

STUDENT CODE OF CONDUCT

We will provide you with a high quality education and facilities that are up-to-date, safe and secure. We will treat you with courtesy and respect at all times.

We expect that whenever you are in the Academy, you behave sensibly and appropriately and always show courtesy and consideration to other members of our community. **Remember no-one has the right to interrupt the learning of others.**

In our classrooms we want you to:

- arrive at lessons and tutor group on time
- bring all necessary equipment in suitable bags e.g. pen, pencil, ruler, eraser, DT apron, text books, calculator, sketch pad, PE kit and planner
- listen to the person who should be talking
- always follow the teacher's instructions
- keep all books, desks and walls free of graffiti
- work sensibly and do not disturb other students
- adhere to the consistent classroom expectations
- try to see other people's point of view
- know that in some specialist classrooms drinking is not allowed
- eating is not allowed in any classroom.

During the day we want all of you to:

- move around the Academy in a quiet and orderly way
- keep to the left on stairs and corridors
- show consideration for others in crowded areas
- hold doors open and let others pass through - when appropriate
- stay in correct areas at breaks and lunchtime
- only eat food in the dining area
- put litter in the bins provided
- know that highly caffeinated energy drinks are not allowed and will be confiscated
- know that chewing gum is not allowed
- stay away from staff cars and all car parks
- leave unnecessary equipment (e.g. mobile phone, smart watches or any expensive items) at home.

In an Outwood Academy we care for and value our community.

- we must always try to do our best and aim high
- we must value other people and their property
- we must show respect and care for ourselves and others
- we must always be responsible.

Use of electronic equipment

Students cannot use their own electronic equipment on site. Any electronic equipment/ SMART technology will be confiscated, and a C4 Other will be issued. Mobile phones will not be returned to students. The item can be collected by parent/carer from reception.

Refusal to hand over this equipment will result in the consequence escalating for refusal to follow a reasonable request.



.....
Please complete when the code of conduct has been explained and discussed in tutor time:

Signed by Tutor: _____

Signed by student: _____

Date that code of conduct was explained:

The academy expectations were clearly explained in an assembly on the date below:

Date: _____

.....

PRAISING STARS[®] OVERVIEW

Praising Stars: and how they work

Every six weeks we send out to you a report - we call this your Praising Stars report - do you know why it was given this name?

We want to help everyone, and especially you and your family, recognise and celebrate the successes and achievements of students. It was our way of 'praising' our 'stars'. And of course, our stars are you.

We hope that when you leave us you will go on to wonderful things. We want every one of our students to have choices, opportunities and to 'stand out from the crowd'. Praising Stars reports are a key part of what makes Outwood special, and can help you get where you want to go and achieve your ambitions.

Your Praising Stars tells you your target grade, predicted grade, effort grade, attendance percentage and gives you an overview of your behaviour. All of this information is provided with graphics helping you see visually how you are doing. This means:

- You will be able to celebrate your success and progress each cycle
- You will be able to identify successes, strengths and trends
- You will be able to see if your attendance and behaviour has improved
- You will be able to identify areas for improvements and set goals that can be reviewed

Why does your Praising Stars work so well?

The Praising Stars cycles develops really important skills in you as you progress through school. It allows you to own your performances and see the results of your efforts:

- You will be able to track your progress and effort
- You will be able to review your progress and make improvements using 'what went well' (WWW) and 'even better if' (EBI)
- You have the opportunity to become an independent achiever
- You can measure the impact you make based upon the goals you set

The 'praising' part is so important.

We want our students to share their success and improvements with each other, their teachers and support staff. And we also want our students to share their successes with their families, friends and relatives.

How does Praising Stars support you in the future?

Employers like employees who are reflective, which means they reflect on their performance to get better. We know that employees who can set targets and manage themselves to reach those targets are much sought after. Having the skills to review, interpret and plan improvements are crucial parts of so many job roles. We also know the confidence success gives students. Having the confidence that your goal setting helped you achieve your results makes you an asset to employers, colleges and universities.

Use the review grids overleaf to track your progress, set targets and review impact over the year. But above all, where you are successful, celebrate success and improvement.

