



Teaching & Learning Policy

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Curriculum Committee

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Part 1 - Teaching and Learning

Aims

This policy aims to:

- Explain our guiding principles in creating a learning culture and environment where both staff and students share the responsibility to respectively lead in Teaching and Learning.
- Outline our expectations that all stakeholders are committed to achieving and maintaining a consistent approach to teaching and learning across our school.
- Provide guidelines to promote our high expectations and therefore raise standards of achievement for all pupils in our school.
- Highlight the inclusive nature of our learning community, where all stakeholders - pupils, parents/carers and the wider school community - are involved in our pupils' learning and development, and share the responsibility for ensuring their successful outcomes.

Principles

At Newman Catholic College, we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills and understanding to enable them to participate in society as informed and active citizens. Our purpose is to create a learning environment that fosters self-motivation, promotes independent learning (both in school and at home) and allows all students to achieve their full potential.

Our stimulating and enriching environment, underpinned by the Behaviour for Progress policy headings of "Ready, Resilient, Respect", is designed to remind students to both take responsibility for their learning and make a positive contribution in an all-encompassing atmosphere of mutual respect. Our school is a truly diverse community, underpinned by our Catholic values of "Faith in Action", where students and staff from different cultural backgrounds, religions and abilities work together to achieve to the best of their ability. This is reflected in our motto: 'Everyone counts, Everyone contributes, Everyone succeeds'.

Our high expectations stretch and challenge all pupils, allow staff to impart knowledge and develop understanding through effective use of lesson time, whilst also promoting a love of learning and therefore encouraging children's curiosity.

Roles and responsibilities

Teaching and Learning is a shared responsibility, and everyone in our school community has an important role to play.

Senior leaders

- Have a clear and ambitious vision for providing high-quality, inclusive education for all;
- Plan and evaluate strategies to secure high-quality teaching and learning across the school, in line with the School Improvement Plan (SIP);
- Manage resources to support high-quality teaching and learning;
- Celebrate and reward achievements and have high expectations of everyone;
- Foster a culture that supports and encourages staff to engage with academia, and promotes staff development;
- Monitor the impact of continuing professional development (CPD) opportunities to improve both practice and subject knowledge.

Curriculum Leaders

- Design well-sequenced, broad and balanced curriculums that build on students' prior knowledge and provide them with the necessary skills and understanding to be successful in their subject area;
- Sequence learning in a way that allows pupils to both make good progress regardless of their starting points, and make explicit links across subjects;
- Regularly review their curriculum offer to ensure both subject specific knowledge and procedural skills are aligned with the whole-school curriculum needs;
- Structure their curriculum to allocate time for pupils to:
 - Achieve breadth and depth of knowledge;
 - Review and revisit learning;
 - Demonstrate mastery.
- Embed a pedagogical approach to Teaching and Learning, rooted in a research culture, which encourages staff to read and review, and keep abreast of the latest developments;
- Draw on the general principles set out in the school's Feedback Guidelines to design a subject-specific policy, setting out assessment criteria within their subject areas to suit their individual curriculum needs;
- Use their budget effectively to provide both students and teachers with the best available resources to enhance teaching and learning;
- Monitor progress across their subject/phase by systematically reviewing progress against a range of evidence, including qualitative and quantitative performance data;
- Monitor the quality of education in their subject area, by systematically reviewing teaching and learning in order to identify both strengths and areas for improvement. When appropriate, curriculum leaders put timely and effective measures in place to address areas for improvement.

Teachers and Learning Support Assistants

- Simultaneously support and stretch students in achieving their full potential by delivering engaging and challenging lessons, using evidence-based pedagogy as a guide to good practice;
- Use questioning to deepen and develop thinking and check for common misconceptions;
- Provide appropriate scaffolding and support to enable all pupils to make progress;
- Consistently adapt their teaching to support students to achieve their full potential, regardless of ability or disposition;
- Take responsibility for promoting high standards of literacy, oracy and the correct use of standard English, regardless of the teacher's specialist subject;
- Provide opportunity and challenge for all pupils to apply and develop literacy, numeracy and subject-specific skills and vocabulary;
- Provide high-quality feedback that facilitates progress, allowing sufficient time for students to respond;
- Work collaboratively to ensure consistency in identifying and sharing best practice in teaching and learning across all areas of the curriculum.

