ST COLUMBA'S CATHOLIC BOYS' SCHOOL

GOVERNORS' POLICY STATEMENT

Teaching, Learning & Assessment Policy

Headteacher: Mr D Evans
School Leads: Mrs C Natali / Mrs L Turner
Chair of Governors: Mrs J Johnson

Originator Date	November 2022
Review Date (Yearly)	Autumn 2024

This policy has been reviewed and amended to take into consideration staff well-being.

St Columba's Catholic Boys' School is a high achieving school. Our success derives from the high-quality teaching, support from non-teaching staff and the importance placed by the school on teaching, learning and achievement.

The policy for teaching and learning was devised by the school community for the school community. This is reflected in the school's vision statement, which highlights that every member is valued for the contribution they make;

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.

An extensive review of educational research, policies and feedback from a working party was used to ensure the policy would challenge and support every student to achieve their best.

Our policy is based on a clear model, linking together the outcomes of assessment, with planning and teaching.
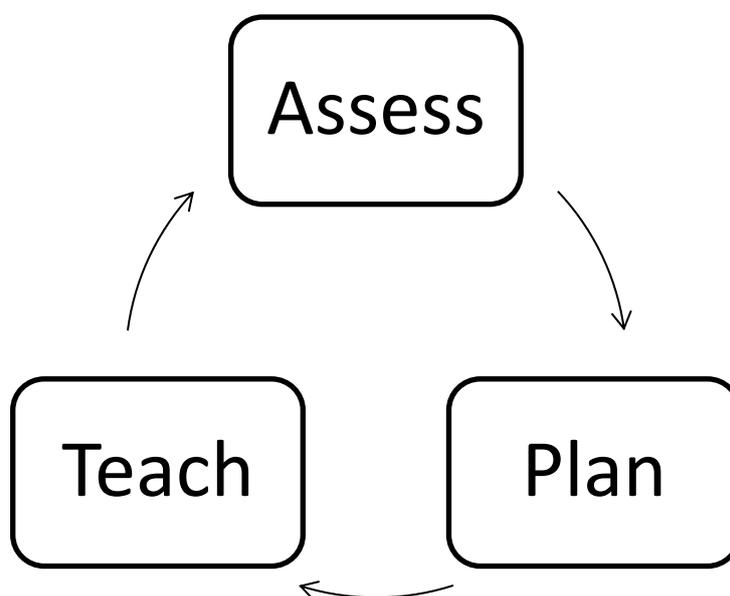
The policy sets out the expectations of teaching and learning at St Columba's whilst encompassing the minimum expectations as stated in the Teachers' Standards (see Appendix 1). It is important that our approach to teaching and learning is consistent so that *all* students can achieve their very best.

1. ASSESSING
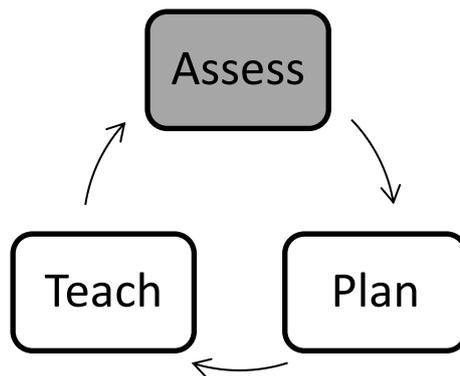
Assessment takes on many forms. Formative assessment is designed to help a student learn by restructuring their understanding/skills. It helps learners by giving feedback at an early stage that can influence the future learning process e.g., marking, questioning, and verbal feedback

Summative assessment summarises what a learner has learnt at a particular point in time. It contributes to grades and gauges the student's ability to meet specified learning outcomes.

1.2 Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there

Assessment for learning strategies are useful to assess the progress students are making and to identify misconceptions.

Examples:
- Traffic light cards: To show understanding of a concept so far;
    - → **Green** = I got it
    - → **Amber** = still unsure; and
    - → **Red** = haven't got a clue!
- Exit cards/passes: Students answer a question about the lesson or write down what they are unsure of, and these can used to inform planning, create groups for the next lesson, etc.
- Mini whiteboards: A quick way for quizzes, recall and reviews to see who understands and who does not
- Low stakes assessments, e.g., MCQ, 10QQ, etc.

