessons.
- Set meaningful independent learning that helps students to make progress.

- Liaise with Learning Support Assistants in class to ensure SEND students are appropriately supported and able to access the same curriculum.
- Complete academic monitoring accurately and on time.
- Complete the cover work template and resources for any planned absence.

Students are expected to:

- Arrive on time and fully prepared for class with the necessary equipment and uniform.
- Always follow the BAINES way.
- Demonstrate consistent effort in every aspect of school life in keeping with our school's motto.
- Have the highest standards of behaviour and safety around school.
- Participate and engage fully in the lessons.
- Respond positively and proactively to teacher feedback to develop their knowledge and skills.



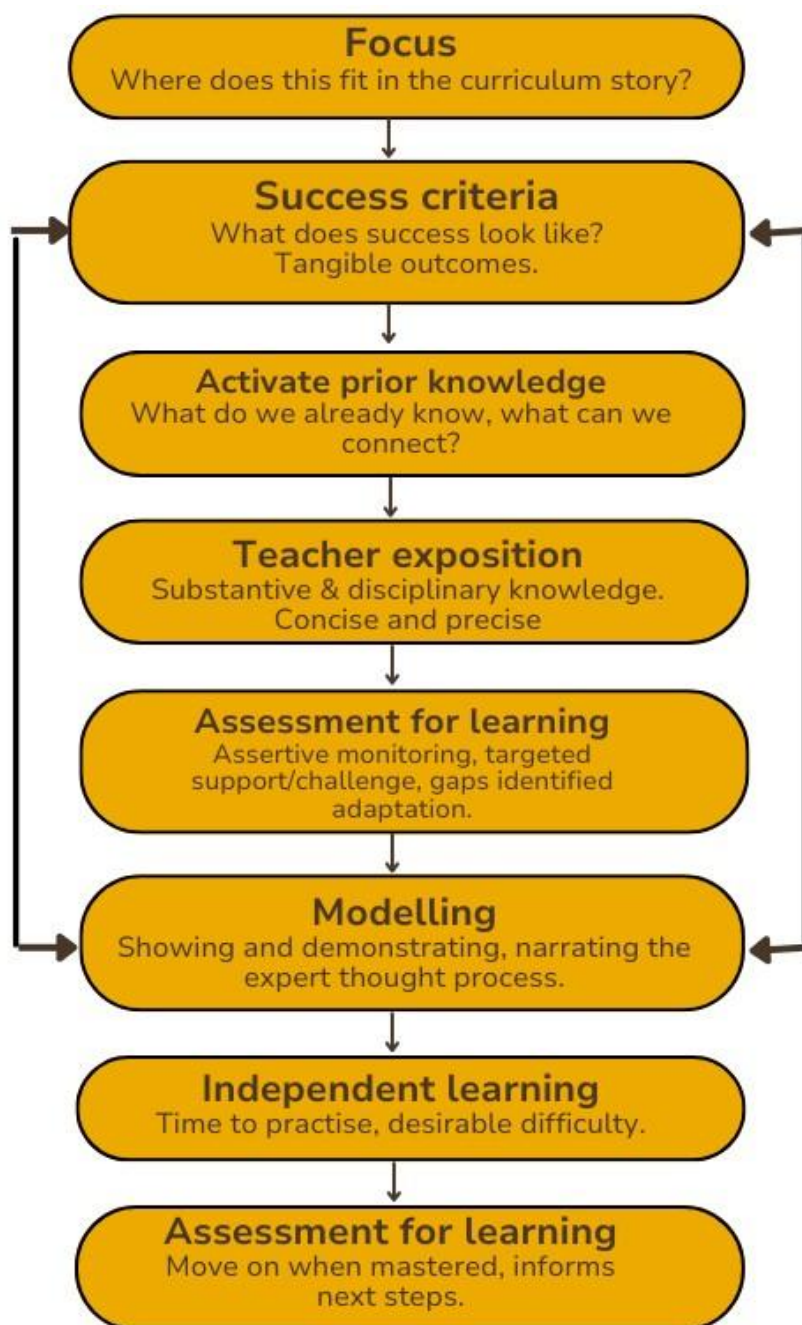
- Listen to one another respectfully, talk to one another respectfully using proper English.
- Use the available resources to allow them to work independently and develop resilience.
- Check their work carefully for the highest standards of literacy and numeracy.
- Check their work carefully to ensure the highest standards of presentation.