Pupils

- Take responsibility for their own learning, and work collaboratively to support the learning of others;

- Meet the school's expectations of excellent behaviour for learning at all times, respecting the right of others to learn;
- Are resilient, by remaining positive and motivated towards their learning, despite the challenges they may face;
- Are curious, ambitious, engaged and confident learners;
- Take responsibility for acting on feedback and thereby improve their work;
- Extend their learning by reading widely, including utilising digital platforms where appropriate.

Parents and carers

- Work collaboratively with the school to establish and regularly reinforce the fundamental three-way partnership between home, school and student;
- Share the school's core values of "Ready, Resilient, Respect", thereby emphasising the value of learning and encouraging their children to take responsibility for their progress;
- Support the school in ensuring that their children's attendance does not fall below 95%, and is ideally above this, in line with both the Attendance Policy and government requirements;
- Actively participate in meetings and discussions about their children's progress and attainment, including attendance to parent/teacher evenings, completion of surveys, etc;
- Promptly communicate with the school to share any information that may be relevant and helpful in supporting their children;
- Support the school in emphasising the importance of home learning and revision throughout the academic year.

Lesson Non Negotiables

1. Staff stand at the entrance to greet their students and maintain order in their area.
2. Teachers have a clear seating plan in place, which is consistently enforced.
3. Pupils enter the classroom in an orderly manner and prepare all necessary equipment, including planners. Students should not need to return to their bags until the end of the lesson.
4. Teachers provide a “Do Now” activity at the start of each lesson, to promptly engage students with a quick recap of prior learning, explicitly linked to the relevant aspect of the curriculum.
5. Teachers take class registers within the first 5-10 minutes of each lesson. Incorrect SIMS registers are promptly reported to Curriculum Leaders, so that they can be rectified.
6. Regular and purposeful homework is set at the start of the lesson, to both consolidate and further expand students’ learning. Teachers check planners during the course of the lesson, to ensure that homework is recorded (LSAs to assist teachers).
Homework tasks may include, amongst others: research, reading, revision, exam practice, corrections to prior work, longer term projects, essays, classwork consolidation, retrieval, mind maps.
7. All teachers maintain high expectations of students’ work at all times, regularly model the required high standards, and consistently demand that students adhere to these.
In particular:
 - All work includes both date and title, underlined with a ruler;
 - All graphical representations (timelines, tables, graphs, etc) are drawn in pencil, using a ruler;
 - Pupils write detailed paragraphs, in good handwriting and use a dictionary where appropriate;
 - High standards of both written and spoken English are consistently modelled and reinforced.
8. Teachers are aware of cognitive overload, and therefore present new material in small steps, explicitly linking this content to prior learning, and ensuring high levels of practice.
9. Teachers regularly circulate and monitor the learning environment, providing live feedback to both individual students and the whole class.
10. All staff coach students to use subject specific language, with an emphasis on developing both tier 2 and tier 3 language whenever possible.
11. Teaching is adaptive, taking into account the needs and abilities of all pupils. Teachers employ a variety of strategies that enable each individual student to access learning and ensure progress - in the case of SEND students, teachers draw from the recommendations listed in their IEPs and/or EHCPs.
12. Teachers undertake a final learning check (i.e. Exit Questions) or plenary 10 minutes before the end of each lesson.
13. Pupils stand behind their desks, packed and dismissed on the bell.
14. All lessons are saved as a PDF document (or PowerPoint where appropriate), and uploaded to the relevant Google Classroom, so that students can revisit school-based learning. This will also enable them to complete homework and catch up on missed content.

Planning and preparation (Pre-teaching)

a) Curriculum

The curriculum at NCC is:

- challenging and ambitious for all pupils;
- aimed at coherently sequence learning and build knowledge over time;
- adaptive, to meet the needs of all learners.

