

Teaching, Learning & Assessment (including Marking and Feedback)

Policy Documentation

For Bishop Milner Catholic College



'If your gift is serving others, serve them well. If you are a teacher, teach well'

(Romans 12:7)

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Introduction

Policy Documentation for Teaching, Learning & Assessment and Presentation, Marking & Feedback at Bishop Milner have been streamlined to focus on 5 core priority areas in each.

Placed alongside Teachers' Standards, it is the responsibility of every teacher, with the support of their appraiser, to commit fully to all principles within this document; providing students with the highest quality of education they deserve.

- 'Today we need to KNOW' is a compulsory focus for each individual lesson.
- 'To Succeed we must REMEMBER' is a compulsory focus for each lesson.
- Regular use of Bloom's Taxonomy is always encouraged because on our journey to secure knowledge, we are passionate about the development of skills and believe in plotting the direction of learning, and, sharing one common language for learning.
- Marking work with the 'Here and Now' philosophy is compulsory because students deserve to be provided with recognition and praise for their achievements, and, clear and explicit next steps for learning.

The effectiveness of Teaching, Learning & Assessment at Bishop Milner is monitored at all levels: As part of formally calendared opportunities throughout the year to explore best practice, as part of the appraisal cycle, within and between departments for quality assurance and sharing good practice, and, at the Principal's discretion. We believe in an 'open-door' approach because our goal is always supportive – rather than judgmental. Typically: Learning Walks will not exceed 10 minutes (unless agreed otherwise), Lesson Observations do not need to exceed 30 – 40 minutes (unless agreed otherwise), Lessons are not graded as part of feedback.

As teachers who love what we do, on-going CPD for Teaching, Learning and Assessment is a priority throughout the academic year and is conducted in a variety of ways. All teachers are called on to be active participants and contributors. All NQTs and trainees also receive additional CPD and support.

At Bishop Milner, we proudly assert that 'anything less than good, is not good enough', and with our Catholic Ethos at the heart of everything we do, please remember: 'If your gift is serving others, serve them well. If you are a teacher, teach well'

Policy Statement for Teaching, Learning & Assessment at Bishop Milner Catholic College

INTENT: All teachers at Bishop Milner are expected to sustain exemplary subject knowledge and to know and fulfil all relevant Teachers' Standards.

IMPLEMENTATION: For Teaching and Learning to be the best it can be, we must commit daily to our 5 main priorities...

1. Relationships

- Be role-models of compassion, ambition and respect.
- Live out our calling as teachers in Catholic Schools.
- Create warm and welcoming environments.
- Establish trust through high expectations, clear boundaries and support.
- Praise first. Always Listen.

2. Behaviour for Learning

- Apply systems of behaviour management fairly and consistently.
- Champion common routines, expectations and boundaries.
- Create classrooms where students can be leaders.
- Create environments that students want to learn in.
- Provide a range of engaging stimulus and opportunities.
- Invite all students to be active and not passive.
- Structure and pace lessons appropriately.

3. A Solid Consensus and One Common Language for Learning

- Understand the principles of 'Knowledge-engaged' learning and facilitate them in your classroom by planning and resourcing rigorously and creatively to: prioritise recall, embed new knowledge and highlight skills-based progress; with explicit focus on the importance of sequencing.
- Plan lessons (and sequences of lessons) with the goal of helping students to KNOW and REMEMBER more.
- Make active use BLOOM'S TAXONOMY and teach students *how* to learn using: Remember – Understand – Apply – Analyse – Evaluate – Create (and other skills that link to these terms).
- Complete Knowledge Reviews with students at the end of every unit/topic.
- Use agreed whole-college strategies to enhance Reading and Writing across the curriculum.
- Recognise and use opportunities for number skills.
- Nurture a love of learning outside of the classroom through links to the wider world.

4. Meeting the Needs of All Students

- Differentiate with an open mind: Sets, Seating, Groups, Interventions, Resources, Tasks, Outcomes, Questioning...
- Provide stretch and challenge for all without overlooking the fundamental act of recall.
- Remove barriers to language with a keen focus on subject literacy.
- Provide regular WAGOLLS: model excellence and deconstruct the process of getting there.
- Use the strategy of ESSENTIAL – IMPRESS – AMAZE to support differentiation.
- Increase your focus on the views of Teaching Assistants and deploy them effectively.
- Embrace and contribute to regular CPD.

