



Learning Policy

March 2020

Governors' Committee Responsible:	Curriculum & Progress Committee
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Our Vision:

The Fullbrook community inspires an active passion for learning in everyone. We challenge, respect and support each other to be better than we ever thought we could be.

Fullbrook School Curriculum Statement:

Every student at Fullbrook will have an active passion for lifelong learning and a growth mindset that, coupled with core strengths, enables them to be resourceful, resilient, respectful citizens of the 21st century. The Fullbrook curriculum is inclusive and inspiring: it is designed to be a progressive seven year model which supports students to be ready at each stage for the next step in learning. This enables them to prepare for success in their chosen careers in the local and wider world.

Resourcing the School for Effective Learning

Learning areas (classrooms) are arranged and maintained to provide students with an orderly and stimulating environment where students feel inspired and safe to learn. To this end:

- Seating plans are produced by the teacher based on knowledge of prior learning and behaviour, support requirements in the classroom and attainment data. Additional information on SEND needs from EHCPs and Profiles for Success will be included on the seating plans to aid the teacher in the lesson. Further information on individual students may be added by the teacher as well as flagging students in receipt of Pupil Premium funding and most able students with any useful personal tips the teacher wishes to prompt themselves about during the lesson. Seating plans will be adjusted throughout the year by the teacher. The teacher has the mandate to decide where students sit in their class.
- The standard of facilities is monitored and maintained to ensure that they provide a stimulating, safe environment. Any risks are managed in accordance with a risk assessment. Hazards and damage that arise are reported to the Premises team/ Business manager to be dealt with as promptly as possible.
- Teachers manage the content of displays for learning so that they are up to date and reflect the learning of their students. The Environment for Learning team maintains the visual standard of display boards around the school.
- Teachers plan for effective deployment of Learning Support Assistants. The role of the LSA within the class is agreed with the teacher to match the needs of individual students in the context of that particular lesson.
- Equipment required for successful learning is available in lessons. Students are expected to arrive at lessons with the correct personal equipment to be able to carry out standard classroom tasks. Tutors check that students have the correct equipment for lessons during tutor time.
- Heads of Faculty plan their budget effectively to enable them to deploy the resources required in the School Development Plan.

ICT is used when it will enhance the students' learning. This may include:

- A Projector/ visualizer to improve presentation
- Voting devices to improve question and answer sessions
- Access to research and communication technology
- Managing independent learning using the Student Learning Environment, email, controlled social networks (eg SAM Learning, the school Website) and Show My Homework

All ICT use must be in line with the school E-Safety Policy.

Assessment and Marking

Subject staff

- Use summative assessment to provide a benchmark for the progress of individual students and a class against expected progress
- Use summative assessment to shape future individual and whole class learning
- Use formative assessment to enable students to recognise areas of strength and weakness
- Use formative assessment to ensure that students identify and practise 'next steps' in order to make progress in future assessment

Heads of Faculty/ Subject Leaders

- Use summative assessment to analyse which skills and knowledge need further attention and adjust schemes of work accordingly
- Use summative assessment data to target specific interventions with individual students in a timely manner
- Use formative assessment to scrutinise the effectiveness of curriculum planning to deliver progressive expertise in their subject for all students

Heads of Learning

- Use summative assessment outcomes data to monitor the academic performance of individual students and groups of students in their year group
- Use summative assessment outcomes data of individuals to shape discussions with students and parents about academic progress and behaviour

Tutors

- Use summative assessment results data in academic mentoring conversations with individual students about current progress as well as plans and actions moving forwards

Students

- Use preparing for summative assessment to practise revising for examinations
- Use summative assessment to see how much they have learnt and understood in class and where the gaps in their learning are
- Use summative assessment to practise performing under examination conditions
- Use formative assessment to engage with the specific requirements of their subject
- Use formative assessment to develop their skills in a subject incrementally
- Use formative assessment to identify and practise a particular skill they need to improve upon in order to progress

Parents

- Use the performance of their child in a given assessment to track their progress over time in all of their subjects

Students are involved in their own assessment and understand the criteria by which they are assessed. **Formative assessment** is used to enable staff and students to identify how to improve to reach the next level of attainment. **Summative assessment** provides feedback to staff, students and parents on the progress being made and informs forecasting and target setting.