This is central to the development of rich schemata in each pupil. Subject expertise is fundamental and staff have a professional responsibility to keep abreast of developments in pedagogy and changes to the curriculum so that both Schemes of Work (SOW) and classroom practice can be adapted accordingly.

Each curriculum area ensures that their SOWs, as well as their curriculum visuals and maps, are regularly reviewed and up to date. Planning considers the different types of knowledge that all pupils need, for example substantive and disciplinary knowledge.

Curriculum maps are sequenced in line with interdisciplinary knowledge from other curriculum areas. Furthermore, we aspire for all students to be polymath learners, whereby teachers plan for opportunities to develop interdisciplinary knowledge and skills between topics over time. Learning outcomes are explicit, evident and clear to students, and are designed to support the progress of all pupils. Curriculums are adaptive, and take into account the needs of our learners.

Literacy is at the forefront of our practice, in line with the Literacy Policy.

b) Planning

Teachers plan and deliver high quality, carefully sequenced lessons, drawing on their expert subject knowledge and in line with departmental schemes of works.

Planning stems from the regular analysis of baseline and assessment data and it is centred around the specific needs of all pupils.

Our high expectations stretch and challenge all pupils in line with our Lesson Non-Negotiables.

Planning and preparation of lessons is informed and underpinned by pedagogical research, including Rosenshine's Principles, thereby emphasising the importance of giving students sufficient time to review learning, ask questions and receive systematic feedback.

Lessons feature a range of activities designed to engage, stretch and challenge all learners, regardless of their ability, so that they can all achieve to their full potential.

Teachers foster independence and plan the use of targeted questioning to both deepen learning and check for understanding (Blooms Taxonomy).

Students embed knowledge by summarising, analysing and applying existing skills to new content.

Teachers are aware of cognitive load and therefore present new material in small steps, explicitly linking this content to prior learning and ensuring high levels of active practice. Teachers consistently scaffold content using a range of tools, including clear and detailed instructions and explanations, visual aids and the explicit teaching of subject-specific vocabulary.

A review task is incorporated into all lessons, including at the start. Subject-specific terminology (Tier 2 and Tier 3 vocabulary) is taught explicitly, and curriculums are designed to drive the whole-school emphasis on disciplinary literacy, which supports the raising of standards across our community.

Teachers encourage individual, small group and whole class activities, all of which promote independent learning in a specific, deliberate and timely manner.

Homework is used as an opportunity for students to enrich their knowledge and understanding.

c) Learning environment

A seating plan is in place for all classes and pupils adhere to the Lesson Non-negotiables.

The classroom climate routinely demands more from all students and at the same time celebrates success. Strategies to enhance the outcomes of underperforming students (or groups of) are identified and implemented promptly and can include small group intervention, homework clubs, Lexia and pre-teaching of explicit concepts and vocabulary.

Staff embed a positive culture for learning in line with the Behaviour for Progress Policy. They ensure that routines are established and consistently embedded, so that all students are provided with a safe and stimulating learning environment, conducive to learning and rooted in mutual respect.

d) Adaptive teaching

Teaching and learning takes the needs and abilities of all pupils into account. Our adaptive curriculum, designed to meet the specific needs of our students, alongside the regular analysis of performance data, ensures that learning is accessible to all pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- High attainers

In order to support students in overcoming barriers to learning, teachers employ a range of strategies that enable pupils to access the learning in the lesson (i.e. differentiated writing frames, visuals, word banks, adapted resources and LSA support). Students are given the opportunity to identify and articulate ways in which they can best be supported in making progress (students' voice).

Teacher adopt a variety of approaches to differentiate tasks by:

- content
- process
- product
- learning environment

Teachers communicate promptly and effectively with support staff and the SENCO, and work collaboratively with them to enhance the learning experience of all students in their classroom.

Teachers have a responsibility to read, and be familiar with, students' IEPs and EHCPs. All staff contribute to any progress review and parental meeting by providing subject specific information (Round Robins) to aid the identification of additional areas of need and, ultimately, inform interventions and reviews support, in line with the SEND Policy.

e) Virtual learning

Students are coached to continue their learning beyond the classroom through the effective use of Google Classroom and other digital learning platforms (GCSE Pod, Lexia, Sparx, Seneca, etc), in order to both facilitate home based learning and foster independence.