- Revise for assessments so they achieve their very best, learning from what they know and don't yet know
- Complete a minimum of two hours of independent study per week and to the best of their ability



- Present their work carefully, following PROUD.
- Complete all independent study to the best of their ability and meet all deadlines.

Typically, learning will be sequenced as follows:



B] Curriculum

Our school's curriculum ensures that all students, particularly those who are disadvantaged and those with SEND, learn the knowledge and skills as intended, achieve well in national tests and are prepared for their next stage of education.

Students who perform well in exams have more secure schemata. They have more knowledge to draw upon, and that knowledge has been strengthened over time because of a carefully sequenced and ambitious curriculum delivered consistently well in every subject.

Our curriculum develops the skills of the individual and provides our students with the necessary skills to be best prepared to make sound decisions in modern Britain.

Our PSHE curriculum in Year 7 to Year 11 is age-appropriate and we look to embed SMSC opportunities into all aspects of our work. We continue to keep every child's personal development and welfare at the centre of everything we do. Through our curriculum, both academic and pastorally, we develop further opportunities to demonstrate our commitment to the whole child and strengthen our students understanding of British Values and how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.

Students participate in at least an hour lesson per fortnight of PSHE from Years 7-9 and one lesson per week in Years 10-11, on a rotation basis with REP. The PSHE curriculum contains the following elements which are directly applicable to promoting British values:

- Diversity, Politics & Parliament (Year 7)
- Society (Year 8)
- Equality, Rights & Responsibilities (Year 9)
- Extremism & Radicalisation (Year 10)

Our REP provision allows SMSC to be further explored and promotes tolerance and equality. All students study REP (Religion, Ethics and Philosophy) from Year 7 -11. The REP curriculum contains the following elements which are directly applicable to promoting British values:

- Belonging and living in different communities
- Ethical and moral values and principles
- Free will and individual choice
- Christianity as the dominant religion in a multicultural and multi-ethnic society

There are varied opportunities for personal growth and development offered to young people throughout their time with us. Whether academic, practical, sporting, generally talented or initially less than confident, Baines' students are positively challenged to participate in the breadth of school life and to grow and develop so that they can take on new and exciting opportunities in order to find out about themselves, test their abilities and be able to work with, and relate to, peers and other people from all walks of life.

As a voluntary-aided (non-denominational), non-selective co-educational school, we want Baines to provide an education and experience that young people respect, value and desire from the moment they join us in Year 7 right through to Year 11. We wish all students to look back over their time with us and feel that they have achieved their personal and academic ambitions, that they have valued and enjoyed their years here and can positively state that they have grown as a person because of their experience. The Governing body are regularly involved in discussions regarding curriculum provision ensuring that statutory requirements are met.

Year 7

Based on a two-week 50-hour cycle

Subject	Number of hours per fortnight
English	8
Maths	8
Science	6
French	4
Geography	3
History	3
Religion, Ethics and Philosophy	3
Art	2
Computing	2
Music	2
Design	3
Physical Education	4
PSHE	2
Total	50

Year 8

Based on a two-week 50-hour cycle

Subject	Number of hours per fortnight
English	7
Maths	7
Science	6
Languages (French and Spanish) Top 2 sets on each band or	6
Languages (French)	4
Extra English and Maths	2
Geography	4
History	4
Religion, Ethics and Philosophy	3
Art	2
Computing	2
Music	2
Design	2
Physical Education	4
PSHE	1
Total	50