5. Understanding Assessment

- Facilitate challenge in all Key Stages and conduct assessments that are appropriately pitched.
- Use assessment data to inform planning and teaching: know your groups inside-out.
- Teach lessons with a wealth of AFL opportunities – empowering you to efficiently identify and act upon gaps.
- Assess accurately, undergoing processes of moderation and standardisation.
- Regularly update systems of monitoring and tracking.
- Use assessment knowledge to target gaps in the learning of students.
- Mark with purpose and a focus on instructional feedback with the required follow-up.
- Ensure accurate data to inform wider systems of monitoring, support and intervention.

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Policy Statement for Presentation, Assessment, Marking and Feedback at Bishop Milner Catholic College

INTENT: All teachers at Bishop Milner are expected to use their subject knowledge to provide students with regular feedback that secures progress by: praising achievement, providing explicit instructions and making time for students to show improvements. With the highest standards of presentation insisted upon, books and folders should proudly show the journey of learning over time.

IMPLEMENTATION: For evidence of progress to be the best it can be, we must commit routinely to our 5 main priorities...

1. Presentation

- Keep expectations high and stay relentless in your insistence on well presented, well-kept work.
- Understand that excellent presentation is about so much more than appearance – it is the mark of pride, value and worth.
- Books and folders must: be labelled with Name, Teacher, Subject and Room, display up-to-date SoP data, have copies of curriculum plans at the college effort grades inside.
- All work (that must be written in black ink) must also be headed with underlined dates and titles and Learning Objectives recorded.
- All paper and sheets must be securely fastened or stuck inside.
- Poor presentation must be challenged and rectified.

2. Teacher Feedback and Responses to it

- Provide students with feedback on paper at least once every three weeks. Personalised handwritten feedback will be shown in red pen (typing or use of stickers or stamps is acceptable) but all entries must adhere to policy and be dated. To reduce the workload of teachers, it is acceptable for at least one entry of feedback to take the form of our whole-college Teacher Feedback aid.
- Be it individually written feedback, or comments populated for a class, adhere to the 'Here and Now' principle of marking which is:
HERE: (Positive acknowledgement and recognition of achievement/attainment).
NOW: (An instructional command for progress to be made).
- Always provide students with the dedicated reflection time needed to follow these instructions and complete required improvements. No teacher feedback must be left without response. This progress is shown using purple pen.
- To allow feedback to be a driving force of progress, be discerning with which pieces you choose to mark.
- All teachers must champion high standards of SPAG.
- Dialogue on achievement and improvement should pervade your classroom. Give verbal feedback frequently.

3. Self and Peer Assessment

- As part of the 3-week feedback cycle, give students the guided opportunity to reflect on their own achievements and suggest targets for their own improvement.
- As part of the 3-week feedback cycle, give students the guided opportunity to reflect on the achievements of others and suggest targets for their improvement.
- These contributions are shown using green pen.
- Control how purposeful these entries are and avoid redundant offerings by establishing clear, easy-to-use success criteria and checking responses to it.

4. Summative Assessment and Graded Work

- Plan for regular and standardised opportunities to grade the work of students. Actual grades should be displayed/considered against target grades.
- Ensure routine use of 'test conditions' to assess unaided progress and to prepare students for formal examinations.
- In KS3, make explicit use of Grade Ladders on assessment work to show how grades have been determined and to highlight targets for improvement.
- In KS4 and 5, make explicit use of mark scheme content on assessment work to show how grades have been determined and to highlight targets for improvement.
- Distinguish assessment work from draft work (in the way it is stored and/or presented) to recognise its importance. Always keep assessed work (or a copy of it) in college.
- Keep robust systems of the monitoring and tracking of graded work to help determine the necessary interventions.

5. Crafting Progress

- In addition to instructional feedback and purple progress work, books and folders should showcase active use of modelling and exemplar materials (WAGOLL).
- WAGOLL materials should also be deconstructed and annotated to help students break down the process of how excellence is achieved.
- Make active use of mark schemes and grade ladders when preparing for (and reflecting on) achievement and improvement. Ensure that materials used are accessible and student-friendly.
- Make active use of our whole-college strategies for Reading and Writing across the curriculum.
- Use writing frames and other scaffolding materials to support progress in books and folders where required.
- Practice of extended writing should be seen where possible.
- Understand that books/folders/computer-stored work give witness to progress over time. They provide documentation of every students' learning journey and should be built up with great care and consideration.

