



CHATMORE

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The First Six Weeks of School

At Chatmore, we follow the Responsive Classroom Approach for the first six weeks of school, and throughout the rest of the school year. Responsive Classroom is an evidence-based way of teaching that offers practical strategies for bringing together socioemotional and academic learning. The approach is associated with greater teacher effectiveness, higher student achievement, and improved school climate.

Goals for the First Six Weeks

1. **Create a climate of warmth, inclusion and safety.** Building trust is essential for learning and students need to know one another (and us) and develop a sense of belonging in the classroom. Students also need to know that we will set reasonable boundaries for behaviour and exercise vigilance and sound judgement to ensure everyone is safe and included.
2. **Teach classroom routines and behaviour expectations.** To do well from the start, we must instil a sense of order and predictability in school life. It allows them to focus their energy on learning. We should identify global expectations for the year: students will be safe, be respectful and be ready to learn.
3. **Help students get to know and care for the classroom and school environment.** To feel a sense of ownership of the school and classroom, we must carefully teach students the appropriate use of materials, develop guidelines for sharing resources and teach children how to take care of their school environment.
4. **Establish expectations for academic work.** We want to generate excitement and enthusiasm for the curriculum students will engage in this year. Starting from day one, we teach active participation and focused effort, through our Personal Learning Goals. We pay attention to both the process and the products of students' learning and hold high expectations in both areas.

The first week is focused on building routines and relationships and creating a safe and open learning space. This will involve games, setting goals and brainstorming ideas. Academics are not the focus but teachers are constantly assessing and observing, getting to know your child as a learner.

We then move into curriculum content in the second week. The first half-term involves research, recording and reflection. Students learn how to approach assessments and take ownership for their own learning. This may feel uncomfortable at times but we are helping your children to develop independence.

Finally, the first six weeks allow us as a school community to work out any 'kinks' and establish what processes and procedures work best for the school year.

Be unique. Be inspired. Be transformed. #bemore