Teachers use Google Classroom to share materials and resources. All lessons are saved as a PDF document (as well as Powerpoints where appropriate) and uploaded to Google Classroom, so that students can revisit school-based learning. This will also enable them to complete homework and catch up on missed content.

Parents are made aware of the school's digital platforms and their role in learning through school planners, introductory events and parental consultations.

Teachers broaden their students' knowledge by highlighting social, moral, spiritual and cultural issues and promoting cross-curricular links. This creates a culture that encourages pupils to pursue learning independently and promotes the value of scholarship.

Classroom Learning (Teaching)

a) Lesson structure

In line with the Lesson Non-Negotiables, teachers provide a "Do Now" activity at the start of each lesson, to promptly engage students with a quick recap of prior learning, explicitly linked to the relevant aspect of the curriculum.

Teachers consistently structure lessons according to the "I do"/"We do"/"You do" approach, to ensure a purposeful learning environment, and the effective use of lesson time.

New content is clearly modelled and carefully scaffolded, to empower all students to make progress and achieve their full potential.

Also in line with the Lesson Non-Negotiables, teachers regularly circulate and monitor the learning environment, providing live feedback to both individual students and the whole class.

All lessons conclude with a final learning check or plenary activity.

Learning is consolidated through further independent practice and the completion of purposeful and regular homework tasks.

b) Modelling and scaffolding

Teachers present new material in small steps, thereby reducing cognitive load and allowing metacognition to take place.

Effective modelling, the use of worked examples and non-examples, as well as the delivery of clear and detailed instructions in every lesson significantly increase students' chances of being successful in their learning.

Teachers embed several opportunities for independent practice in each lesson, to allow for learning to truly take place - they circulate, observe, question and provide live feedback to students, to correct mistakes and address misconceptions as they arise.

Tasks are scaffolded to provide frameworks to initially support students - examples include checklists, writing frames, clue cards, list of keywords, etc. Scaffolds are gradually removed to allow students to gain confidence, until they are able to work independently, to ensure deeper fluency in a subject or a skill.

Challenge tasks are consistently used in lessons, to ultimately require the application of overarching subject-specific skills to further embed new content.

c) Assessment for Learning

In line with the Formative Assessment and Feedback section of this policy (Part 2), regular, meaningful assessment takes place in every lesson, to allow teachers to verify students' progress. Assessment tasks are carefully designed to provide opportunities for all students to be successful, and simultaneously stretch and challenge, regardless of pupils' attainment levels.

Teachers ask probing questions to check understanding and deepen learning. A no hand-up policy is adopted in every lesson ("cold-calling"), and questioning is targeted at individual students, in an adaptive and purposeful manner. Targeted questioning is used to further engage students, as there is an expectation of no opting out.

d) Use of lesson time and Independent Practice

Teachers make purposeful use of lesson time, ensuring that students have ample opportunities for independent practice to allow for learning to truly take place.

Lecture style teaching is discouraged, and teacher talk is kept to a minimum to prevent cognitive overload. Teachers consistently structure lessons according to the "I do"/"We do"/"You do" approach, to ensure an optimum distribution of labour in the classroom.

Students are encouraged to actively participate in lessons, explaining what they have learnt both verbally and in writing, in order to move learning onto the next level of Bloom's Taxonomy, as well as further develop pupils' oracy, in line with the Literacy Policy.

e) Plenary

Teachers consistently undertake a final learning check (i.e. Exit Questions) or plenary 10 minutes before the end of each lesson, in line with the Lesson Non-Negotiables.

Plenaries provide students with an opportunity to demonstrate the knowledge and skills they have acquired during the lesson, and allow teachers to reflect on the needs of the class when planning the next lesson in the sequence.

Reflection (Post-teaching)

Teachers systematically reflect on the effectiveness of lessons and approaches to teaching.