Year 9

Based on a two-week 50-hour cycle

Subject	Number of hours per fortnight
English	7
Maths	7
Science	6
Languages (French and Spanish)	6
Top 4 sets on each band or	4
Languages (French) Extra English and Maths or	2
Languages (French)	3
Geography	4
History	4
Religion, Ethics and Philosophy	2
Art	2
Computing	2
Music	2
Design	2
Physical Education	4
PSHE	2
Total	50

Year 10

Subject	Number of hours per fortnight
Core Curriculum	
English Language GCSE	8
English Literature GCSE	
Maths GCSE	8
Combined Science	10
Or	
Triple Science	10
Physical Education (non-exam)	2
RESPECT -Religion, Ethics and Philosophy, PSHE (non-exam)	2
Sub Total	30

4 options from 20 lessons per fortnight	
Triple Science GCSE	5
French GCSE	5
Spanish GCSE	5
Geography GCSE	5
History GCSE	5
Computer Science GCSE	5
IT: Creative Media Cambridge National	5
Religious Studies GCSE	5
Performing Arts Eduqas qualification	5
Business Studies GCSE	5
PE GCSE	5
Health & Fitness BTEC Tech Award	5
3D Design GCSE	5
Hospitality & Catering Vocational Award	5
Photography GCSE	5
Art GCSE	5
Travel and Tourism BTEC Tech Award	5
Health and Social Care BTEC Tech Award	5
Construction BTEC Tech Award	5
Sub Total	20 hours
Total	50 hours

Year 11

Based on a two-week 50-hour cycle:

Subject	Number of hours per fortnight
Core Curriculum	
English Language GCSE	8
English Literature GCSE	
Maths GCSE	8
Combined Science	10
Or	
Triple Science	10
Physical Education (non-exam)	2
RESPECT -Religion, Ethics and Philosophy, PSHE (non-exam)	2
Sub Total	30

4 options from	
Triple Science GCSE	5
French GCSE	5
Spanish GCSE	5
Geography GCSE	5
History GCSE	5
Computer Science GCSE	5
IT: Creative Media Cambridge National	5
Religious Studies GCSE	5
Performing Arts Eduqas qualification	5
Business Studies GCSE	5
PE GCSE	5
Sport BTEC Tech Award	5
3D Design GCSE	5
Hospitality & Catering Vocational Award	5
Photography GCSE	5
Art GCSE	5
Travel and Tourism BTEC Tech Award	5
Health & Social Care BTEC Tech Award	5
Construction BTEC Tech Award	5
Sub Total	20 hours
Total	50 hours

C] Sequencing and adapting

Subject Leaders are responsible for ensuring that the curriculum for each subject is carefully sequenced. This means significant thought has been given to what students need to know and be able to do at key moments in that learning journey. This is much more than a list of topics. For all subjects, teachers have a clear and concise understanding of the component and composite knowledge, how to identify gaps in foundational knowledge, and how to build on what students already know to prepare them for the next stage.

'Success criteria' is the phrase used to describe what the students need to know or be able to do at that moment in the curriculum.

Teachers skilfully identify and share the success criteria and engineer opportunities for success for all students.

Opportunities to revisit and to apply and to practise the skills of that subject are explicit and frequent.

Teachers adapt their approach to delivering the curriculum based on what they know about their students. Where assessment has identified gaps in knowledge or barriers to learning, teachers have the competence and the confidence to tailor the approach to allow all students to make progress.

Teachers and learning support assistants work within the SEND policy and access the learning support registers on Teams to guarantee that all adaptations are being made for every student who needs it. This is closely monitored by the SENCO and the SEND Team via the QA cycle. More detailed Pupil Support Plans are in place for those accessing SEND Support or those with an EHCP.

D] Professional development

All staff at Baines are encouraged to engage in our Professional Learning Programme.

Training for teachers and support staff explicitly links to the department improvement plans and the needs of their departments and teachers at that time, but also to their own career interests and ambitions. Findings from quality assurance activities inform the bespoke coaching.