Assessment for Learning (Formative Assessment):

The learner's aim in assessment for learning is to close the gap between the present state of understanding or skill and the learning goal/ target. Dialogue between teacher and learner is essential for progress to be made. The teacher's role is to communicate learning goals and how to reach them as well as encouraging self-assessment to enable students to work towards those goals.

Approaches will include:

- Promoting the learning outcomes of each lesson so that students have a clear understanding of what they are learning and why
- Sharing the assessment criteria for any task ahead of completion
- Providing feedback which clearly identifies next steps and how to take them
- Facilitating student review sessions to action assessment feedback information
- Engaging students in the target setting process to ensure ownership and motivation

Feedback may be written or oral and come from the teacher and/ or peers (peer assessment) or themselves (self-assessment). It is not appropriate to formally and fully assess every piece of work completed.

Staff are expected to develop a high quality of feedback in the development of a dialogue between teacher and student.

When providing students with written dialogic feedback:

- WWW (what went well) a brief constructive comment should be given to help students build on their success
- EBI (even better if ...) a brief comment should be given to outline how an improvement can be made
- INT (I need to ...) the student will read the WWW and EBI and record what their next steps must be to progress
- Time should be allocated for students, at some point, to attempt their INT target
- The teacher will follow up on the INT task
- The requirement for technical accuracy of English corrections will be addressed by the teacher in class, indicated on appropriate work using the universal LLL (Language, Literacy and Learning) codes.
- Corrections to numeracy will be addressed at the teacher's discretion

Assessment of Learning (Summative Assessment)

Summative Assessment takes place for all students (Year7-13) twice a year, according to a whole school calendar of assessments published for each academic year. Unless stated otherwise, the first assessment takes place within the classroom during lessons and the second assessment is conducted as a formal examination in the second half of the academic year.

Each assessment will include all prior learning for that academic year. Public and mock examinations will include all prior learning for that subject specification. Throughout the year, all students will regularly experience high frequency low stakes testing of their subject knowledge which will require recall from present, recent past and distant past learning in lessons.

Each assessment window will last one cycle. Students will complete their assessments for all subjects within this timeframe.

Reports to parents will be released after each summative assessment window (Appendix A).

The report will include:

- A summative assessment grade
- A Fullbrook 4 Learning score
- A GCSE forecast grade (Key Stage 4 only)

Parent consultation evenings will follow on directly from the first summative assessment window.

Homework

The Fullbrook School Homework Policy is published on the school website under “Our School” in the policies section. The annual faculty homework plans are also published in the Teaching and Learning area of the school website.

Academic Mentoring to Promote Learning

As a school we all have a role to play to monitor the progress of our students.

Heads of Faculty

Heads of Faculty monitor and evaluate the progress of students in all the subjects within their faculty. They work with subject leaders to identify students who are not achieving their potential, implementing appropriate interventions to meet the academic needs of students.

Heads of Learning

Heads of Learning are responsible for tracking performance across their year group. The data manager provides data to enable them to liaise with Heads of Faculty on analysis of student performance in order to plan what actions need to be undertaken with individual students or groups of students in their year.

Subject Leaders and Teachers

Teaching a subject to enable students to achieve their potential is the responsibility of the subject teacher, supported by the subject leader. Subject leaders plan interventions with Heads of Faculty where required.

Tutors

Tutors monitor and evaluate the progress of their tutor group as they track and monitor data via the twice yearly data drops. Tutors can pick up on early signs of an issue through their daily review of day-to-day information provided on students in their tutor group.

Senior Leadership Team

The Senior Leadership Team are responsible for the progress of students in the faculties and year groups they line manage and for the progress of students across the school as a whole.

Fullbrook 4 Learning (Behaviour for Learning)

Everyone at Fullbrook is a life-long learner. We encourage students to develop behaviours that will support their learning and progress.

Good behaviour for learning has been shown to increase motivation, progress and achievement, enabling students to develop into independent learners for life.

The Fullbrook 4 Learning statements (Appendix B) displayed around the school and referred to by staff in learning conversations are:

1. Ready to learn - enter calmly, settle quickly, correct equipment.
2. Best Fullbrook manners – be polite, listen, positive interactions.
3. Focused and engaged – Stay on task.
4. Growth mindset and resilience – attempt challenging tasks and never give up.

Twice a year, teachers report on F4L on a score of 1-4 (4 is outstanding learning behaviour). In lessons, students are awarded merits and positive recognition for exhibiting effective F4L behaviour in class.