1.3 Feedback

Constructive feedback will help students make significant and sustained gains in their learning. Heads of department will decide on the methods and frequency required based on curriculum, workload and impact on student learning.

Whole class feedback

Where a subject uses exercise books and/or files, chosen tasks or units will be marked using Whole Class Feedback.

Staff will review exercise books and/or assessments, then provide feedback during a dedicated Reflection Time session.

The feedback will encompass areas such as:
- What went well
- Areas of concern
- Common misconceptions
- Spelling, Punctuation and Grammar
- Presentation
- Students to be praised

During the session, students will be given Reflection Time tasks to consolidate, develop or extend their learning. Tasks completed during the Reflection Time session will be identified in exercise books by green ink.

Verbal Feedback

Frequent, instant and often corrective feedback is the most valuable feedback a teacher can give to the student. This may be directed towards an individual, or the class teacher may find it necessary, in their professional judgement, to offer instant verbal feedback to the whole class if wider misconceptions are seen.

Live Marking

Teachers may provide feedback in exercise books during lessons in the form of live marking. This can include written comments, ticks to show examples of good work or circling of work that may be incorrect and needs to be completed again including spellings and grammatical errors. See Appendix 2.

Peer & self-assessment

The aim of peer and self-assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning and immediately see how well they have done.

In some subjects, answers and/or solutions will also be given frequently by the class teacher (either orally or visually, and sometimes found in textbooks to be used directly by the student). Class teachers may ask students to mark their own work, or that of their peers, using the answers given or model answers.

Colour of pen	What is it for?
Black	**Everyday pen needed for class work, homework and written assessments**
Purple	**Used by teacher and teaching assistants during live marking**
Green	**Peer assessment, self-assessment,**

1.4 **Summative assessment**

1. Termly Test graded 1-9
   a. In line with GCSE distribution curve (STC enhanced)
      Grade 9 (3%); Grade 8 (7%); Grade 7 (10%); Grade 6 (15%); Grade 5 (20%); Grade 4 (20%); Grade 3 (15%); Grade 2 (5%); Grade 1 (5%); and Grade U (0%)
   b. So at KS3 if you get an 8 you are on track for a GCSE 8
   c. A Year 9 grade 8 would more challenging than a Year 8 or Year 7 grade 8

2. Grades are submitted by 9:00 am on the penultimate Friday of each term.

3. Data is collated and shared by the end of each term.

4. Report home shows
   a. An aspirational target range for each subject.
   b. A RAG rating, to identify expected progress in each subject.
   c. **An A2L grade for each subject per term**

5. Posters are published celebrating success showing A2L grades 1 & 2

6. Aspirational target ranges are determined using FFT20, and where this is not available, CATS, baseline and internal data.

7. Mock Exams
   a. Year 10 after Year 11 GCSEs in June
   b. Year 11 November/December & February (optional)

8. Parent's evenings – Autumn/Spring Term

2.   PLANNING
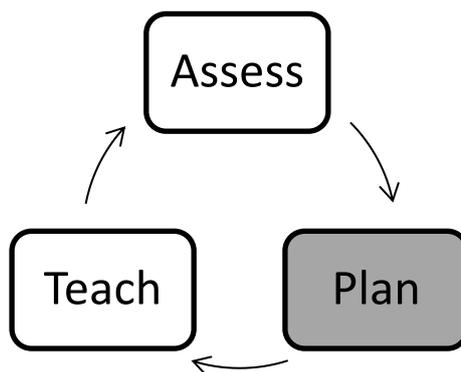
All lessons should be planned to follow the department's Scheme of Learning. Outcomes of formative and summative assessment should be used to help plan the lessons to ensure that the needs of all students are met.

2.1   Curriculum

All departments should have a Scheme of Learning (SoL) that is linked to the National Curriculum.

The SoL should inspire a love of learning and intellectual curiosity, and promote ambitious progress for all.

Teachers must ensure the curriculum is delivered in accordance with school expectations; will participate in high quality CPDL to develop their skills in understanding the learning needs of their students and how best to support them; will have high expectations of all learners, including those with high prior attainment, low prior attainment, disadvantaged students, those with EAL, and students with SEND; and will promote British values and support students' spiritual, moral, social, and cultural development.