PRAISING STARS® REVIEW

Praising Stars®		Attendance	%	
What went well? In Praising Stars I am most proud of...				
1				
2				
3				
Even better if. Identify 2 areas to focus on during the next Praising Stars cycle.				
1				
2				

Praising Stars®		Attendance	%	↑	↓	→
What impact did 2 areas of focus have on this Praising Stars cycle?						
What went well? In this Praising Stars cycle I am most proud of...						
1						
2						
3						
Even better if. Identify 2 areas to focus on during the next Praising Stars cycle.						
1						
2						

Praising Stars®		Attendance	%	↑	↓	→
What impact did 2 areas of focus have on this Praising Stars cycle?						
What went well? In this Praising Stars cycle I am most proud of...						
1						
2						
3						
Even better if. Identify 2 areas to focus on during the next Praising Stars cycle.						
1						
2						

PRAISING STARS® REVIEW

Praising Stars®		Attendance	%	↑	↓	→
What impact did 2 areas of focus have on this Praising Stars cycle?						
What went well? In this Praising Stars cycle I am most proud of...						
1						
2						
3						
Even better if. Identify 2 areas to focus on during the next Praising Stars cycle.						
1						
2						

Praising Stars®		Attendance	%	↑	↓	→
What impact did 2 areas of focus have on this Praising Stars cycle?						
What went well? In this Praising Stars cycle I am most proud of...						
1						
2						
3						
Even better if. Identify 2 areas to focus on during the next Praising Stars cycle.						
1						
2						

Praising Stars®		Attendance	%	↑	↓	→
What impact did 2 areas of focus have on this Praising Stars cycle?						
What went well? In this Praising Stars cycle I am most proud of...						
1						
2						
3						
Even better if. Identify 2 areas to focus on during the next Praising Stars cycle.						
1						
2						

100% ATTENDANCE

We take attendance extremely seriously at the academy and value the efforts of students and families to ensure students are in school every day. 100% attendance should be a goal for every student. Here is why...

- 100% attendance is vital to ensure you have the opportunity to achieve your full potential.
- It provides you with opportunities to learn new things, develop new skills and try them out which will build your confidence.
- High levels of attendance at school are important, not just because the law requires it but because it is vital that you are able to make the most of the educational opportunities which are available to you.
- There is a clear link between consistently high attendance at school and academic progress.
- School is good for your mental health as it helps you to develop social and emotional skills, providing you with the coping skills and tools you need to understand and manage your thoughts, feelings, behaviour, goals and relationships.
- There is also a clear link between full attendance and greater enjoyment of school.
- Regular school attendance patterns encourage the development of other responsible patterns of behaviour.
- 100% attendance enables teachers to make exceptional progress with you in every lesson, however, students returning from an absence reduce this progress and have a detrimental effect on the entire class.
- Being in lessons means access to learning through discussion, collaboration, demonstrations or experiments. Not only are these difficult to catch up on if you are absent but these skills develop you both as a better student in school and as an employee in a company.
- Future employers and colleges will receive information regarding your attendance as part of reference requests; therefore it is vital that 100% attendance is maintained.
 - Imagine if two people of the same ability apply for the same job / university place, but one has 100% attendance and the other has 95% - which applicant would you appoint?
- Any absence from school disrupts your learning - each day consists of 5 hours of learning. Anyone would struggle to catch up with 5 lessons worth of learning.
- You will be at a huge disadvantage if you go on holiday when all of your peers are still in school learning.
 - How will you manage to catch up with hours upon hours of work that you missed?
 - Your teachers have a full class to teach and will be unable to spend time helping you catch up.
- Evidence shows that a student missing the equivalent of just one week from school per year (5 school days) is a quarter less likely to achieve good GCSE grades, having a lasting effect on their life chances.

Our challenge to you: as you start each academic year or each half term can you maintain a 100% record?

WHY GOOD ATTENDANCE MATTERS

Regular school attendance is an important part of giving you the best possible start in life. The aim should be to attend 100% of the time.

Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers and Colleges that you are a reliable and committed young person.

Research suggests that students who attend school regularly could also be at less risk of getting involved in antisocial behaviour or crime.

Below is a table showing how your percentage attendance equates to the amount of time missed in the Academy.

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	2 Weeks	50 Lessons
90%	19 Days	38 Sessions	4 Weeks	100 Lessons
85%	29 Days	58 Sessions	6 Weeks	150 Lessons
80%	38 Days	72 Sessions	8 Weeks	200 Lessons

It is also important to arrive at school **on time**. If you arrive late to school every day, your learning begins to suffer. Below is a graph showing how being late to school every day, over a school year, adds up to lost learning time over one academic year.