Conduct

At Fullbrook, we believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect. A consistent approach to managing learning across the school promotes equality of opportunity and inclusion for all. Students who are actively involved in their learning rarely display negative behaviour.

The school has expectations about how students conduct themselves and how this contributes to a positive day-to-day ethos. Behaviour management strategies implemented by staff are based on the following principles of student conduct, The Fullbrook Way (Appendix C):

1. Respect – treat everyone with respect.
2. Safe – keep ourselves and others safe at all times.
3. Environment – Value our environment.
4. Learn – allow everyone to learn.
5. Right choice – make the right choice.

All staff are responsible for reinforcing positive behaviour and challenging negative behaviour.

Positive behaviour is praised and rewarded through a range of actions, informal and formal. Staff will acknowledge and recognise good decision making and kindness, celebrating with students and parents when appropriate. Teachers can log good behaviour and reward it via merits in PARS. Parents can access this information through Insight.

Negative behaviour is addressed via a system of carefully considered sanctions. Students are always informed of how a sanction came to be issued and they are given the opportunity thereafter to adjust their behaviour in the future.

Restorative conversations are vital to Fullbrook's system of managing behaviour. Sanctions alone are not always effective, however restorative conversations are not an alternative option to a sanction being served.

Mutual respect between all members of the school underpins good conduct and positive behaviour for learning.

The full Fullbrook School Conduct Policy is available on the school website in the policies section listed under "Our School".

Inclusion in Learning

At Fullbrook, all students, regardless of gender, ethnicity, ability or sexuality are entitled to a high quality education that maximises their potential. All students are entitled to an education that enables them to:

- Achieve their full potential
- Become confident individuals
- Access the whole range of opportunities offered to them by the school
- Make a successful transition to next steps education and/ or apprenticeships, training, employment

At Fullbrook, every teacher is a teacher of every student, including those with Special Educational Needs or Disabilities, protected characteristics (as set out in the Equalities Act 2010), and students with exceptional ability.

Students' additional needs are made known to all staff so that support can be planned through varied approaches, strategies and resources. Personalisation is further facilitated by the use of the Student Learning Environment. Focussed sessions and interventions are also made available to individuals and small groups throughout the years where necessary.

Ensuring inclusion in learning involves:

- Setting suitably differentiated learning – challenge
- Responding to students' diverse learning – need
- Working to overcome potential barriers to learning

Separate specific policies are available for details of different provision for those students with SEND or exceptional ability. Successful application of strategies for these cohorts will benefit the progress of all students. Good practice is good practice for all.

Students with Special/ Additional Educational Needs (SEND)

Teachers use the information provided on the Additional Needs Register (ANR), Profiles for Success and assessment data to plan learning activities which are at an appropriate level of challenge for and are accessible to students with SEND. Strategies to help support students with needs which may pose a particular challenge to meet are discussed at Drop-in clinics by teachers, the SENDCo and Learning Support staff who work with the individual in question. Thus, effective practice can be shared by all.

There is an expectation that in order to meet the needs of SEND students in the classroom, planning for lessons may be differentiated in the following ways when necessary:

- Question and answer sessions are differentiated to allow for and deepen learning access for all
- Shorter term goals within a wider task may be set
- Scaffolded activities may be provided to help reach the task outcome
- Specific equipment may be provided to make reading or writing more accessible
- A personal copy of the classroom presentation and/ or notes may be made available to the student for reference whilst completing an independent task
- A less “wordy” or cloze version of information may be provided
- A specific set of vocabulary with definitions or alternatives may be provided
- A brief 1-2-1 re-cap of the task directly from the teacher to student before commencement of a task

Learning Support Assistants and teachers liaise with each other to support the learning of any specific students with SEND in the classroom. At Fullbrook, Learning Support Assistants work with the teacher to support the whole class whilst paying close attention to key individuals and their specific need. The teacher is the specialist whose expertise can help all students' progress in their subject whilst the LSA has in-depth knowledge of the student being supported.

Students with medical needs and physical disabilities may require modifications to their learning environment. Consideration must be given to their needs to ensure that they can access the curriculum. Staff should be aware of any Education Health Care Plan needs or adjustments or Individual Health Care Plan needs or adjustments required for any student in their class.

