



SIR THOMAS FREMANTLE SCHOOL

A CO-EDUCATIONAL SCHOOL FOR STUDENTS AGED 11-19

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Dear Parents/Carers,

I hope you are all well and enjoying the surprisingly bright weather of the past week. I have to say, we have been so blown away by the resilience and determination of our students in making the return to school as successful as it has been. In particular, the Year 7 cohort seem to be very excited to be here and keen to soak up the opportunities that STFS has to offer.

Whilst the sun has been shining this week, I have had the pleasure of running assemblies every day to discuss 'Behaviour for Learning' (B4L) with students and to introduce them to what this means. B4L is something we feel very passionate about at STFS, and we are keen to start the year with clear expectations of our students and what they can achieve – as well as being clear about how they can do so most successfully. This is where the 'Behaviour for Learning' grid comes in. I have attached the grid to the end of this letter, for your information and reference.

<https://www.simonellisconsultancy.co.uk/about-behaviour-for-learning> describes Behaviour for Learning as: 'behaviours that are necessary for learning in a group setting such as a school. If you think about a successful learner you may be able to think about all the positive behaviours that they exhibit that contribute to them being successful. These behaviours will not just relate to accessing the curriculum. Some will be more social in nature, such as the willingness and ability to collaborate in a group or the willingness and ability to filter out distractions from others if required to work independently. Some behaviours will be more emotional in nature such as confidence when confronted with unfamiliar work or resilience when learning is difficult or does not go right first time. Equally you will probably be able to bring to mind some less successful learners whose current behaviour is problematic. You can probably think of positive behaviours that are either not present at all at the moment or, if present, you would like them to demonstrate more frequently. These represent the learning behaviours it is desirable to develop. It should be evident from the preceding description that when we refer to learning behaviours we include both skills and dispositions.'

Essentially, we are not asking our students to 'do well'. We are asking them to 'do as well as they can' at all times – which means striving to achieve whatever their best may be. This involves actively engaging with their learning, stretching to their full potential and challenging negative self-beliefs. In essence, the discussions I have been having this week have tried to emphasise to students that what they put in correlates directly to what they get out – from academic attainment to accomplishment at a personal level. In a context where this has been so directly relevant recently, I have reminded students that ultimately, they will come out with 'what they deserve', and they are in control of that.



I am writing to you to explain the conversations I have been having and to ask for your support. We would love it if you could reinforce these expectations through discussion with your child(ren) at home. To help with this, we will be reporting your child's Behaviour for Learning categories/attainment to you each half term, for all of their subjects. This will be constantly monitored within school, and this attainment will also be rewarded at a whole-school level. You will be sent a list of your child(ren)'s subjects and whether they achieved Reluctant(R), Passive(P), Committed(C) or Independent(I).

I hope this is all clear and that perhaps, your child(ren) have even come home and spoken about it with you already. If you have any questions, please do not hesitate to contact me or your child(ren)'s form tutor.

Thank you as always for your support,

Best wishes,



Leah Martindale

Senior Assistant Headteacher

Behaviour for Learning

A RELUCTANT LEARNER	A PASSIVE LEARNER	A COMMITTED LEARNER	AN INDEPENDENT LEARNER
<p>Demonstrates a negative attitude to learning, poor personal organisation and is reluctant to participate in lessons.</p> <p>Produces work that is below their level of ability and regularly needs bringing back on task</p> <p>Work rate is slow and homework often lacking</p> <p>Lacks self-discipline and finds working independently challenging. They regularly affect the learning of others with low-level disruption and show a lack of respect for others' ideas and viewpoints.</p> <p>Is reluctant to engage with written and verbal feedback from staff.</p> <p>Has a limited response to support from staff.</p>	<p>Demonstrates a satisfactory attitude to learning, adequate personal organisation and participates in lessons occasionally.</p> <p>Works to a standard appropriate to their ability and follows instructions.</p> <p>Completes classwork and homework activities to a satisfactory standard relative to ability.</p> <p>Is able to work without disrupting the learning of others and listen to others' ideas and views.</p> <p>Shows some engagement with written and verbal feedback from staff.</p> <p>Accepts support from teaching staff but does not seek it.</p>	<p>Demonstrates a very positive attitude to all aspects of learning, has good personal organisation and is actively involved in lessons.</p> <p>Works consistently hard and takes pride in everything they do. Responds quickly to instructions and requests.</p> <p>Completes classwork and homework to a good standard related to their ability.</p> <p>Is self motivating and able to work confidently with other pupils, showing respect for their ideas and views.</p> <p>Is productive in responding to targets and engages with written and verbal feedback from staff.</p> <p>Responds well to support and challenge from staff.</p>	<p>Demonstrates an excellent attitude to all aspects of learning, has excellent personal organisation and participates constructively in all lessons.</p> <p>Always works consistently hard and to the best of their ability. Their conduct is impeccable.</p> <p>Displays evidence of wider reading in all their work, displaying curiosity and a love of learning.</p> <p>Drives their own learning and high levels of self discipline, showing independence of thought. Works collaboratively with other people, showing respect for their ideas and views.</p> <p>Demonstrates a determination to improve, respond to targets and engages with written and verbal feedback from staff.</p> <p>Demonstrates resilience and thrives on challenge.</p>