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Policy Statement for the Contribution of Teachers to Effective Provision for SEND Students

INTENT: All teachers at Bishop Milner are expected to strategize and adapt their teaching to support, and increase the confidence of, students in our community with recognised barriers to learning. The highest quality of education that all students deserve must be fully inclusive at all times.

IMPLEMENTATION: For the support of SEND students to be the best it can be, we must commit sensitively to our 5 main priorities...

1. Knowledge and Understanding

- Be familiar with the up-to-date SEND Code of Practice to understand the legal duties and responsibilities of mainstream schools.
- Have high expectations for each and every student, whatever their prior attainment.
- Ensure high quality teaching, personalised and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Ensure knowledge and understanding of the SEND needs of any student you teach.
- Make active use of any strategies/advice provided by the SEND team.
- Be pro-active in sharing information or seeking advice when concerns surrounding SEND students arise.
- Complete termly reviews constructively and on time.

2. Appropriate Differentiation

- Be sure that the layout of your classroom and the seating arrangements within it meet the individual needs of students.
- Check that the pace and expectation of work is suitable for all students in the class – adjust where necessary.
- Reduce tasks or quantity where required but not the quality, skill or aspiration.
- Facilitate amended resources to allow students to work efficiently and never ask them to copy large amounts of text.
- Employ a variety of approaches and create regular opportunities for visual and auditory stimulus.
- Utilise BMCC's *Common Approaches to Reading and Writing* cards to maximise literacy strategies for SEND pupils.
- Recognise the need for additional praise and reassurance for students who often have anxiety or nerves surrounding learning and work hard to remove a fear of failure.

3. TA Deployment

- Recognise the knowledge, skills and experience of TAs by empowering them to play an active role.
- Communicate routinely with TAs – sharing the intent and direction of learning.
- Use the starts of lessons to make it clear to TAs what is required – providing any resources/advice they will need.
- Give TAs enough autonomy to work in ways that they know best suit their targeted students.
- Ask for and listen to the views of TAs on: the needs of targeted students, what's working and what isn't, the same students in other subject areas.

4. Access Arrangements

- When it comes to assessments and examinations, know the entitlements of students.
- Provide these entitlements routinely and consistently to give students the best chance of using them to full effect.
- Gather and provide evidence as requested to help sustain the eligibility of students for access arrangements.
- Coach students on how to utilise extra time as an inbuilt part of their assessment; not just an add on at the end.

5. Student Voice

- Receive information from the college's SEND review process openly and sensitively.
- Be prepared to alter your approach in the classroom following feedback from SEND reviews.
- Take advice from the SEND team on how best to respond to confidence issues of students that present themselves.



Policy Statement for Reading at Bishop Milner Catholic College

INTENT: Reading is the most crucial literacy skill for cross-curricular success. Our learners need to be able to read sufficiently in order to understand and take greater meaning from the variety of texts they are exposed to. All teachers at Bishop Milner are expected to enable equitable access to their curriculum through appropriate support and challenge in reading. Lessons that provide opportunities to facilitate the assessment of reading; activities that focus on enhancing reading skills; understanding of subject specific vocabulary, and, provision of further reading opportunities through Preparatory Study. Ultimately, our approaches to reading within college should challenge and enhance students' skills - enabling them to become confident and independent readers.

IMPLEMENTATION: For students to be both supported and challenged in their reading, we must commit daily to our 4 main approaches:

1. **Common Strategies for the Teaching of Reading:**

Teachers planning lessons should be aware of the **reading age of students as well as the reading material** used in lesson. Texts that are chosen should be ambitious and challenging, reflecting the knowledge and skills required for that topic at that phase of learning. As teaching and support staff, we will apply the **whole college reading strategies (DARTS, Word Level Reading and Questioning)** to both support and challenge students in their reading and ability to access the material required for learning. This should be applied to a varied range of text-types and play a key role in enabling students to gain new knowledge. **Medium-Term Sequences** of lessons should also take into account the glossary of subject terms that will be required to unlock the learning power of students during that particular stage of their journey.