Provision for the Most Able Students

Most Able students have exceptionally high prior attainment data in one or more subjects. Activities that offer stretch and challenge to these students in the classroom will include:

- Teaching beyond the core outcomes of the curriculum at a specific level
- Enabling students to accomplish mastery of skills in a particular subject
- Utilizing higher level questioning
- Setting ambitious "Create" and "Evaluate" (Bloom's taxonomy) tasks for assessment
- Encouraging students to become involved in long term, extracurricular projects which challenge them intellectually

Students not attending lessons: Alternative Provision

Any student who is on roll, but not able to attend school full time for whatever reason, will be monitored by the Alternative Provision team. Work from lessons to complete whilst out of school (including the biannual assessments) will be collected and sent to students electronically via a secure file set up for them in the Student Learning Environment. On completion, it can be returned to staff for assessment via the same portal. The AP team will visit and review all Alternative Provision at least once per half term and all flexi school agreements (FSA) will be reviewed at least once every 2 weeks. Review meetings will be held with parents and students as well as any outside agencies working with the student when relevant.

The Following policies are available on the school website listed in the policies area of "Our School":

SEND Information Report

SEND Policy

Accessibility Plan

English as an additional Language

Equality Policy

Working in Partnership with Parents

We rely on the commitment and support of all parents/carers and recognise how important it is to build a strong partnership with the parents/carers of our students. Since children spend approximately 65% of their time over the year out of school, it makes a big difference to their learning how this time is used. Parents/carers are in a position to be the most significant factor in their children's education. Through a range of events such as subject and examination information evenings, Parent Voice evenings, and one-to-one liaison with academic and pastoral staff, we aim to foster support for students and their parents/carers.

- We expect parents/carers to ensure that students are punctual, have a good attendance record and are fully prepared for a day of learning. This includes having the correct resources as well as adequate sleep and nutrition.
- We encourage parents/carers to provide students with an area at home that is conducive to learning and take an active involvement and interest in their learning.
- We expect parents to monitor the completion of homework.
- We expect parents/carers to attend meetings relevant to the progress of their child in school. Parents can feedback at meetings on a variety of issues pertaining to the year group and their individual child.
- We encourage parents to keep the school informed of anything which may assist in meeting their child's learning needs. This includes changes in circumstances that may have an impact upon their child in school.
- We encourage parents to consider how opportunities beyond the classroom may extend the learning experience. Family discussions which arise from school work or current affairs and media sources are invaluable in promoting lifelong learning and the relevance of education to everyday life.

Curriculum

The Fullbrook curriculum is designed to give students the skills and knowledge they will need to be successful contributors to a global economy. Students are offered a broad and balanced curriculum.

In Year 7 and 8, students study a wide range of subjects. The timetable is organised into 5x 60 minute lessons per day, spread over a 10 day cycle. The table below shows how many lessons each subject is allocated per cycle.

Subject	Year 7	Year 8
Art	2	2
Core PE	5	5
Core Science	5	5
Drama	2	2
English	7	7
Language – French or Spanish	5	5
Geography	4	3
History	3	4
ICT	2	1
Maths	6	7
Music	2	2
PSHE	1	1
RE	2	2
Technology	4	4

In Year 9, students continue to study the core subjects (English, Maths, Science) and EBacc subjects (Geography, History, French or Spanish) plus a technology or creative subject. They all study RE and can choose 2 further subjects to study from a menu of subjects, which may include subjects they will not have previously studied. This expands the breadth of subjects studied in Year 9 whilst also giving students a taster of GCSE subjects to support the making of informed GCSE choices at the end of Year 9.

	Year 9
English	8
Maths	7
Science	9
RE	3
PE	4
PSHE	1
History	3
Geography	3
MFL	3
Creative choice	3
Open choice 1	3
Open choice 2	3
	50

At the end of Year 9, students continue to study: English (Language and Literature); Mathematics; Science; Religious Studies; Physical Education; PSHE; EBacc subjects including French or Spanish, and Humanities subjects. Students can choose two further subjects to continue with at GCSE.

	Year 10	Year 11
English	8	9
Maths	7	7
Science	9	9
RE	2	2
PE	3	2
PSHE	1	1
Choice 1	5	5
Choice 2	5	5
Choice 3	5	5
Choice 4	5	5
	50	50

The EBacc is the title for a group of subjects which are considered the more traditional subjects. The subjects that make up the EBacc are English, Maths, Science (including Computer Science), a modern foreign language and either Geography or History. These subjects are categorised as facilitating subjects meaning they are expected to provide the best academic foundation to go on and study for A levels and at universities alongside their other chosen subjects. Although universities don't make the EBacc part of their entry requirements, the best universities expect students to have two of their three A levels as facilitating subjects. Our curriculum is designed so that students are encouraged to combine some of the more traditional subjects with other creative, practical and vocational subjects in order to keep future options open.