17 days absent from school in a year could mean a drop in a GCSE grade in all subjects!

WEEKLY ATTENDANCE

	Total %	Improving <input checked="" type="checkbox"/>	Declining <input checked="" type="checkbox"/>	Maintaining <input checked="" type="checkbox"/>	This week
Week 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 21		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 22		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 23		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 24		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 25		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 26		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 27		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 28		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 29		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 30		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 31		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 32		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 33		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 34		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 34		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 36		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 37		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Week 38		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Cumulative	Total %	Cumulative	Total %	Cumulative	Total %
Term 1		Term 2		Term 3	
Term 4		Term 5		Term 6	

7 PRINCIPLES

REVIEW THE LEARNING	Can I remember what I did last lesson?				FOCUS ON LEARNING, ABOVE TEACHING
THE BIG PICTURE	How does today's lesson link with other lessons? Am I learning new skills?				PROVIDE FEEDBACK
CONNECTEDNESS IN THE LEARNING	How does this lesson relate to real life or previous learning I've done? Why is it important that I learn this content?				PRACTISE NEW MATERIAL
CHECK FOR UNDERSTANDING	Does the teacher know I understand the new content or skill? How can I show them?				PROVIDE FEEDBACK
					PRACTISE NEW MATERIAL
					FOCUS ON LEARNING, ABOVE TEACHING

ENHANCED ACCELERATED LEARNING TECHNIQUES

7 ESSENTIALS

ROUTINES & NON-NEGOTIABLES	Am I aware of what my routines are in the classroom? This is important so I can make the most of my learning.				POSITIVITY & PRAISE
EVERY SECOND COUNTS TEACHING	Every second counts in my lesson, am I organised so I can make the most of it? Do I have my equipment? Am I on time?				PRIDE
IMPACTFUL BEHAVIOUR FOR LEARNING & POSITIVE RELATIONSHIPS	How confident am I as a learner? Do teachers intervene to help me become better? Do I accept help from teachers and my peers?				ACCOMPLISHMENT & OWNERSHIP
COLLABORATIVE LEARNING STRUCTURES	Do I always contribute in collaborative learning structures? This will help me become a better learner and improve my skills of working with others.				ACCOMPLISHMENT & OWNERSHIP
					PRIDE
					POSITIVITY & PRAISE

COLLABORATIVE LEARNING

WHY DO WE LEARN IN COLLABORATIVE CLASSROOMS?

In collaborative classrooms learners learn together in teams, sharing experiences and making progress together.

In our collaborative classrooms we believe in:

- All learners having equal participation activities.
- All learners interacting at the same time with tasks and activities.
- All learners being confident in, and accountable for, the team outcome.
- An ethos of support, mentoring and encouragement.
- Class building and team building.
- Celebrating the achievements of all.

Active Listen - then Record

- 1) The teacher shares a chunk of information, either verbally or using multi-media. Learners give their full attention.
- 2) The teacher stops and says "record it".
 - 3) Students work in isolation to record the key points.
 - 4) Partners compare notes and add any missing points - giving lots of praise.
 - 5) One pair is selected to feedback.
 - 6) Teacher adds any missing points.
 - 7) Everyone praises the pair's recap.



Be a great coach...

...tip, tip, teach, re-ask

Never tell the answer!

- 1) Think of a tip to help them
- 2) Try another tip to guide them
- 3) Teach them how to do it
- 4) Ask them to do it, explaining how
- 5) Give lots of praise.

Here's how being a good coach can help you!

- 1) You have to really understand something to guide the learning of another.
- 2) Your thoughts become clearer as you verbalise the learning.
- 3) The class learns faster, so the lesson can move at a faster pace for everyone.



Big Question

- 1) The teacher gives each table 4 sheets with one question on each sheet - all 4 questions have 4 parts: a, b, c and d.
- 2) Students are given 2 minutes to complete **part a** of their question, they then pass the sheet clockwise.
- 3) Students check the answer to **part a** and sign the sheet if they agree, or correct it if they see errors.
- 4) Next, students complete **part b** of this new question sheet.
- 5) Repeat this until all the sections are finished.



