

BEHAVIOR · ALL GRADES

First-Week Routines

What to teach, in what order

Why routines matter more than rules

Every behavior management book in the world will tell you: explicitly teach your routines in the first two weeks. Most teachers don't, because September is so busy that 'just getting on with it' feels more efficient. It isn't. The hours you spend now teaching routines explicitly save weeks of low-level disruption later. A class that knows how to enter the room, how to line up, how to transition between activities, how to ask for help, and how to pack up — that class can do anything. A class without those routines will spend the year fighting through them.

The 12 routines to teach (in order)

#	Routine	When to teach
1	Entering the classroom calmly	Day 1, morning
2	Putting things away (book bag, coat)	Day 1, morning
3	Where to sit and what to do first	Day 1, morning
4	Carpet/desk expectations	Day 1, morning
5	How to ask a question (signal vs voice)	Day 1, after first lesson
6	Going to the toilet	Day 1, after first lesson
7	Lining up at the door	Day 1, before break
8	Walking through the school	Day 1, before break
9	Coming back from break/lunch	Day 1, after break



#	Routine	When to teach
10	Transitions between activities	Day 2, throughout
11	When work is finished	Day 2, after first independent task
12	Packing up at end of day	Day 1, end of day

How to teach a routine (the script)

<p>1. Tell them why</p> <p>'When we line up calmly, we get more time outside. When we don't, we waste it.' Children follow rules better when they understand the purpose.</p>	<p>2. Show them how</p> <p>Demonstrate yourself. Walk through the steps. Say each step out loud as you do it. 'I'm pushing my chair in. I'm walking quietly. I'm joining the back of the line.'</p>
<p>3. Let them try</p> <p>Have a child or two model. Praise specifically what's right. Adjust what's not. Have the whole class try. Reset and try again if it isn't right.</p>	<p>4. Practise daily</p> <p>For two weeks, every time you do this thing, narrate the routine. 'Remember — chairs in, then walk to the line.' By week three, you can drop the narration.</p>

When to re-teach

Routines slip. Predictably:

- **AFTER A HOLIDAY.** Reset on day one. Don't assume they'll remember.
- **AFTER A WET LUNCH.** Energy is high. Re-teach the carpet routine after lunch.
- **AFTER A SPECIAL EVENT.** Christmas concert, school trip, swimming. The next day's routines wobble. Reset.
- **WHEN A NEW CHILD ARRIVES.** They haven't been taught your routines. Pair them with a buddy who shows them. Re-teaching isn't failure — it's the work.

What to do when routines break down mid-year

If your class's routines have collapsed by November, don't try to enforce harder. Re-teach.

1. Take 10 minutes. 'I've noticed our line-up has got messy. Let's reset.'
2. Don't blame. 'It happens. Habits drift. We're going to fix it.'
3. Walk through the routine again. Practise. Praise.
4. Hold the line for a week. Then it's back. This works at any point in the year. Routines respond to deliberate teaching, even months in.



BEHAVIOR · GRADES K-3

Carpet & Lining Up

What it looks like

On the carpet, we...

<p>■ Sit cross-legged</p> <p>Bottoms down, legs crossed, hands in our lap. Not lying down. Not on knees.</p>	<p>■ Look at the speaker</p> <p>Whoever is speaking — teacher, child, visitor — our eyes are on them.</p>
<p>■ Listen with our whole body</p> <p>Mouth quiet. Ears open. Hands still.</p>	<p>■ Hands up to speak</p> <p>We don't shout out. We put our hand up and wait to be picked.</p>
<p>■ Think before answering</p> <p>It's OK to need time. 'I need to think' is a good answer.</p>	<p>■ Show kindness</p> <p>We don't laugh at other people's answers. We help each other learn.</p>

When we line up, we...

<p>■ Walk to the line</p> <p>Calmly. Not running. Not pushing. Chairs are pushed in first.</p>	<p>■ Stand one behind the other</p> <p>Not in pairs. Not in clumps. Single file, facing forward.</p>
<p>■ Voice off</p> <p>We're moving through school. Other classes are working. We respect that.</p>	<p>■ Hands and feet to ourselves</p> <p>No leaning. No nudging. No silly hands.</p>
<p>■ Eyes forward</p> <p>Not turning around. Not chatting to friends behind. Forward, calm, ready.</p>	<p>■ Wait at the door</p> <p>We don't go through until the teacher says. Even if the door is open.</p>



How to use these posters

PRINT both at A3. Laminate. Mount the carpet poster ABOVE the carpet area (children look up at it from where they sit). Mount the lining-up poster NEAR THE DOOR (where it gets used). For the first two weeks, refer to them constantly. 'Look at our carpet poster. Are we showing all six things?' Children check themselves. After two weeks, you can stop pointing at them, but they're still there as a silent visual reset when needed.