Department meeting time

Every teacher has one hour per fortnight, timetabled with their subject teams, to focus on improving the quality and consistency of their subject-specific teaching. This time is spent focusing on how subjects are being taught and whether students are knowing and remembering more as a result. Subject leaders will decide the focus for this time.

Professional learning programme

Professional learning takes a variety of formats at Baines, including whole staff sessions on key priorities or carousel systems where colleagues choose a specific session to attend based on findings from their lesson visits. INSET time is allocated to reading, research and self-study and this is all recorded on our National College platform and linked to our appraisals.

Termly Teaching and Learning briefings

These are designed to connect curricula and to celebrate the most effective teaching and learning practice across school. They are also used to direct staff to additional reading and research relating to the school improvement priorities. Top tips and strategies will be shared so staff are encouraged and empowered.

Additional tailored sessions and coaching

Teachers and support staff can request additional training sessions through the Deputy Headteacher [Curriculum]. One-to-one coaching is provided for anyone who needs it/where needs are identified, and this will be tailored to that teacher at that time. Subject leaders can direct staff to additional sessions or request additional coaching throughout the year.

External courses/qualifications

Staff can request additional training or courses through our National College platform. INSET time is allocated to independent reading, research and study.

Requests for additional courses will be considered on a case-by-case basis, and we encourage staff to liaise with their subject leaders to link all training and development opportunities explicitly to the relevant department improvement plans or appraisal objectives.

2. Assessment

At Baines, assessment is used to empower all students to take a responsible and conscientious attitude for their own progress. Recognising the gap between what a student currently knows and what s/he needs to know forms the focus of all assessment methods. There is a complex interplay of assessment, teaching and learning which holds at its core the notion that students must understand their own learning progress and goals through a range of processes which are in themselves cognitive events.

Feedback must be specific and explicit for this to happen. Subject Leaders and teachers work together to engineer success for all. Students reflect on their progress and respond to feedback, using regular opportunities to rehearse, revisit and refine their understanding. The purpose and design of independent learning is explicitly defined by each department. Completion is tracked by teachers on Synergy and monitored by Subject Leaders.

A] How we assess at Baines

Black and Wiliam (1998a) defined formative assessment as follows:

“We use the general term assessment to refer to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs” (Black & Wiliam, 1998b, p. 140)

At Baines, assessment for learning is interpreted as encompassing all those activities undertaken by teachers which provide information to be used as feedback to modify the teaching and learning

activities in which they are engaged. It is used to inform how teachers deliver and adapt their delivery to ensure all students keep up. We only ever assess what we expect students to have learned.

B] Key Stage 3 Principles:

Assessment in all subjects is used to check students' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.

All assessments are carefully authored and authentic, engineered for success with desirable difficulty.

Students are explicitly taught how to prepare for assessments with rehearsals, practice of timings, and useful techniques.

Feedback is personal, specific, timely and connected to the curriculum components, so all students know how to improve.

In Key Stage 3, students are assessed against specific success criteria: the curriculum components. Using carefully constructed tests in various formats, students are given plenty of opportunities to practise demonstrating the knowledge and skills that the curriculum expects them to have secured at that moment. Subject Leaders are tasked to ensure that these assessments are authored, authentic and accurate. They must assess what students have been taught and use findings to influence subsequent teaching and learning.

Academic monitoring points provide students with a judgement for each subject under the headings Attainment, Effort and Behaviour.

They will be judged as either:

1 = Mastering the expected standards

2 = Securing expected standards

3 = Working towards expected standards

This language focuses on what teachers **expect**, with the highest ambition for all, anchored in the curriculum as the progression model. See *assessment descriptors in the appendix for more detail*.

This puts the curriculum at the heart of all we do and removes workload by allowing teachers and leaders to make judgements without then applying a grade descriptor.

C] Key Stage 4

In Key Stage 4, students are prepared to meet the demands of the final exams through exposure to exam questions and rehearsal of exam techniques. Students are explicitly taught how to revise. Students are taught how learning happens and how to use strategies to help them deliberately

remember. Subject leaders are tasked to submit their academic monitoring data at regular intervals and to manage the mock exam process [prelims and mocks].