2.2   Homework

To support students learning, homework will be set in accordance with the homework guidance (See Appendix 3).

Homework tasks should be planned and where appropriate, set at the start of the lesson.

Students like to be set a variety of homework tasks, including;
- Questions
- Research
- Online homework – Doddle, GCSE Pod
- Reading
- Extended writing
- Past papers
- Learning/revision
- Prep – preparation for future lessons (reading ahead, learning new skills/ vocabulary)

All homework will be assessed. This can be done in a variety of ways, such as:

- Marked by the teacher
- Peer/self-assessment
- Orally
- By testing

Teachers must record all homework details on Class Charts. Parents and students can check homework that has been set using Class Charts.

2.3 **Support**

Every student at St Columba's Catholic Boys' School has a right to receive quality first teaching. It is our responsibility to ensure that their educational needs are met.
To ensure all pupils achieve their potential and meet the learning intentions without lowering expectations, teaching strategies must be adapted.
For example, breaking down content into smaller chunks or steps, reframing questions, removing unnecessary expositions.

SEND
Information on students with SEND needs is available on Class Charts / SIMS. General Guidance on strategies for supporting students with SEND is on Class Charts and more specific guidance 'Pupil Passports' is available for some students.

The SEND department will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and guidance on the adaptation and provision of teaching resources.

Teaching Assistants (TAs)
The school will aim to assign TAs to support the teacher in meeting the diverse learning needs of students. In order to meet the legal requirements of students with EHC plans, these students will take priority with regards to the support provided by the TAs.

They will work with teachers both within the classroom environment and outside the classroom at the direction of the teacher.

It is the responsibility of the teacher to provide appropriate guidance to the TA. The teacher is responsible for the planning of learning.

Higher Level Teaching Assistants (HLTAs)
HLTAs work closely with teachers, complementing their role to help all children develop and make progress. HLTAs can help support teaching and learning in many ways;
- Support students with SEND needs within the department and in specific lessons
- Liaise between the department and the SEND department
- Prepare resources for students, especially those with SEND needs.
- Work with the class teacher (and or HOD) to plan lessons for targeted groups or students who need specific support.
- Teach small groups or students who need specific support.
- Teach a whole group whilst the teacher supports targeted groups or students.

2.4   **Challenge**

All students enter the classroom with different abilities and experiences. Teachers should use all available data and information to plan lessons to meet the needs of all students.
Tasks, resources, instructions and support should be adapted where necessary to ensure all students are challenged to reach their potential.

3.   TEACHING
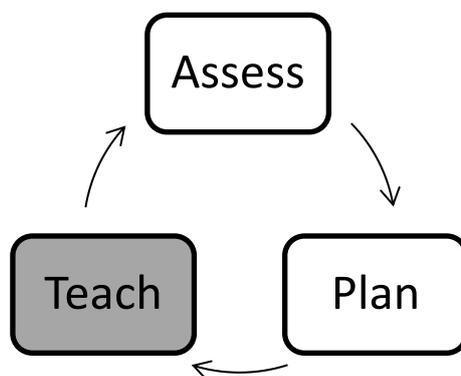
In line with the Ofsted framework, we do not advocate any teaching style. The most important factors are that lessons are engaging, and students make progress by using strategies based on cognitive science on how students learn.

Staff, students and parents will work in partnership to promote learning and achievement and to challenge underachievement.

3.1   **Lesson objectives**

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Learning objectives and success criteria must be shared, to allows students to engage with the process of learning.

3.2   **Pedagogy**

Outstanding lessons are difficult to define but result in high achievement.
A review of 'What makes great teaching' (Coe et al 2014) revealed that pedagogical content knowledge and quality of instruction have the strongest impact on student outcomes.

There are no favoured teaching styles, however research has shown that including the following principles can result in improved student achievement;
- Review previous learning
- Present new material in small steps
- Ask lots of questions - including targeted and adapted questions
- Provide models
- Guide student practice
- Check for student understanding
- Provide scaffolds for difficult tasks
- Monitor independent practice

- Engage students in regular assessment

See Appendix 4 - Barak Rosenshine: Ten Principles of Instruction and suggested classroom practices

3.3 Presentation of work

Students must be encouraged to take pride in their work and ensure their work is always presented to the highest possible standard.