Buzz and Go

- 1) Students are given a sheet of paper each.
- 2) They have 2 minutes to list as many features as they can about a given topic on their individual sheets.
- 3) Each student then passes their list clockwise to the next student, who has an additional 1-minute to extend this list by checking it and adding any missing ideas.
- 4) It is passed on again, where a further 30 seconds is provided.
- 5) Finally, it is passed on to a fourth student who is given 15 seconds.

Note - timings should be altered to fit the task.



Expert Examiners

- 1) Pass your work clockwise around the table.
- 2) Annotate the work thoroughly, asking questions and highlighting errors throughout. Add a mark, if appropriate.
- 3) Pass the work clockwise again. Write a "praise" comment. Agree or disagree with the previous mark, if appropriate.
- 4) Pass the work clockwise for a final time. Write an 'area for improvement' comment. Agree or disagree with any marks.
- 5) Feedback findings as a learning team, giving praise where possible.
- 6) Edit your work in response to your teammates' feedback.



Four Times Better

- 1) Divide your paper into 4 sections.
- 2) The teacher will give you a question to answer.
- 3) You have 2 minutes to answer the question in the first box - it may require writing, drawing or calculations.
- 4) Pass all papers clockwise to the next student.
- 5) You have 2 minutes to improve the answer in the second box.
- 6) Repeat until all 4 sections are complete.



COLLABORATIVE LEARNING

Gather and Share

- 1) The teacher asks a question - write down two answers.
- 2) Stand up, raise your hand - find someone else with a hand up - partner up and put your hand down.
- 3) If your partner has any ideas that you do not have, write them down.
- 4) Thank each other and raise your hand - find a new partner.



Leader of Learning

- 1) You are given a difficult problem to solve, this may require new information or a new way of applying what you have learnt.
- 2) Your teacher may ask you to demonstrate how you solved the problem.
- 3) Show the class what you did step-by-step, include the thoughts you had and the ideas that helped you solve it.



Lucky Dip

- 1) Student 1 picks a random question and reads it out.
- 2) Student 2 gives step-by-step instructions on how to answer the question - everyone listens carefully.
- 3) Student 3 records Student 2's answers.
- 4) Student 4 checks the answers, and leads the team in mentoring, coaching and praising Student 2.
- 5) The roles rotate so Student 2 picks a question. Variation - Students can make their own questions - or even make them to swap with other teams.



Mentor then Swap

- 1) Partner A solves the first question.
- 2) Partner B watches and listens, checks and coaches/mentors if needed.
- 3) Swap roles for the next question.

If you are told to do "pairs check", after every two questions you check your answers with your face-partners.



Remember to use your "partner voice"

Move and Synergise

- 1) The teacher picks a random number.
 - 2) Everyone with that number stands up and raises their hand - they leave the team.
 - 3) Teams raise their hand to show they are missing a team-member.
 - 4) The standing team member moves to another table and joins a new team - then the team lower their hands.
 - 5) The new team work together.
- If this happens again, you cannot join a table with a member of your original team.



Outfox the Class

- 1) Students create a question on the topic they've learned, that they can answer, but make it as hard as possible for others.
- 2) Teacher to circulate and address any errors or misconceptions.
- 3) Students stand up and high-five a partner.
- 4) Students take turns to answer each other's questions - then write their initials and +1 if they are correct or -1 if they get it wrong.
- 5) Find another partner and go again.
- 6) The student with the lowest score managed to outfox the class.
- 7) The teacher checks the student can answer it themselves - then all praise.



Pair and Swap

- 1) Write ideas, thoughts, opinions or questions onto a set of sticky-notes.
- 2) Stick your notes on a mini-board.
- 3) Walk around the room and find a partner.
- 4) Read one of your partner's notes, if you agree with it (or can answer the question) then you take it. How many can you take?
- 5) Praise your taker for each one, then swap roles.



Pick A Card

Your team have a set of question-cards to answer.

- 1) Person 1 - ask Person 2 to "Pick a card".
- 2) Person 2 - pick a card and read it to Person 3.
- 3) Person 3 - answer the question.
- 4) Person 4 - praise Person 3 for their answer. Re-cap it and say if it is right or wrong. Mentor Person 3 if they are not correct.
- 5) Everyone praise Person 3. Person 1 - give the cards to Person 2 and everyone change roles.