3] Quality assurance

Our QA system ensures that:

- **Standards of education are maintained:** It provides a structure for leaders to monitor performance regularly and maintain consistently high standards.
- **Continuous improvement:** QA processes help identify areas of weakness or underperformance, enabling leaders and teachers to implement targeted interventions and improvements.
- **Accountability:** QA ensures that Baines School is accountable to its stakeholders, including students, parents, teachers, the governing body, and the local authority.
- **Equitable learning experiences:** It promotes equal access to high-quality learning opportunities, ensuring all students receive the education they deserve regardless of their starting point.

SLT link meetings are held fortnightly with Subject Leaders. The prepopulated agenda encourages the conversations to focus on the activities for that half term's QA cycle and the department improvement plans. Senior Leaders explore how the actions taken by Subject Leaders and teachers are impacting on the quality of education for all students, especially those who are at a disadvantage to their peers.

Assurance Process Loop

A simple four-part cycle for ongoing quality assurance



Half termly QA cycle - an overview

A complete four-stage loop for ensuring high quality teaching, learning, assessment and leadership.

Lesson visits

Subject Leaders and SLT visit lessons and provide formal feedback on the template against Teachers' Standards and SIP/DIP priorities.
Half of the team visited per half term.
3 lesson visits per teacher per year.
Completed LV notes uploaded to central tracker.



Learning walks

Learning walks are conducted regularly by leaders to ensure consistency and to support teachers and students. They provide opportunity to visit multiple lessons with a focus on a certain priority or through a certain lens. Teachers and support staff use learning walks to know their school and their children.
Subject Leaders to at least 2 walks per cycle.



Student/staff voice

Leaders collect feedback from student/staff surveys and panels to gauge confidence and competence, using findings to inform DIPs and SIPs.
At least 2 samples of 'voice' collected per cycle.



Work scrutiny

Subject leaders will conduct 1 half termly work scrutiny using the guidance in the TLA Policy. Complete the template and submit a copy to your SLT link at the next fortnightly meeting to discuss how the curriculum is manifested in the work students produce.



SLT meet weekly and QA is a weekly agenda item where all activity can be reviewed and synthesised to inform the SIP.

Governors receive a termly QoE report which will include findings from two full QA cycles.

A] Lesson visits

The lesson visit process at Baines school is one of the many tools we use to assure ourselves that all students are receiving a high-quality education, and they form part of the evidence gathering for the appraisal process.

The intent is to combine high standards with an approach that empowers all staff to innovate and excel.

Teachers and support staff benefit from this process and feel supported by it. This is confirmed through staff feedback and in appraisals.

Visits will be arranged between Subject Leaders/SLT and teachers at appropriate times and no more than 3 visits per year, but teachers can request additional visits or drop ins at any time.

All lesson visits will consider the following:

- a] how the lesson fits within the planned curriculum. Why this, why now?
- b] how well the curriculum is being implemented, are activities appropriate to the content being learned?
- c] how well students' prior learning has created readiness for what they are learning now and what is to come.
- d] how students behave, their attitude to learning, and how effectively any low-level disruption is managed.

Visitors will use the template provided to collect findings during the lesson.

According to research, teaching is likely to be more effective when there is:

- Clarity of presentation
- Connection to what students already know or have understood [schema]
- Effective questioning
- Group activities and paired work, when structured
- Adaptive teaching
- Spaced or distributed practice, elaboration, dual-coding and attention to cognitive load
- Specific and timely feedback to support progress

Lesson visit feedback will draw on these components to inform practice and pedagogy and is recorded against the Teachers' Standards to connect with the common language of the appraisal process.

Feedback will be provided to the teacher and any support staff on their specific role where relevant.