Groupings

Students are grouped to allow the most effective delivery of each subject. The grouping arrangements vary between subjects and age groups. All students are organised into 2 mixed ability populations, A and B. English, Mathematics and Science are taught in sets within the population, based on a combination of ability and attainment.

Grouping at Key Stage 3

We use a range of prior attainment data(KS2 SATs results and Primary School records) and our own tests (Cognitive Ability Tests) to group students at Key Stage Three.

English students are set according to the ability profile of the year group as a whole. In some years, single sets exist 1-5; in other years, parallel sets are formed – 1,1,3,3,5.

Maths will be set according to ability. Students are placed in 1 of 5 sets in a population (A or B). Those in the highest sets are offered an enriched provision leading to following additional Maths courses later in their school career.

Science is set into 5 groups within each population. The most able sets, approximately 60 students per year group, follow an accelerated programme leading to the study of 3 separate sciences at GCSE – Biology, Physics and Chemistry. All other students follow a course based on the national curriculum for Science which leads to two combined Science GCSEs.

P.E. groups students according to sporting ability based on skill level and potential as assessed by P.E. staff during the first half term of Year 7.

Modern Foreign Languages teaches all students one language (French or Spanish) at Key Stage 3. A very small cohort of students who struggle with literacy and language in English will follow an alternative iAchieve programme to MFL at GCSE.

Humanities lessons are taught in mixed ability classes for History, Geography and Religious Education at Key Stage 3.

Technology lessons are taught in mixed ability groups at Key Stage 3.

Art, Music, Drama lessons are taught in mixed ability groups at Key Stage 3.

Computer Science lessons are taught in mixed ability groups at Key Stage 3.

PSHE lessons are taught in mixed ability groups at Key Stage 3.

Grouping at Key Stage 4

Students are grouped by ability in Maths, English, Science, and P.E. based on progress and attainment at Key Stage 3. Other EBacc and Creative choice subjects are taught in mixed ability classes at Key Stage 4.

A very small cohort of students is offered alternative choices to some GCSE subjects at Key Stage 4. Where possible, a vocational alternative to a particular GCSE is offered. There are vocational options available in P.E; Business Studies; Food Technology; Sociology.

PSHE is delivered to all students at Key Stage 4. Groupings change from year to year, depending on the timetable.

Grouping at Key Stage 5

All subjects are taught in mixed ability groups to all those who meet the entry requirements for each individual course chosen.

Curriculum Plans for all subjects are accessible in the Teaching and Learning area of the school website, listed under the different faculty areas.



Fullbrook

Year 8 Report

Data Collection 1 & 2 2020/21

James Baker (8 Gri JAB)

Subject	AG 1 Year 7	F4L Data Collection 1	AG 2 Year 7	F4L Data Collection 2	AG 1 Year 8	F4L Data Collection 1	AG 2 Year 8	F4L Data Collection 2
Art	2+	3	3-	3	3	4	4	3
Drama	3-	3	3	3	3+	4	4	3
English	1+	3	1+	3	4	4	4	3
Geography	3+	3	3+	3	5	3	4-	3
History	1	3	1+	3	3	3	4+	3
IT	4-	4	4	3	4	3	5	3
Maths	2+	3	2+	3	2-	3	2+	3
Music	1-	3	1	3	6-	4	6	3
PE	2	2	2+	4	5+	4	5	3
RS	FD+	3	1-	3	4	3	3-	3
Science	3+	3	3+	3	4-	3	5	3
Spanish	2	2	2	3	3	3	4	3
Tech: Food	3	2	2-	2	2	3	5	3
Tech: Graphics	2+	3	2+	3	3	3	5-	3

What information is included?

The assessment grade (AG) is the numerical value to which the raw assessment percentage score is converted. More information about assessments can be found on the school website (Our School / Teaching & Learning / Progress & Reports). The range of assessment grades are below.

Data Collection 1 (Year 7)	FD-	FD	FD+	1-	1	1+	2-	2	2+	3-	3	3+	4-					
Data Collection 2 (Year 7)	FD-	FD	FD+	1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+	5-	5	
Data Collection 1 (Year 8)	FD	FD+	1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+	5-	5	5+	6-
Data Collection 2 (Year 8)	FD+	1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+	5-	5	5+	6-	6

N.B: "FD" indicates Foundation.