2. **An Active Diet of Reading Each Day:**

Teachers will plan, prepare and deliver lessons that take in to account the reading needs of students they teach: ensuring that opportunities for **individual, paired, group and adult modelling of reading** are made explicit. Seeing and experiencing **reading in action** is important to develop skills and to aid basic comprehension. Active reading should be applied to a varied range of text-types and there should be an example of active reading in EVERY lesson. **Short-Term Sequences** of lessons should also take into account how key subject terms should be learnt or re-visited, in order for students to access new knowledge and/or re-visit and consolidate prior learning.

3. **Promoting Wider-Reading Across the Curriculum:**

Departments should expand the opportunities for **reading within each academic discipline** - empowering students to **develop knowledge of their subject through reading**. This can be provided through guided reading as part of 'Preparatory Study' and pre-reading lesson materials or targeted research. Independent reading should also be encouraged within lessons and during tutor times. The use of Subject Specific Reading Lists, reading notice boards, reading prompts as part of classroom displays, competitions, research and pre-reading activities should also support the broadening of reading around subjects. Year 7 and year 8 students are also given a Reading Journal and expected to record the extra reading they do outside of college hours.

4. **Closing the Gaps:**

Students who enter college are assessed in reading, providing a **Reading Age and Standardised Score** (reading assessments are completed twice yearly). Those who are identified as needing further support will be enrolled on to a **reading recovery programme** (Year 7 & 8) to include further reading tuition and intervention and reading support at home. Identification of their difficulties will be shared with staff, along with suggested strategies, to support reading across the curriculum. Regular CPD on Reading and SEND will be facilitated to give teachers and support staff confidence when nurturing the reading skills of the students they work with. Where possible, support staff will also play a key role in reading interventions outside of the classroom.

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Policy Statement for Writing at Bishop Milner Catholic College

INTENT: Successful communication is integral to the future successes of our students; therefore, a mastery of the written language is essential. As an intrinsic life skill, we must empower students with the ability to write cogently, competently and creatively. Across the curriculum, teachers must take responsibility for demonstrating high standards of literacy, articulacy and the correct use of Standard English within their discipline area. Lessons must explicitly identify appropriate writing styles, accurate application and offer challenge and support to develop these skills. Ultimately, our approaches to writing must enable students to communicate effectively within varied scenarios outside of a school environment.

IMPLEMENTATION: For students to be both supported and challenged in their writing, we must commit daily to our 4 main approaches to writing:

1. Common Strategies for the Teaching of Writing:

When planning and preparing written work, teachers should ensure that writing tasks and activities are ambitious and challenging - reflecting the knowledge and skills required for that topic at that phase of learning. As teaching and support staff of BMCC, we will apply the **Whole-college Writing Strategies (Grammar Check, Writing Style and Vocabulary)**. These strategies should be used in conjunction with the careful planning of the writing needs of the task and abilities of students. Approaches to the teaching of writing should be explicitly seen regularly in lessons.

2. Explicit Understanding of the Need to Develop Writing Skills:

Teachers will plan, prepare and deliver lessons that take in to account the writing needs within their discipline area and of their students. To help us strive for best practice, we should consider: **Cultural Literacy:** how does this style of writing operate in culture/wider society? **Critical Literacy:** identifying and understanding discipline-specific language. **Creative Literacy:** understanding how to organise ideas- expressing opinions and knowledge effectively. **Competence:** demonstrating varied writing skills and control of written expression needed to be successful. Students should be guided to develop their writing skills and understand the importance of clear, effective communication. Longer responses should be deconstructed and students taught how to re-create them.

3. Promoting Writing Skills Across the Curriculum:

Expand the opportunities for **developing written skills within your subject area**. Written tasks should have clear criteria and outcomes. The use of **quality examples and models** of subject-specific material will enhance students' written capabilities. The use of **Key Stage-specific vocabulary lists** will help broaden vocabulary and improve accuracy of application. Setting reading Preparatory Study to include articles and texts around discipline areas will encourage curiosity of knowledge and broaden the scope of exposure students have to subject specific texts. Teachers should acknowledge and celebrate how quality reading goes hand in hand with quality writing.