Students should be referred to the Student's Planner "Presentation and Homework" section when completing homework and classwork (see Appendix 5)

3.5 Challenging underachievement

Identifying and challenging underachievement is the responsibility of all staff.

Identification
- Teachers must familiarise themselves with relevant data as it becomes available on SIMS
- Relevant data must be shared with students. Students should be aware of their target ranges and progress rating (RAG).
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive or passive behaviour or lack of confidence
- Teachers must be aware of SEND, EAL, and Disadvantaged needs as well as any social and emotional influences that may affect learning. The graduated approach must be implemented
- **Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support in the form of a four-part cycle (assess, plan, do, review).**

Challenge
Subject teachers must:
- Talk to students about their learning to establish reasons for any underachievement.
- Put in place intervention strategies to close the gap between current RAG rating and target range.

3.6 Behaviour for Learning

High expectations, routines combined with relevant support promotes student success.

Behaviour for learning focuses on the positive behaviours which will help students understand the skills they need, what the teacher wants them to do and why this will help them to learn, rather than focusing on unwanted behaviours.

3.7 Growth Mind-set

Teachers should promote the idea that abilities and intelligence are neither inherent nor fixed but can be developed through dedication and hard work.

When planning and teaching lessons, teachers should encourage students to;
- Embrace challenges
- Persist in the face of setbacks
- See effort as the path to mastery
- Learn from criticism
- Find inspiration in the success of others

'… our studies show that teaching people to have a "growth mind-set", which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and in life.' (Carol Dweck, 2007)

4.   Responsibilities

Every member of staff, in whatever role, has a responsibility to support students in their learning.

4.1   Role of Form Tutor

The tutor has an integral role in supporting students' learning and personal development. The role does not revolve solely around administrative or pastoral tasks

The registration period is part of the school day and should contribute to the teaching and learning process in the school.

- Registration period is a formal occasion and silence should be maintained while the register is taken
- A morning Act of worship will be led by the form tutor and members of the form group

Form tutors should use the time to;
- Check students have their planner and equipment
- Celebrate achievement and hold learning conversations about any negative concerns shown on Class charts
- Students must be engaged in meaningful activities during tutor time

4.2   Head of Department

The role of the Head of Department is to lead and monitor the teaching and learning within the curriculum area.
Heads of department will
- Have a clear "intent' of the curriculum being delivered in their subject.
- will monitor their curriculum area to ensure consistency of delivery and equality of experience for all students; and will promote excellence in both the teaching and learning of their subject.
- Set and monitor guidance on the type and frequency of feedback, to ensure consistency across the department and ensure feedback is having an impact on student progress
- Heads of Department will support the professional development needs of individual staff members within their curriculum area
- Heads of department will regularly monitor the teaching and learning and meet with line managers to discuss the implementation and impact of the delivered curriculum.

4.3   **Heads of Year**

i)   Heads of Years monitor and support the learning of all students. They work in partnership with Heads of Department, Form Tutors, teaching and support staff. They are available to discuss the academic needs of individual students.

ii) Heads of Year will collect information and monitor individual student progress in a number of ways:
   - Regular analysis of data SIMS, data sheets and Class Charts
   - Monitoring reports / round robins – teachers will give comments on identified student progress when required by Head of Years or SENCO
   - Report cards – completed by the teacher every lesson for identified students
   - Parents will be informed of student progress where appropriate

Heads of Year are responsible for the personal and academic wellbeing of all students within the year group. They work in partnership with parents, form tutors and classroom teachers and others in promoting the school ethos across the year. They are available to discuss the individual needs of any student within their year group.

4.4   **Senior Leadership Team (SLT)**

The SLT is responsible for the overall leadership, management and development of teaching and learning across the school. SLT will meet regularly with HoDs and HoYs to discuss curriculum intent, implementation and impact of teaching and learning and monitor data to track achievement and challenge underachievement.

4.6   **Professional development**

All staff must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (Teachers' Standards). Professional development may include:
   - Feedback from regular departmental monitoring
   - INSET day training
   - IN house CPD training
   - External courses
   - Sharing good practice within school and across schools
   - IRIS connect video recording lessons and reflecting
   - Coaching
   - Read latest texts and theories around your subject
   - Department development time

APPENDICES

Appendix 1 – Teachers' Standards (July 2011)
Appendix 2 – Marking for Literacy
Appendix 3 – Homework Guidance
Appendix 4 – Effective teaching and learning research / strategies
Appendix 5 – Presentation of work and Homework

Teachers' Standards

PREAMBLE

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PART ONE: TEACHING
A teacher must:

1 Set high expectations which inspire, motivate and challenge students
- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students
- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students
- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- **communicate effectively with parents with regard to students' achievements and well-being.**

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

The Teachers' Standards can be found on the GOV.UK website:
https://www.gov.uk/government/publications/teachers-standards

POST-THRESHOLD TEACHERS

(1)   Professional attributes
Frameworks

P1.   Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2)   Professional knowledge and understanding
Teaching and learning

P2.   Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3.   Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4.   Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5.   Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6.   Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3)   Professional skills
Planning

P7.   Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8.   Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9.   Promote collaboration and work effectively as a team member.

P10.   Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Marking for Literacy

Code	Code Meaning
SP	**Spelling error – write out the correct spelling**
CAPS	**Capital letter missing or used in the wrong place**
P	**Punctuation error – check full stops, commas, speech marks etc.**
//	**New paragraph should start here**
⬭	**Circle around any other literacy error - expression, subject/verb agreement, mix up of tenses etc…**
Students should respond and correct all literacy errors you have highlighted.	

Appendix 3 – Homework Guidance

Learning takes place inside and outside the classroom. To support students, homework must be planned, meaningful and clear.

I.   Homework must be set regularly.

II.   A variety of homework tasks can be set, such as:

- Questions
- Research
- Online homework – Doddle, GCSE Pod
- Reading
- Extended writing
- Past papers
- Learning/revision
- Prep – preparation for future lessons (reading ahead, learning new skills/ vocabulary)

III.   All homework must be assessed. This can be done in a variety of ways, such as:
   - *Marked by the Teacher*
   - *Peer/self-assessment*
   - *Orally*
   - *By testing*

IV.   Students must be given clear written instructions of the homework task, deadline and how to complete the work. Minimum guided hours should be met.

V.   Class teachers must record all homework on Class Charts (including online homework)

VI.   Parents can support home learning by checking homework that has been set on Class Charts App

VII.   All students should spend a minimum of 30 minutes per day reading.

Minimum guided learning per hours per subject per fortnight (to include all forms of homework)			
Subject	Year 7 & 8	Year 9	Year 10 & 11
English	2	3	4
Mathematics	2	3	4
Religious Education	1.5	1.5	3
Science	1.5	1.5	3
			(3 from below)
Triple Science	n/a		3
Geography / Leisure &Tourism	1	2	3
History	1	2	3
Languages	1	2	3
PE			3
Music	1	1	3
Design Technology	1	1	3
Art	1	1	3
Computer Science	1	1	3
Drama	1	1	3
	15	20	23
Daily Reading	0.5	0.5	0.5
	Average 2.0 hours per school night	*Average 2.5 hours per school night*	*Average 3.0 hours per school night*

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
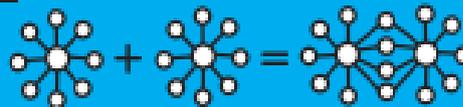
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 5 - Presentation of work and homework

Presentation of work is very important. Careless presentation can create a bad impression and distract your teachers from what you have to say. Harsh judgements may be made about your general ability – and even your attitude – if the presentation of your work appears to be careless.

- Dated with month written in full.
- All titles underlined.
- Handwriting legible and consistent.
- Capital letters – first letter in names and sentences and in key words and titles.
- Answers written in full sentences.
- All straight lines to be drawn with rulers.
- Full name on paper and exercise books. Do not deface your books with stickers or graffiti.
- C/W (class work) H/W (homework) at the start of each piece of work