Work set to students is marked as required, in line with both Part 2 of this Policy, and the individual departmental marking policy. Homework or classwork marking is undertaken in order to assess learning, and most importantly to provide students with the necessary guidance to rectify their

mistakes and further progress through the curriculum. Dedicated time for students to improve their work and address any misconception is embedded in curriculum time.

Data gathered from both formative and summative assessments is used to judge students' progress, and interventions are promptly put in place where necessary. This includes revised planning and review of both skills and knowledge that was not successfully embedded when first taught.

Data and Summative Assessment

Data is used and referred to regularly by all stakeholders. It is gathered four times throughout the academic year, known as "Data Drops", with the use of both summative and formative assessment. Data collection is logged on SIMS, and then uploaded onto SISRA, to enable all staff to analyse it in greater depth. All school staff are trained to use both SIMS and SISRA effectively.

Teachers are responsible for providing accurate and timely data for their classes when required, and Curriculum leaders are in turn responsible for ensuring that the data submitted on SIMS by each teacher is internally moderated ahead of the subsequent SISRA upload.

Teachers use data to identify and measure progress, but also to highlight underperformance and areas for improvement, and ultimately inform planning. Data is also used to inform parental consultations.

Curriculum leaders use data to monitor students' performance across each cohort, but also across specific targeted groups of students, according to the School Improvement Plan and individual Departmental Improvement Plans, and thereby put in place timely and effective interventions to both support and challenge where appropriate.

Pastoral staff use data to monitor, guide and support students in their charge to achieve their full potential.

School leaders use data to monitor the overall effectiveness of teaching and learning across any number of student categories, as well as individual subject areas.

Continuous Professional Development (CPD)

Teachers attend relevant CPD to ensure that they keep abreast of subject-specific developments and as importantly of the latest pedagogical research, and the way in which this influences teaching and learning. All CPD is logged on Bluesky, to evidence completion of training, and file any certificate and qualification achieved.

Leaders ensure that sufficient time is dedicated in the school calendar to departmental and cross-curricular work. Curriculum leaders facilitate an environment where teachers collaborate with members of the same department to develop best practice, and joint planning is a feature of all departmental time - joint planning ensures there is a consistent approach in all lessons across a subject, and enables students to fluidly move between ability groupings or sets when their progress warrants it.

Monitoring

School leaders conduct purposeful learning walks throughout the academic year to monitor the quality of education and delivery across each department and the school as a whole. Each subject area is further monitored through a rigorous Rolling Curriculum Review (RCR), calendared yearly, which includes lesson observations.

Curriculum leaders carry out learning walks, observations and regular book scrutiny to monitor both the effectiveness and the consistency of delivery across different classes. Following an observation, teachers promptly receive constructive feedback, and are encouraged to reflect on their strengths and areas for improvement. Instructional coaching is available for staff to improve or refine their practice in a specific area of Teaching and Learning.

Early Career Teachers (ECTs) are included in the RCR for their department, and are formally observed as part of their training, as required by the Early Career Framework (ECF). They are coached weekly in Year 1 and fortnightly in Year 2 by their mentor, as per the ECF, and their overall progress is reviewed half-termly by their tutor.

Part 2 - Formative Assessment and Feedback

Intent

"All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects". Education Endowment Foundation (EEF) *Teacher Feedback to Improve Student Learning Guidance Report'* (2021)

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

As part of our Teaching & Learning development work, we will be following the recommendations outlined by the EEF *"Teacher Feedback to Improve Student Learning Guidance Report"* (2021) using the key principles:

- Lay the foundations for effective feedback;
- Deliver appropriately timed feedback that focuses on moving learning forward;
- Plan for how pupils will receive and use feedback;
- Carefully consider how to use purposeful, and time efficient, written feedback;
- Carefully consider how to use purposeful verbal feedback;
- Our school feedback policy will prioritise and exemplify the principles of effective feedback.

Aims

At NCC, we foster a culture whereby students receive timely feedback in an array of formats, guiding them on how best to improve their knowledge, exploration and communication of ideas, and therefore ultimately make progress.

As the most effective way of enabling learning, formative assessment feedback is an essential part of a teacher's planning process and is designed to provide students with ongoing opportunities to shape, review and develop their understanding of a topic.