Adapting the language

These wording choices are deliberate: • 'WE...' not 'YOU MUST.' Communal, not authoritarian. • Specific behaviours, not abstract qualities. 'Sit cross-legged' beats 'sit nicely.' • Reasonable. No 'silent angels' or 'magic carpets.' Real expectations for real children. Feel free to adjust to fit your class culture, but try to keep specificity. 'Be respectful' tells children nothing they can act on.



PARENT COMMUNICATION · GRADES K-6

Class Welcome Pack

Your year in [Year/Grade ___]

When to send

End of week 1 or week 2 — once you've met the children and the dust has settled. Sending too early (before children have even started) overwhelms families.

Page 1 — Class basics

Topic	Detail
Class teacher	_____
Teaching assistant(s)	_____
School day times	_____
Best ways to contact me	Email / phone / note in book bag / catch at door
When I'll get back to you	Within 24 hours during school days
Important class info platform	(Class Dojo / Seesaw / Google Classroom etc.)

Page 2 — Our year ahead

<p>Topics we'll cover</p> <p>List 4-6 main topics or themes for the year. Specific titles are best ('Ancient Egypt' beats 'history').</p>	<p>Key skills to build</p> <p>What will the year focus on developing? Multiplication facts? Independent writing? Reading stamina? Be honest about priorities.</p>
<p>Key trips and visits</p> <p>Anything in the diary already. Costs to expect. Help needed (volunteer drivers, packed lunches).</p>	<p>Special weeks</p> <p>Book Week, Science Week, Sports Day, Christmas show, etc. Dates if known.</p>



Page 3 — Daily practicalities

Item	Detail
PE day(s)	_____
Reading book changes	_____
Spellings sent home	_____
Homework — type and frequency	_____
Reading record / planner	_____
Snack policy	_____
Water bottle expectations	_____
Lost property	_____

Page 4 — How you can support at home

<p>The single most important thing</p> <p>READ TO/WITH YOUR CHILD. Every day if possible. 10 minutes is plenty. This single habit is the strongest predictor of academic success.</p>	<p>Talk about their day</p> <p>Not 'how was school?' (gets 'fine') — try 'who did you sit with at lunch?' or 'what made you laugh today?'</p>
<p>Practical home support</p> <p>Spelling practice 3x a week, times tables 5 mins a day (Y3+), a regular bedtime, healthy breakfast. Simple, but it adds up.</p>	<p>Don't worry about everything</p> <p>Your child doesn't need to be brilliant at every subject. We're not aiming for perfection — we're aiming for genuine engagement.</p>
<p>Tell us early</p> <p>If something happens at home that affects your child — illness, bereavement, family changes — please tell us. We don't need details, just a heads-up.</p>	<p>Trust the relationship</p> <p>If you have a worry, get in touch. Small worries unraised become big ones. We'd rather hear from you in October than December.</p>

Customising tips

1. Add your school's logo / branding. 2. Add a photo of yourself. Families love a face. 3. Adjust the tone for your community. Some need formal, some need warm. Most need both. 4. Give to school office for translation if needed for EAL families. 5. Print on coloured paper so it stands out from random school letters.





PARENT COMMUNICATION · ALL GRADES

Class Newsletter

Weekly/monthly template

Why most newsletters fail

Most school newsletters are read by 30-40% of families at most. They're too long, too dense, too generic, too late, or all of the above. A good newsletter is **SHORT, SCANNABLE, SPECIFIC, and TIMELY**. One page. Bullets. Clear sections. No prose paragraphs. No corporate language. This template gives you the structure. Fill in for your week.