B] Learning walks

Learning walks are opportunities to visit multiple lessons with a focus on a certain priority or simply to support teaching and learning. For instance, student behaviour and our *Nil Sine Labore* work ethic may be one focus for a learning walk. Any member of staff can do a learning walk. It is an important tool in communicating a sense that teachers are being supported by a wider system and to maintain exceptionally high standards but also to allow staff to know how learning is happening in other classrooms and to learn from other colleagues.

Feedback can be provided to individual staff and departments if it is deemed to be relevant, but this is not part of the appraisal. These are designed to give support in lessons, to ensure consistency of experience for our young people, and to get a flavour of the curriculum diet across school. **C] Work scrutiny**

Purpose & overview:

The purpose of work scrutiny is to be assured that the published curriculum is being followed and that the curriculum is effectively implemented by teachers so that all groups of students make appropriate progress relative to their starting points across all subjects.

Work scrutiny, when carried out effectively, allows leaders to identify areas of effective practice and to identify whole school, departmental and personalised CPD.

Leaders carrying out work scrutiny should see examples of the full range of work produced by students. This may include examples of any online work, practical work (where appropriate) and work in different books and booklets (where appropriate.)

Leaders carrying out work scrutiny will always look at the work from a selection of students within the selected class or cohort, including students of different abilities, disadvantaged students and students on the SEND register, where applicable.

Leaders carrying out work scrutiny will contextualise the work seen (e.g. schemes of learning, student achievement data, student attendance levels.) Leaders may discuss with teachers any contextual information for the class/cohort whose work is seen where there is a need for further contextual information to help them understand student(s) background.

Leaders carrying out work scrutiny may need to speak with the teacher/student whose work is seen to be assured how much work is the students' own independent work and to ascertain how teaching was adapted and the impact of this where this is not evident after looking at a range of work in a sample.

Leaders will be cognisant that they cannot see in student work the support provided to individuals, or classes and that they cannot see the full range of feedback offered to individuals and groups of students.

Reasons for a work scrutiny:

- Work scrutiny may follow a thread across students of different year groups or cohorts to see how effectively a particular skill or aspect of knowledge develops within a subject over time, building on prior knowledge.
- Work scrutiny may be used to confirm that all students are accessing the same curriculum and that inclusion runs through all aspects of our practice.
- Work scrutiny may focus on how effectively a pedagogical approach is implemented across the curriculum.
- Work scrutiny may look at different classes across a year group to ascertain the consistency of expectation of component knowledge, depth and challenge across different classes.

Work scrutiny allows leaders to be assured that schemes of learning and the sequencing of component knowledge and skills are being followed appropriately across a subject by all teachers, including in the assigned order, building on prior knowledge.

Work scrutiny allows leaders to be assured that expected routines are followed, in line with the BAINES way.

Work scrutiny allows leaders to see that students are provided sufficient opportunities to practise building this component knowledge and skills, including to produce extended answers/pieces of work, relative to their age and ability, with appropriate support.

Work scrutiny allows leaders to be assured that strategies are in place that enable students with specific barriers to make effective progress (e.g. coloured paper, writing frames.)

Work scrutiny can allow opportunities to see that teachers move students on only when key knowledge is secure, allowing learning to build.

Work scrutiny allows leaders to see how effectively students respond to teacher feedback.

Leaders carrying out work scrutiny will use the pro-forma. This will be shared with the classroom teacher, Subject Leader, SLT link and the AHT responsible for Teaching & Learning.

Leaders should aim to provide 1-2 strengths and 1-2 areas for development, with a timescale; leaders should ascertain what, if any, support is needed to achieve this.

Leaders carrying out a work scrutiny may consider that the work seen, and how this was achieved, is shared with a department or wider across the school.

Leaders carrying out a work scrutiny should consider if a pattern seen is typical for students in other year groups or across our more vulnerable cohorts.