COLLABORATIVE LEARNING

Question and Swap

- 1) You are given one question card with an answer on the back - stand up and raise your hand.
- 2) Walk around the room until you find someone else with their hand up - partner up and put your hand down.
- 3) Ask your partner your question. Praise their answer and coach them if needed.
- 4) Your partner will then do the same to you, using their question.
- 5) Thank each other, swap cards and raise your hand - find a new partner.



Show the Leader

- 1) One person is chosen as the leader.
- 2) Everyone works alone to complete a question - and shows a thumbs-up when finished.
- 3) The leader says "show them" and leads the checking of everyone's answers.
- 4) If correct, the team celebrate; if not, the team tutor each other, then celebrate.
- 5) Praise everyone! Then the next person becomes the leader.



Sign the Sheet

- 1) A sheet of paper contains a range of topics and boxes for confidence levels.
- 2) Each person signs the sheet to identify their level of confidence.
- 3) Confident learners become topic leaders.
- 4) Each learner joins a confident leader who teaches one topic.
- 5) Lots of praise is given.



Speak for my Team

- 1) The teacher gives you a problem to solve.
- 2) You have silent thinking time - no conferring.
- 3) You have silent writing time - no conferring.
- 4) You now negotiate with your team to decide on the best group answer.
- 5) A random member of your team feeds back.
- 6) The rest of the team praise and clap.






Targeted Interview

- 1) Person 1 is to be interviewed by the other team members.
- 2) Each team member has a different focus for their questions.
- 3) Person 2 asks their question to Person 1
- 4) Everyone listens to the response and praises Person 1
- 5) The whole team help Person 1 set personal targets for improvement.
- 6) The next person then interviews.
- 7) Afterwards all roles rotate.



Transferable Skills

- 1) The entire team work together to solve the first problem 
- 2) Partners work together to solve the second problem 
- 3) Everyone works alone to solve the third problem 
- 4) Teams re-form and discuss their solutions, giving lots of praise whenever possible.

Turned Discussion

- "Team Discussion" = everyone in your team take turns.
"Partner Discussion" = partners take turns.
"Timed Discussion" = Take timed turns.

At the end of each turn, make sure you praise the ideas you've just heard.



- "Record Agreement" = Discuss until everyone agrees, then record the agreed answer in your book.
"Records All" = Make a list of each answer given.

Work Through Me

Start with shoulder partner A as the talker and shoulder partner B as the writer then swap roles.

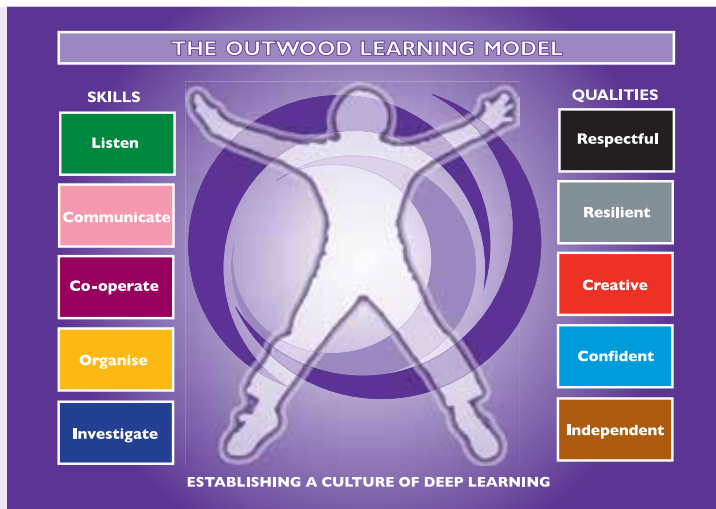
- 1) The talker gives step-by-step instructions of how to solve the first problem.
- 2) The writer writes the step-by-step solution in the talker's book. [Coaching if needed].
- 3) The writer praises the talker's answers.



Remember to use your "partner voice"

THE OUTWOOD LEARNING MODEL

The Outwood Learning Model allows you to see how you can develop yourself through your experiences in school to ensure you 'stand out from the crowd' in the future.



SKILLS

The skills will not only improve your learning in school, but also in whatever you do in the future. Work hard to develop them and help yourself stand out from the crowd.