Newsletter template

[CLASS NAME] — Week of [date] — What we did this week — ■ In English: [1 sentence — specific. 'We started our class novel, The Iron Man.'] ■ In Maths: [1 sentence. 'We've been working on column addition with regrouping.'] ■ In Topic: [1 sentence. 'We made models of Anglo-Saxon villages.'] ■ Highlight: [1 sentence — something memorable. 'Our trip to the museum was a hit — ask your child about the gold ring!'] — Coming up next week — • [Specific lesson focus] • [Specific event or trip] • [Anything practical — non-uniform, swimming kit, etc.] — Dates for the diary — • [Date] — [Event] • [Date] — [Event] • [Date] — [Event] — How to help at home this week — [ONE specific suggestion. Examples:] • Practise this week's spellings: list / written / friend / etc. • Read for 10 minutes a day — current focus is fluency • Try 5 minutes of times tables a day — we're focusing on x6 — Stars of the week — [2-3 children, with specific reasons. Rotate so every child gets named once a half-term.] [Optional: a photo or two if your school setup allows] — From me — [1-2 sentences, personal. 'Thank you to those who came to help on the trip — it made a huge difference. Have a lovely weekend.'] Warm regards, [Name]

Newsletter rules



<p>One page maximum</p> <p>If it's longer, it doesn't get read. Cut. Cut more.</p>	<p>Use bullets, not paragraphs</p> <p>Parents scan newsletters on their phone in 30 seconds. Make it scannable.</p>
<p>Be specific</p> <p>'We learned about ancient Egypt' is bland. 'We made our own hieroglyph cartouches' is memorable.</p>	<p>Send same day every week</p> <p>Friday afternoon for many. Builds the habit of expecting it. Don't drift.</p>
<p>Include action items</p> <p>What CAN parents do? Vague newsletters don't enable parents. Specific ones do.</p>	<p>Include yourself</p> <p>Write personally. 'I'm thrilled with how...' not 'The teacher noticed...'. Newsletters from people get read.</p>

Frequency

WEEKLY is ideal but takes ~30 minutes a week. Sustainable for many teachers. FORTNIGHTLY is fine if weekly is too much. Many schools do this. MONTHLY is too long for primary — too much happens in a month. By the time it lands, half is forgotten. CONSISTENCY matters more than frequency. If you commit to weekly, do it weekly. If you commit to fortnightly, do it fortnightly. Random is worse than infrequent.



CLASSROOM MANAGEMENT · ALL YEAR GROUPS

Class Register

Attendance record — weekly

Attendance codes (sample)

Adapt to your school's system

/ (forward slash) = present	O = absent (reason unknown)
M = medical appointment	H = authorised holiday
U = unauthorised absence	L = late (arrived after register)
Always check your school's mark-book key — codes vary by MAT / district	



PARENT COMMUNICATION · ALL YEAR GROUPS

Parent Meeting Notes

Record of parent / carer conversation

Meeting details

Date: ____ Time: ____ Location: ____ Pupil name: ____ Year / Class: ____ Present (teacher / TA): ____ Parent / carer: ____ Others: ____

Topics discussed

List the main points raised during the meeting.



Actions agreed

What will each party do as a result of this meeting? Include timescales.

Follow-up notes

Anything to monitor, pass to SENDCO / pastoral lead, or raise at next meeting.

Signatures — Teacher / TA: _____ **Parent / Carer:** _____



ASSESSMENT · ALL YEAR GROUPS

Marking & Feedback Tracker

Class feedback log

Effective feedback — quick reminder

What research says works

Specific > general: 'your conclusion doesn't link back to the question' beats 'needs work'	Next step > correction: tell them what to do, not just what was wrong
Less is more: 1–2 clear next steps stick better than 6 comments	Verbal feedback is often faster and more effective than written
Check that pupils actually act on your feedback — that's the whole point	



CLASSROOM MANAGEMENT · ALL YEAR GROUPS

Seating Plan

Classroom layout template

Seating plan — rows layout

6 rows × 6 desks (fill in pupil names)

[][][][][][]	[][][][][][]
[][][][][][]	[][][][][][]
[][][][][][]	[][][][][][]
▲ TEACHER / BOARD	TIP: colour-code desks by reading group, EAL, or SEN status after printing

Annotation key

Suggested colour-coding

Y = on SEN register / IEP	E = EAL / English as additional language
P = Pupil Premium / Free School Meals	G = identified as gifted/high attainer



T = target child for this half term	Use your own system — this is just a starting point
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