Appendix 1:

Key Stage 3 Assessment Descriptors

Our assessment methodology uses:

- Accurate and timely diagnostic assessment to identify areas of strength and weakness
 - Carefully sequenced curriculum composites so that they gradually build on components
 - Flexibility for teachers on how long they need to spend on any core content based on knowledge of individuals
 - Monitoring of student learning and regular feedback so that students can master content prior to moving on
 - Additional support for students that struggle to master curriculum components
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	Mastering Expected Standards Grade '1'	Securing Expected Standards Grade '2'	Working towards Expected Standards Grade '3'
Attainment	<p>This student demonstrates exceptional performance against the curriculum expectations at this stage. They have proven they have mastered the required knowledge and skills and can demonstrate this in various contexts without support. They have achieved a deep understanding and competence.</p> <p>What does this look like in the classroom: Fastidious in meeting the demands of the curriculum. A consistent depth of language encompassing not only subject specific terminology, but higher level with fluency. Averaging 80%+ success rates in all assessments.</p>	<p>This student is meeting the expected standards of the curriculum at this stage. They have demonstrated that they have the knowledge and skills required to move on to the next stage of learning.</p> <p>What does this look like in the classroom: Met all curriculum thresholds for this moment in the curriculum journey. Can use subject specific terminology fluently. Averaging 70%+ success rates in all assessments.</p>	<p>This student is not yet demonstrating the full range of knowledge and skills expected at this moment in the curriculum. They haven't yet grasped some of the core content, or demonstrated the specific skills needed, to have a secure level of competency at this time.</p> <p>What does this look like in the classroom: Limited understanding of curriculum components at this stage. Averaging less than 70% success rates in all assessments.</p>

	Mastering Expected Standards Grade '1'	Secure in Expected Standards Grade '2'	Working towards Expected Standards Grade '3'
Effort	<p>This student embodies our school motto of Nil Sine Labore in all they do.</p> <p>What does this look like in the classroom: They often take the lead in lessons, discussions, and group activities. They show perseverance and resilience by staying focused, tackling challenges with a positive attitude, and continuing to try even when work is difficult. Consistently they arrive to class prepared with all necessary materials, and they manage time effectively to meet all deadlines.</p> <p>They complete all independent study to a high standard.</p>	<p>This student is consistently demonstrating the effort required at Baines.</p> <p>What does this look like in the classroom: They engage fully in lessons, discussions, and group activities. They take responsibility for their learning by completing tasks on time, seeking help when needed and asking questions.</p> <p>In the main, independent study is completed on time and to the best of their ability.</p>	<p>This student is not consistently demonstrating the effort expected at Baines.</p> <p>What does this look like in the classroom: Their current level of engagement, persistence, and participation in their studies may be inconsistent or insufficient to achieve the expected academic standards.</p> <p>This indicates that improvement is needed in areas such as focus, time management, organisation and/or completion of independent study to support their learning.</p>

	Mastering Expected Standards Grade '1'	Secure in Expected Standards Grade '2'	Working towards Expected Standards Grade '3'
Behaviour	<p>This student consistently demonstrates the highest standards of behaviour both in the classroom and beyond. They are an ambassador for our school and our values.</p> <p>What does this look like:</p> <p>They actively contribute to a positive and professional learning environment. They follow school rules without reminders, show leadership, support peers, and act as a role model through their attitude, actions, and decisionmaking.</p> <p>No consequence points/Cs. No detentions.</p>	<p>This student is meeting the expected standards of behaviour at Baines.</p> <p>What does this look like:</p> <p>They consistently demonstrate that they can make sensible decisions, prioritise their learning, respect others and maintain a positive attitude.</p> <p>This student follows school rules, shows respect to staff and peers, participates appropriately in class, and takes responsibility for their actions. Their conduct supports a positive and productive learning environment.</p>	<p>This student is not yet demonstrating the standard of behaviour expected at Baines.</p> <p>What does this look like:</p> <p>This student struggles to make the right choices at times and this is hindering their academic progress.</p> <p>They show inconsistent respect for others or disrupt the learning environment. Their actions may require frequent reminders or intervention and may impact their own learning or that of others.</p>