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| **Exemplar Seating Plan** - all teaching groups have a seating plan to maximise learning at The Bourne Academy |  |  | **Polly** – gaining confidence; push for higher level responses **B** | **Breda**  – panics easily; bright but needs structure **A** | High AbilityMiddle AbilityLow Ability |  |  |
|  |  |  | **Jake (SA)** **(PP)** – organisation issues (lost two folders); good oral; check effort and pres **D-** | **Jack R (SA)** – getting better; needs support; can be silly near certain boys **D** |  |  |  |
| **Julie** **(PP)** – long term absence; bright; excellent when here **C** |  |  |  |  |  | **Phillip** – passive; needs to be pushed; bright but off piste **C** | **Lesley** – gaining confidence; struggles with essay structure **D** |
| **Gloria** – struggles with lit; diligent but passive **C** | **Jackie (PP)** – bright; can be passive; starting to involve herself **B** |  | **Emma** – super student but can get confused with essay structure **A** | **Holly (SA)** – bright but lazy; seems diligent but quantity not quality C |  | **Lucia** – passive but bright; encourage responses **B** | **Mark C** – bright but can take it for granted; push for A\* **A** |
| **Ciara (SA)** – avoid pushing; sensitive; likes lit; needs scribe **D-** | **David** – sense of humour; gaining confidence; push him **C** |  | **Dom** – doing well recently; pushing for a B **C** | **Sharney (SA)** – low literacy; needs checking **D** |  | **Jasmine** – passive; misses one lesson a week; keen to improve **D** | **Jay** – passive but understands higher level ideas **A** |
|  |  |  |  |  |  |  |  |
| **Sammi (SA)** – relies on help; passive; needs to be pushed **C** | **Edward (SA)** – behaviour issues; no praise; keep expectations **D** |  | **Kristy** – very bright; encourage advanced discussion **A** | **Charlotte** – good orally but does not convert when written **C** |  | **Roberta (SAP)** – struggles to start work but very bright **A** | **Chris** **(PP)** – low aspirations but improving; passive; use Robert to aid **C** |
| **Mark A** – struggles with lit; analytical; passive **A** | **Rosie** – bright but doesn’t push herself; use to support Michael **B** |  | **Helen** – can be passive; ask questions; **C-** | **Jordan** **L** – low aspirations; settles for lower grades; passive; push him **C** |  | **Aimee** – passive but knows more than lets on; ask questions **C** | **Jayne** – quiet; push to interact; works hard **C** |
| **Jamie (SA)** – close to refusal; don’t focus on him; lost folder **F** | **Jordan P (PP)** – push her for response; passive; underachieving **C** |  | **James** – getting better but needs constant reassurance **C** | **Alex** – pushing for top grades; maturity improving **C** |  | **Joe (SA)** – great orally but check written work; can be confusing **D** | **Mark V** – check understanding; help start work **D**- |