Teachers will provide formative feedback and students will be supported in using the feedback received in order to develop their learning. This includes the explicit teaching of how to interpret and use the feedback given to them as well as how to provide peer feedback to others in their class.

Where appropriate, written marking will be used when appropriate to aid retrieval practice, to check understanding and inform teaching, to identify different starting points/gaps and to allow focus for student reflection on learning.

Evidence of students' use of feedback will be visible in books through green pen improvements work, made in response to the feedback received.

We will promote a culture where our students can, when asked, fluently explain the feedback they have received, and further detail how they have used it to make progress in their learning.

Departments will determine the most effective way to provide formative feedback in their subject areas, thus protecting teacher workload and ensuring that their individual policy is applied consistently.

In summary, we use effective feedback in order to:

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for students and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their presentation of work;
- To correct mistakes, with a whole-school focus on literacy/vocabulary skills.

Principles

NCC's Formative Feedback Guidelines aims to promote consistently high standards of feedback. It sets down the general principles which departments must use to draw up their own subject specific policies to suit their individual curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement - this consistent approach will ensure our collective efficacy as teachers and leaders.

The general principles are:

1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
2. A dialogue, both verbal and written, should be created between teacher and student. When marked work is returned to students it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students to read the comments and engage with the feedback. Students should be guided through this process, with the aim of becoming independent learners;
3. Feedback is a pivotal element in the school's wider assessment processes (formative and summative) - this is used to provide an appropriate level of challenge to students in lessons, allowing them to make excellent progress.
4. Where appropriate, students should be encouraged to assess their own work against the learning objectives and success criteria;
5. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;
6. There should be between two and three pieces of detailed feedback per term.
To ensure consistency, departments schemes of work/progress maps may be annotated to indicate which pieces of work will be selected for detailed feedback - these may be reviewed if the needs of the curriculum require it;
7. Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.
8. Stickers and stamps are no longer required, as students will receive more live feedback and will be trained on how to respond in order to progress their learning.

Types of feedback

Feedback (formative) will be visible through the use of varied methodologies that are appropriate to the subject, topic and class being taught:

- a. Question and Answer sessions (misconceptions / exploration)
- b. Discussions (exploration / communication)
- c. Live marking (walkabout marking, red pen)
- d. Modelled marking (for instance, using a visualiser)
- e. Verbal feedback (short 1-2-1 conversation directed at a specific skill within a topic for students to act on, ideally this during the same lesson)
- f. Whole class/group feedback (activity / assessment)
- g. Peer review (communication)
- h. Self assessment (in green pen: activity / assessment/ DIRT)

Literacy and Numeracy feedback

If the literacy standards of our students are going to improve we must give appropriate and targeted feedback in this area, regardless of the type of activity we have chosen for our students.

For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. Spelling, grammar and punctuation should be monitored when providing any kind of written feedback (live or otherwise).

To this end, work should be marked for literacy using the following symbols:

Sp	incorrect word circled = incorrect spelling
//	in the student's work, means start a new paragraph
/\	missing words
?	unclear meaning
P	faulty punctuation
Cp	capital letters
Vo	vocabulary
~	grammar

We also have a collective duty to be vigilant about the standards of numeracy amongst our students. For example, concepts such as graph representations, percentages use, scales, ratio, proportions etc. should be marked and monitored accurately by all teachers, regardless of their subject specialism.

Monitoring and Evaluation

Curriculum Leaders must ensure their individual departmental feedback policy supports the school guidelines, as outlined in this document, and it will clearly identify the type and frequency of feedback in their subject areas.

Curriculum Leaders will regularly monitor the adherence to the departmental feedback policy, to ensure that feedback is enabling students to progress in their learning. This may involve informal conversations or more formal meetings with students, work scrutiny, learning walks etc.

Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Management meeting process.

School leaders will conduct regular book scrutinies and learning walks, in order to further monitor the efficacy of teachers' feedback across every department, and to ensure that the students' experience is consistent across the school.

The quality assurance process of assessment and feedback in each department will also be part of the Rolling Curriculum Review (RCR), taking place yearly.