Listen

- 10 = Invite and value feedback
- 9 = Accept that people express themselves differently
- 8 = Ask meaningful questions
- 7 = Know when to be quiet
- 6 = Identify key points
- 5 = Be patient and respect pauses
- 4 = Use appropriate body language and facial expressions
- 3 = Avoid unnecessary interruptions
- 2 = Repeat
- 1 = Tune out distractions

Co-operate

- 10 = Evaluate
- 9 = Adapt my behaviour to suit the situation
- 8 = Take responsibility
- 7 = Take on a roll
- 6 = Reach agreement
- 5 = Support others
- 4 = Use thinking time
- 3 = Negotiate
- 2 = Share ideas and goals
- 1 = Take turns

Investigate

- 10 = Extrapolate
- 9 = Come to a conclusion
- 8 = Analyse
- 7 = Explore from different perspectives
- 6 = Consider source and influences
- 5 = Remain objective
- 4 = Seek advice
- 3 = Question accuracy and assumptions
- 2 = Research
- 1 = Identify

Communicate

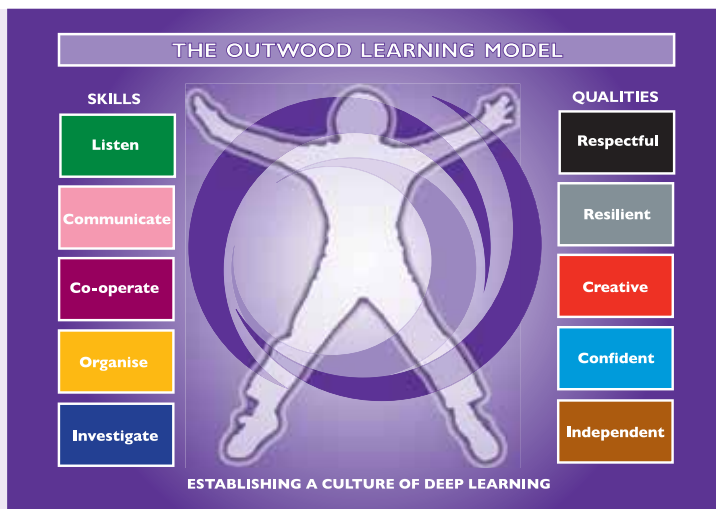
- 10 = Shape ideas
- 9 = See positives and negatives
- 8 = Be interested in others
- 7 = Use a variety of techniques for different audiences
- 6 = Demonstrate
- 5 = Discuss and negotiate
- 4 = Respond
- 3 = Express myself clearly
- 2 = Be sincere
- 1 = Contribute

Organise

- 10 = Set my own targets
- 9 = Be realistic
- 8 = Be self-reflective
- 7 = Be self-reliant
- 6 = Manage my time
- 5 = Plan and prioritise
- 4 = Meet deadlines
- 3 = Be punctual
- 2 = Understand and act on instructions
- 1 = Use my planner

THE OUTWOOD LEARNING MODEL

The Outwood Learning Model allows you to see how you can develop yourself through your experiences in school to ensure you 'stand out from the crowd' in the future.



QUALITIES

We value these qualities in our students, here are some suggestions as to how you can help develop them in yourself.

Respectful

- 10 = Celebrate the difference
- 9 = Value and include others
- 8 = Show empathy
- 7 = Build and maintain relationships
- 6 = Be approachable
- 5 = Accept criticism
- 4 = Be fair, considerate and polite
- 3 = Help others
- 2 = Have a positive attitude
- 1 = Treat others as I wish to be treated

Resilient

- 10 = Step out of my comfort zone
- 9 = Show commitment and perseverance
- 8 = Take and manage risks
- 7 = Overcome barriers
- 6 = Review my goals
- 5 = Deal with set backs
- 4 = Concentrate and focus
- 3 = Manage my emotions
- 2 = Be honest
- 1 = Think for myself

Confident

- 10 = Be self-aware
- 9 = Be an individual
- 8 = Take action
- 7 = Find my passion
- 6 = Overcome self-consciousness
- 5 = Accept praise
- 4 = Believe in myself
- 3 = Have a role model
- 2 = Recognise my abilities
- 1 = Take care of myself

Creative

- 10 = Be inspirational
- 9 = Not reinvent the wheel - or steal it
- 8 = Take the next step
- 7 = Be original
- 6 = Understand the problem
- 5 = Generate and adapt ideas
- 4 = Wonder - What if
- 3 = Imagine
- 2 = Make links
- 1 = Seek information and ideas

Independent

- 10 = Try something new
- 9 = Be sceptical
- 8 = Be self-motivated
- 7 = Simplify/ reduce/ categorise
- 6 = Propose alternatives
- 5 = Enquire
- 4 = Use private study effectively
- 3 = Do it myself
- 2 = Ask for help
- 1 = Read and understand

LEARNING BRILLIANCE

Good memory is not just for the gifted, with proper training and systems everyone can have an amazing memory.