4. Assessing Writing Skills:

Students' **written competency** will feature in both the verbal and written feedback offered by teachers. Misconceptions and errors will be identified with opportunities for students to correct and practice specific writing skills, this should include: spelling, written expression, grammar and punctuation. Students should be encouraged to **peer and self-assess** their work to identify errors and **correct their mistakes** in writing – but not without clear and purposeful success criteria that has been provided by the teacher. The process of **drafting and redrafting** should be acknowledged as a way to carefully craft extended pieces of work, ensuring the needs of audience, purpose and form are met. Again, students must be supported in building up the stamina required to write well: deconstructing, checking, returning to make improvements. Teachers must find ways to praise, celebrate and reward the writing successes of students and students must be made to feel proud of every small successful step towards the completion of an extended piece of writing.

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Lesson Planning at Bishop Milner Catholic College

Date:		Subject & Key Stage:		Class & Teacher:	
Boys:	Girls:	PP:	AEN:	MA:	
Start Point (Linked to prior learning and current needs):			End Point (Where does this lesson need to take them and why?):		
Today we need to KNOW:			To succeed we must REMEMBER:		

Lesson Stage & Timings	Brief Details of Key Activities/Tasks/Resources
Hook/Starter:	
Main Body (including any mini-plenaries)	
End/Reflections:	
HWK/GL:	

<u>AFL Opportunities (including knowledge testing/recall):</u>	<u>Differentiation Provided:</u>	<u>TA Focus (where applicable):</u>

Whole College Monitoring Procedures: Lesson Observations

Opportunities for feedback are underpinned by: policy documentation on Teaching, Learning and Assessment, the Teachers'/Post Threshold Standards, SJBCA Career Stages Expectations.

Name:

Subject:

Group:

Date:

Observer:

Expectations	+/=/-	Supporting Comments
Students are greeted and welcomed at the door: a calm and orderly entrance is achieved and everyone is ready and equipped to learn . There also is an orderly dismissal at the end.		
Students are actively engaged from the outset : Hooks and relevant starters are used both to settle and inspire. Engagement is then sustained through a variety of tasks/approaches.		
Criteria for KNOW and REMEMBER is displayed and addressed. Start points and end points are understood because it is made clear to students how work links to prior learning , why they are doing things and where it will take them .		
Behaviour for Learning is strong : not just because poor behaviour is dealt with appropriately, but because it is prevented (where possible) through excellent relationships , regular praise , active learning and challenge . All students are involved and contribute to learning. They show pride in what they do because expectations are high .		
Assessment for Learning is strong : not just because different opportunities to check progress and understanding have been planned for and shared, but because efficient responses are made to address misconceptions , effective questioning techniques are used, and the teacher is astute and flexible when something isn't working. Retention and recall of knowledge are a focus.		
Books and folders are strong : not just because they are marked in accordance with policy , but because modelling is explicit, a variety of learning opportunities can be seen, progress over time is documented and pride in presentation is everything!		
The different needs of students are met because work is appropriately differentiated. Support, stretch and challenge is there to be seen. TAs are deployed effectively.		
Knowledge is strengthened because: barriers to language are removed, subject literacy is used, opportunities to read and explore texts are provided and supported, the importance of SPAG is always promoted. Numeracy is also utilised effectively where appropriate.		
The teacher takes opportunities (where pertinent) to celebrate learning and life outside of the classroom via: homework, subject links to the wider world, links to other curriculum areas, employability skills and SMSVC links. Our Catholic identity and its values run through all that we do .		

Whole College Monitoring Procedures: Lesson Observations

Opportunities for feedback are underpinned by: policy documentation on Teaching, Learning and Assessment, the Teachers'/Post Threshold Standards, SJBCA Career Stages Expectations.