"N" indicates that an entry is not applicable.

The report also gives a **Fullbrook for Learning (F4L)** indicator. A score of 4 indicates the student is demonstrating outstanding learning, whereas a score of 1 reflects unsatisfactory learning. The criteria used when making this judgement are shown in the **Fullbrook for Learning Indicators document** which can be found by clicking on the 'Documents' tab in insight. The **Fullbrook for Learning** marks are coded according to the colours shown in the same document.



Fullbrook

Year 11 Report

Data Collection 1 & 2 2021/22

James Baker (11 Gri JAB)

Subject	AG 1 Yr 9	FG 1 Yr 9	F4L 1 Yr 9	AG 2 Yr 9	FG 2 Yr 9	F4L 2 Yr 9	AG 1 Yr 10	FG 1 Yr 10	F4L 1 Yr 10	AG 2 Yr 10	FG 2 Yr 10	F4L 2 Yr 10	AG 1 Yr 11	FG 1 Yr 11	F4L 1 Yr 11	AG 2 Yr 11	FG 2 Yr 11	F4L 2 Yr 11
Art	3	5	3	4	5	3	5	6	3	6	6	4	5	6	3	6	6	3
Drama	4	6	3	4	6	2	5	6	3	6	7	2	6	7	3	6	7	3
English Lit	5	5	3	6	6	3	5	6	3	6	6	1	7	7	3	7	6	3
English Lang	5	5	3	5	6	4	5	6	1	6	7	3	7	7	3	7	6	3
History	4	7	3	4	6	3	5	6	3	6	6	3	6	6	3	6	6	3
Maths	6	8	3	6	8	4	5	7	3	6	7	3	5	6	3	7	7	3
PE	4	5	3	4	5	3	5	6	3	6	6	3	7	7	4	6	7	3
RS	4	6	3	3	5	3	5	6	4	6	7	3	6	7	4	7	7	3
Science: Bio	3	6	4	4	6	3	5	6	4	6	6	3	6	7	4	7	7	3
Science: Chem	3	6	3	4	6	3	5	6	4	6	7	3	5	7	3	7	7	3
Science: Phys	3	6	4	4	6	3	5	6	4	6	6	4	5	6	3	6	7	3
Spanish	2	5	3	3	5	3	5	6	4	6	7	3	6	7	3	7	7	3

What information is included?

The assessment grade (AG) is the numerical value to which the raw assessment percentage score is converted. This is based on the GCSE grading system. More information about assessments can be found on the school website (Our School / Teaching and Learning / Progress & Reports).

The forecast grade (FG) is the grade most likely to be achieved at the end of GCSE, based upon current performance and behaviour for learning. Forecast grades are divided into + and – sublevels. For example:

- 6+ - a secure grade '6', with outstanding B4L and a growth mindset, the student has a good chance of a grade '7';
- 6 - a grade '6' is most likely, but the student must continue with an outstanding B4L and a growth mindset to secure this grade;
- 6- - an insecure grade '6', the student must develop and maintain an outstanding B4L and a growth mindset to secure this grade.

The report also gives a **Fullbrook for Learning (F4L)** indicator. A score of 4 indicates the student is demonstrating outstanding learning, whereas a score of 1 reflects unsatisfactory learning. The criteria used when making this judgement are shown in the **Fullbrook for Learning Indicators document** which can be found by clicking on the 'Documents' tab in insight. The **Fullbrook for Learning** marks are coded according to the colours shown in the same document.

N.B: "Abs" indicates long term absence.

"W" indicates withdrawn from a subject.

"N" indicates that an entry is not applicable.

Fullbrook 4 Learning

1 Ready to learn 

Enter calmly, settle quickly, correct equipment

2 Best Fullbrook manners 

Be polite, listen, positive interactions

3 Focused and engaged 

Stay on task

4 Growth mindset and resilience 

Attempt challenging tasks and never give up



Our Vision
The Fullbrook community inspires an active passion for learning in everyone.
We challenge, respect and support each other to be better than we ever thought we could be.

The Fullbrook Way

- 1 Respect** 
Treat everyone with **respect**
- 2 Safe** 
Keep ourselves and others **safe** at all times
- 3 Environment** 
Value our **environment**
- 4 Learn** 
Allow everyone to **learn**
- 5 Right choice** 
Make the **right choice**



Fullbrook
Inspired to Achieve