As you develop these skills, you will discover many other benefits:

- Longer term retention of information
- Deeper concentration skills
- Clearer thinking and problem solving abilities
- Greater self confidence
- Faster absorption of new information
- Stronger links to tie in new learning
- Wider observations
- Less anxiety

The key to a great memory is to utilise the following 3 aspects:

- **Association** - links that your mind makes that act as future triggers. Use all the associations you already have with objects, this may bring emotional attachments into play - making the image stronger.
- **Location** - places you know where you can visualise objects or people. Providing a familiar mental background in which to anchor images enables them to stay firmly lodged in the brain.
- **Imagination** - the ability to create vivid and exaggerated images in your mind. If you forget items using these techniques, simply go back and make them exciting, unusual, and memorable.

Memory techniques available - for more information use the QR code.

Method		Type of activity
Journey method	used for	Ordered lists or events
Dominic method		Numbers or dates
Link method		Facts
Place the face		Names
Mind-map		Speeches or presentations
House them together		Quotes
Town planning		Languages

LEARNING BRILLIANCE

Learning Brilliance lessons use advanced memory systems and visualisations to quickly store information into the long-term memory and provide an effective trigger to access this information at a later time.

By developing these skills, students gain the ability to concentrate more, to think more clearly, to solve problems more effectively, and to utilise their imagination more. As these skills become embedded, learners gain the ability to absorb new information faster, and identify links between existing knowledge - which creates learners who are more confident and suffer less from learning anxiety.

At Outwood we focus on the following techniques:

- Journey methods
- Pinning methods
- Link methods
- Location and association methods
- Walk through mind-maps
- Housed together methods
- Town and village planning systems
- The Dominic System

LEARNING BRILLIANCE TECHNIQUES

The **Dominic System** helps you to remember two digit numbers as each number corresponds to a letter.

1 = A	2 = B
3 = C	4 = D
5 = E	6 = F or S
7 = G	8 = H
9 = I or N	0 = J or O

This would mean that the number **68** can be represented by Sherlock **H**olmes.

To revise your learning brilliance skills, scan the QR code and visit the learning brilliance website.

SCAN 
TO LEARN



READING

“Books fall open, you fall in.”

—David McCord (children’s poet)

Reading opens up a whole new world, some real and some imagined. It can provide escapism, an insight into reality and can help you learn and develop. Developing reading is one of the most important things we must do. Too often we read about what you can not do, so instead here’s a list that shows you what you can do through the power of reading. Did you know?

Reading has been proven to...

- Keep our minds young, healthy and sharp
- Develop the imagination
- Allow us to think in different ways
- Reduce stress and help you relax
- Improves concentration and memory
- Expands your vocabulary
- Strengthens your ability to write
- Strengthens your ability to speak or present
- Enhances your knowledge
- Develop your analysis skills
- Develop your inference skills
- Practice your comprehension skills
- Helps you improve your skills of deduction
- Stabilise emotions
- Improve sleep
- Wonderful form of entertainment
- Improves literacy
- Improves oracy
- Increases general knowledge
- Helps you find out more about your hobbies or interests
- Helps you follow your team
- Develops your understanding of others which in turn increases your tolerance
- Reading develops your communication skills in so many way which will benefit you in your future career; issuing instructions, problem solving, receiving and sending emails, negotiations, chairing meetings, taking notes, understanding contracts, marketing, advertising and writing letters.



Becoming a better, more confident, more fluid reader takes effort but it is worth it. Take every opportunity in school to read, ask for help, use glossaries and dictionaries and don't shy away from technical subject language. Our academies all have their own reading strategy designed to support you. Remember, the academy library has a comprehensive range of books to suit and interest all readers.