Name:

Subject:

Group:

Date:

Observer:

Differentiated Criteria for KS5	+/=/-	Supporting Comments
Students are punctual, greeted and welcomed at the door: everyone is ready and equipped to learn . Lateness is challenged.		
Students are actively engaged from the outset : starters are used to set level of challenge, pace and cultivate skills/knowledge . There is evidence of pre-lesson preparation . Engagement is then sustained through a variety of tasks/approaches .		
Criteria for KNOW and REMEMBER is displayed and addressed that show the journey to end point assessments: the purpose and direction of learning is explicit. Start points and end points are understood, how work links to prior learning , why they are doing things and where it will take them . Higher-order learning skills are a strong focus.		
Behaviour for Learning is strong because of excellent relationships , praise, active learning and challenge . All students are involved and contribute to learning; clearly taking pride in their work. Expectations are high as students are productive at all times including when working independently and in groups. Opportunities are made for students to lead on learning. Enthusiasm pervades the classroom. Pace and expectation are rigorous: time is not wasted.		
Assessment for Learning is strong : not just because different opportunities to check progress and understanding have been planned for and shared, but because misconceptions are addressed, higher-order questioning is used throughout, there is regular use of subject specification and opportunities for students to self-assess their own learning. Retention and recall of knowledge are a strong focus.		
Books and folders are strong : not just because they are marked in accordance with policy , but because academic modelling is explicit, a variety of learning opportunities can be seen, progress over time is documented and pride in presentation is everything! Sixth Form students are role models of organisation and presentation.		
The different needs of students are met because work is appropriately differentiated. Support, stretch and challenge is there to be seen. TAs are deployed effectively. Academic reading and writing are explicit with strategies and examples of how to craft extended writing.		
Knowledge is strengthened because: barriers to language are removed, academic language for learning including subject literacy is used to bridge the gap between FE and HE study, opportunities to read academic examples are provided, the importance of SPAG is always promoted. Numeracy is also utilised effectively where appropriate.		
The teacher takes opportunities promote learning and life outside of the classroom via: homework, GLH, links to the wider world and other curriculum areas, employability skills and SMSVC links. Relevant Future pathways are discussed where possible. Our Catholic identity and its values run through all that we do .		

Whole College Monitoring Procedures: Learning Walks

Date:

Year & Group:

Teacher & Department:

Conducted by:

Basic Learning Walk Criteria (Yes/No/In Part/n/a)			Work Scrutiny & Marking Procedures (Yes/No/In Part)		
Basics: Boy/Girl seating, smartly attired students who stand on entry for a visitor.			1. PRESENTATION = clearly labelled, inc admin, SOP stickers, underlined dates & titles, fastened in worksheets, neat work, PRIDE & EXPECTATION!		
Pro-active greeting at door, quick start and immediate engagement.					
Criteria for KNOW and REMEMBER clearly on display.			2. POLICY = Dated entries of teacher, self and peer on a 3- weekly cycle, including reference to SPAG where required. Regular Grades.		
Positive working environment with regular praise & encouragement.					
Suitable levels of stretch, challenge and support can be seen.			3. PURPOSE = Identified strengths followed by instructional tasks for <i>how</i> to improve that are skills/grade specific.		
Students can comment purposefully on their learning.					
The TA is effectively deployed (where applicable).			4. PROGRESS = Student response to feedback, WAGOLLS, mark schemes, differentiation, improvement over time, extended writing skills.		
Calm and reflective end to the lesson with orderly dismissal at door.					

Overall Strengths:

Areas for Development:

- We've seen something great we'd love you to share at T&L!

Whole College Monitoring Procedures: Work Scrutiny

Subject(s) & Staff:	Year/Class:	No. Checked:	By:	Focus: (where applicable):
THE 4P SUCCESS CRITERIA for BOOKS & FOLDERS		Yes/No/In Part	Supporting Comments	
1. PRESENTATION = clearly labelled, curriculum plans, and Effort Grades stuck in, SOP stickers filled in, underlined dates & titles, fastened in worksheets, neat work, divided and organised where appropriate. PRIDE & EXPECTATION!				
2. POLICY = Dated entries of teacher, self and peer on a 3- weekly cycle, using the 'Here and Now' approach and including reference to SPAG where required. Regular Grades.				
3. PURPOSE = Identified strengths followed by instructional tasks for <i>how</i> to improve that are skills/grade specific. Feedback is positive in tone.				
4. PROGRESS = Student response to feedback always complete, WAGOLLS, mark schemes, differentiation, improvement over time, extended writing skills, variety of tasks and approaches.				
Summary/Actions Required:				

Let us Pray

As we work together to nurture the **God-given Talents** of each child in our care, may we always remember how special our calling:

