The Bishop Wand Church of England School

Learning, Teaching & Assessment Policy

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Date of Policy Revisions:
The Bishop Wand Church of England School

Learning & Teaching

At The Bishop Wand Church of England School we seek to ensure that every student achieves their God given potential throughout their learning. This document sets out the standards expected of all teachers in every lesson in order to ensure that students make the progress they need to in order to be successful and achieve.

Schemes of Work
Heads of Department are responsible for ensuring that schemes of work are in place for all year groups. Schemes must be designed to allow teaching staff to quickly access all the information they require to plan engaging and differentiated lessons as part of a longer term framework. All schemes must meet the needs of the National Curriculum at each Key Stage.

Learning objectives and success criteria
These should be planned and derived from the scheme of work. The learning objective will outline what the teacher wishes the students to learn and why they need to learn it. Success criteria will enable students to identify their own strengths and weaknesses in any lesson. Lessons will usually include a starter activity to settle students, engage them and link their learning to previous lessons. A range of development and consolidation activities are key as part of the main body of the lesson and will develop learning and understanding of both knowledge and skills. Learning should be reviewed with a plenary activity. This can take place within or at the end of the lesson.

Differentiation
Teachers should use prior data to identify which students will need support and extension. This must be planned to enable every student to access the learning activities and be engaged in developing their understanding. Some students will have a Learning Support Assistant assigned to them, and their support must be planned by the teacher of the lesson. All students should be stretched and challenged within their lesson regardless of ability.

Pace
To maintain engagement lessons should have sufficient pace to keep students’ attention. Longer periods should be sub-divided where possible, and times relayed to the students. Shorter blocks of time give the chance for mini plenaries and on-going feedback to recap and develop students’ learning.
Variety and engagement
Students learn in a variety of ways and respond to different stimuli. Lessons therefore must address these styles and include, over a number of lessons, opportunities for students to learn through different media. Wherever possible the students must be involved in active learning; learning tasks that are structured so as to involve the student fully, interacting with others, moving within the room, working creatively and independently etc.

Assessment for Learning
Assessment for Learning is fundamental to effective learning for each student. Every student must be clear about where they are in their learning, where they need to get to and how to get there. This should lead to students who can articulate their strengths and weaknesses and how to improve. The use of personalised learning checklists can facilitate this process.

Homework
Homework must be set on Show My Homework, collected in and monitored appropriately. Students should be given a minimum of 4 nights to complete any homework task. Homework is best set early in the lesson, and should never be simply to complete classwork. The work set should be challenging and aim to either consolidate learning, deepen understanding or prepare students for the next lesson.

Environment for Learning

Seating plan
All classroom lessons are expected to be conducted with students sitting in places directed by the teacher. This should be recorded so cover teachers can support this in case of absence. The seating plan can be reviewed and changed regularly, and may be arranged according to gender, ability, needs etc. It can also be amended during lessons in order to group students in different ways as they progress with their learning.

Physical environment
The physical environment of a teaching area should be stimulating. Key vocabulary and other material to support and engage students should be displayed as well as classroom expectations and assessment success criteria. Teaching spaces are expected to be kept clear of clutter and in a state that supports the expectations we set of the students.

Behaviour for Learning
All students are expected to behave in a manner that enables them, and their fellow students, to learn in the lessons. All staff are expected to support them in this, maintaining high standards and modelling the behaviour they expect of the students by following the school behaviour policy.

Interventions
A list of possible interventions for under achievement is included in Appendix E. It is the responsibility of the teacher and Head of Department to initiate these for groups of students within a subject or Departments. Heads of Year and SLT will put in place interventions where students, or groups of students, are falling behind across a range of subjects.
Assessment

Assessment is a means by which the progress of students is monitored. It seeks to inform curriculum planning and the development of learning. Assessment encompasses a variety of activities, formal and informal, summative and formative. At Bishop Wand, we believe that regular and robust assessments for learning are essential tools necessary for ensuring successful teaching and learning.

Pupils are at the heart of our assessment policy. Assessment enables pupils to understand where they are in their learning and to understand what they need to do next. Assessment provides pupils with the opportunity to work in partnership with the teacher and pupils should expect a variety of achievement to be recognised and celebrated. Assessment should enable pupils to review their progress with staff on an ongoing basis. Immediate assessments should involve consistent use of plenaries, soliciting feedback from pupils and evaluating every lesson to ascertain the occurrence of learning.

All assessment at Bishop Wand should:

1. Support learning and teaching.
2. Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.
4. Acknowledge achievement at all levels to maintain pupil motivation.
5. Be an opportunity to evaluate course materials, learning processes and teaching methodology.
6. Ensure consistency of approach across the curriculum, while recognising subject specificity.
7. Meet the requirements of national examinations.
8. Assist the process of target setting for individual pupils.

Assessment may be used in a variety of ways for a variety of purposes. It may be:

1. **Formative** - recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades.
2. **Summative** - recording a student’s overall achievement
3. **Diagnostic** - identifying a learner’s strengths and weaknesses which prompts appropriate guidance and support
4. **Evaluative** - providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies
5. **Informative** - providing information for reports to parents
It is important that assessment tries to motivate and encourage by:

- involving students in the learning process through explaining the reasons for the assessment and its relationship to the course
- recording positive achievement which contributes to a summative statement
- making sure that students are fully aware of assessment objectives and the criteria for success
- discussion of performance and establishing clear, achievable targets for students

**Formal assessments** should occur once a half term and be marked by the class teacher. A WWW/EBI comment should either be written by the teacher or the student after the assessment. If written by the student it must be signed and dated by the teacher as evidence that it has been agreed by the teacher and is a correct analysis of the teachers marking. The student must then complete the tasks set by the teacher to improve their skills or knowledge (in purple pen).

Formative and diagnostic assessment will occur throughout. This should be monitored by the teacher, but there is no expectation for a written comment to be included.

What is the evidence that this work has been monitored?

- Signed or ticked by the teacher
- Stamped or commented by the teacher ‘Monitored by teacher’, ‘Great effort’ etc...
- Peer or self-assessment in purple pen based on criteria supplied by the teacher
- Merits/achievement points awarded, postcards/emails home etc...

Examples of formative assessment:

- Sharing outcomes
- Higher order questioning
- Wait time and hands down to answer
- Short re-cap quizzes
- Self and peer assessment
- Verbal feedback

Formative assessment **builds students’ metacognition skills** by emphasising the process of teaching and learning, and involving students as partners in that process. It also builds students’ skills at peer-assessment and self-assessment, and helps them develop a range of effective learning strategies. Teachers make the learning process more transparent by establishing and communicating learning goals, tracking student progress and, in some cases, adjusting goals to better meet student needs.
**The Purpose of Assessment**

**To foster motivation**
Assessment should emphasise the progress pupils have made in terms that a pupil can both understand and appreciate. It should focus on the individual student and their achievements rather than in comparison with others who may be of a different stage in their own learning. This should include feedback that is face-to-face and immediate. From this basis, a pupil is more likely to listen to constructive advice on how to meet the next challenge and so learn to take risks in a secure environment.

**To help learners know how to improve**
Pupils need explicit feedback on the steps that they are following and how to move along these steps. They need specific statements about their current strengths, but also the new skills and knowledge they might acquire to move to the next level. Through this process, students will be able to plan ahead and so develop a longer term view about learning.

**To promote understanding of goals and criteria**
All students need to understand what it is that they are trying to achieve. Teachers need to tell their pupils what the point is in a lesson or module that is being studied and what the expected outcomes will be so that they can judge if the planned goal has been achieved. In this way the pupil can become more autonomous in the learning process. At the same time, students need to exert their own influence on planning so that they can set goals in aspects that they value.

**To develop a capacity for self-assessment**
Many students have difficulty standing back and forming judgement about what they have achieved. They have a limited vocabulary to describe their actions and analyse the value of these actions. They also find it problematic to use this information about past performance to influence future actions. All students need to reflect on how well they have done and why. They will be enabled to move towards greater independence as learners if they are more included in the process that judges how successful they have been.

**To be part of effective planning**
There should be formal assessments across the school and within each class for both the pupil and teacher to come together to gain information about progress being made. In this way it is more likely that future planning would be influenced by what has gone before and both teacher and student will be more prepared for what is to come. These formal assessments will make it clear how the student is to take part, to receive feedback and to make their own contribution to future plans.
The Role of the Teacher in Assessment

All teachers should:
- Plan opportunities and strategies to help pupils to understand the HOW of learning as well as the WHAT;
- Appreciate that good assessment is an essential part of the teaching and learning process through reflection, dialogue and action planning;
- Be aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive, recognising achievements as well as being developmental, and that focuses on the work that has been produced, rather than on the person;
- Understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others;
- Be clear about a learner’s strengths and how to develop these, their areas for improvement and the next steps needed for them to make progress and share these with the learners;
- Encourage independent learning by enabling students to take charge of their learning though developing their skills of reflection, self-assessment and their capacity to identify next steps;
- Praise progress and reward achievement through comments and the school’s praise and reward systems;
- Recognise that assessment for learning should be used in all areas of educational activity and that it should enable all learners to achieve their best and have their achievements recognised.
- Make it fit for purpose, varied and use it to inform future planning and teaching.

To make feedback to pupils effective teachers should ensure that:
- Pupils are clear about what is expected of them and what they can expect from the teacher. Pupils should expect the feedback they receive to explain what they have done well with reasons, and where and how they can improve and for it to be as soon after the completed work as possible.
- The learning objectives and learning outcomes are used as the benchmark for the teacher’s oral and written feedback. They should be shared and made clear to the pupils in advance of attempting the task.

Pupils should receive regular and detailed feedback on their work, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve. Oral feedback will be the most frequent and interactive form of feedback in their lessons. Feedback should be given for different purposes such as correcting an error, providing information, organising, challenging, confirming and moving on, crystallising next steps or encouraging reflection.

Advice on EBI or INT is clearly explained in accessible language. Feedback also includes comments from peers and from self-assessment as well as from teachers. Pupils need to be shown how to assess and evaluate their own and their peers’ work. Feedback also involve teachers receiving feedback from pupils about their learning.
All homework should be acknowledged; this could be via peer/self-assessment, oral feedback in class, a quick stamp with a suitable comment. There should be planned opportunities for providing oral feedback in lessons to groups, pairs, individuals and the whole class.

**Literacy across the Curriculum allows all teachers** to support pupils’ literacy development across the curriculum by focusing on the schools cross curricular targets and commenting on and giving advice on ways to improve pupils’ written and oral communication.

**Departments should give a high priority to assessment for learning and ensure that:**

- Schemes of work (medium and long term plans) include regular opportunities for developing assessment for learning and providing quality feedback to pupils;
- Staff and pupils have access to, and discuss, portfolios of work and exemplars of work from the school and exam boards;
- Teachers monitor and moderate their summative assessments for consistency;
- They review the progress of different year groups annually (with reference to baseline assessment, gender and ethnicity) with tests, assessments and examinations and adjust the curriculum in response to these findings; look at the balance of time for different activities in relation to pupil performance and alter as necessary, for example time for coursework or for aspects of examinations;
- They maintain departmental records of assessments.

**Recording and reporting assessments should be consistent and effective. Teachers must:**

Keep detailed records and regularly review pupils’ progress (½ termly) either in their mark book and/or on a departmental spreadsheet.

**Homework**

At Bishop Wand, we believe that the setting and monitoring of homework is an essential part of the teaching process and that completing homework is an essential part of the learning process. Homework is set to:

- consolidate and extend work covered in class or prepare for new learning activities;
- develop research skills;
- have further opportunity for independent work;
- show progress and understanding;
- further enhance their study skills e.g. planning, time management and self-discipline and engage parental co-operation and support and create channels for home school dialogue.

Pupils should be encouraged to understand that the completion of homework extends and deepens their learning, helps them to establish good study habits and helps them to become independent learners.

Homework provides feedback for teachers to know what pupils know and can do when unaided.
## Appendix A – Expectations of Teaching & Learning

<table>
<thead>
<tr>
<th>Expectations</th>
<th>What might be observed</th>
<th>Possible questions for students</th>
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| **Assertive teaching**  | Calm, composed teaching  
Positive learning atmosphere – good relationship between teacher and students; students feel safe  
All students on task, engaged, and enthused as they can access the learning  
Hands down to answer, hands up to ask  
Lessons are memorable for the student – exciting / energetic                                                                                   | What are you learning today?  
How will you know you are doing it correctly?  
If you are stuck, what do you do?  
Is it OK if you get something wrong in lessons?  
Are you enjoying this subject?  
How might you help the teacher make learning even better in this lesson?                                                                                       |
| **Every student challenged** | Growth mind-set language – if it isn’t your best, it isn’t finished / if you are not struggling, you are not learning / keep thinking.  
Single learning objective – teach to the most able ( not the middle) and scaffold downwards  
Reference the next level up – link GCSEs to KS3  
Students working individually, to reach a goal - > re-drafting if the first attempt is not good enough  
Display in the classroom- showcase the best work  
Differentiation seen in the questioning and outcome not by task  
Cognitive load managed by introducing new material in small chunks                                                                                     | Is this work difficult?  
Do you think you will reach your target grade?  
Could you do this subject at GCSE/A level?  
What makes the topic challenging?  
Can you break down the question to simplify it?                                                                                                             |
| **Metacognition**       | Students have ownership of their own learning- they understand how today’s lesson fits into other lessons  
Students understand how they have learnt something new  
Students use different strategies to overcome difficulties in their learning  
Students know when it is appropriate and when it is not appropriate to request the support from their teacher  
Students are able to identify what they understand and what they don’t understand at different stages in the lesson  
Students ask relevant questions, can self-reflect, write their own questions, explain their thought processes and/or solve problems with peers | How have you achieved the objective today?  
What was the most difficult element of today’s lesson and why?  
What strategies have you used to solve this problem or what strategies could you try?  
How do you get yourself unstuck in this lesson?  
How has self or peer assessment helped you to improve?                                                                                                  |
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<tbody>
<tr>
<td><strong>Hard thinking</strong></td>
<td>Questioning that allows for differentiation – consolidation &amp; stretching of learning Follow up questions to gain a better response and encourage students to use dictionaries to improve their vocabulary Time given to students to work it out – students are encouraged to tell you how they have tried before receiving additional help Work is linked to skills needed at the next level Answering student questions with questions rather than simply giving them the answer. Check their understanding.</td>
<td>Do you feel you have to think hard when asked a question? Do you have enough time to work out the answer when you are asked in class? Do questions get progressively harder in a lesson or build on each other?</td>
</tr>
<tr>
<td><strong>High quality feedback</strong></td>
<td>Assessments in books/folders with clear feedback WWW/EBI each half term. DIRT work in purple pen. Students know what they need to do in the lesson they are in to achieve the learning objective; they can explain how they have improved since their last assessment Students can reference tracker sheets and use of purple pen to illustrate how they are making progress Literacy policy is evident in the students marked work Feedback genuinely allows students to develop specific skills Students reflect on their DIRT afterwards. ‘In order to improve my work…’</td>
<td>What do you need to do to reach your learning objective today? What areas do you need to improve on today or since your last assessment? What have you done to improve the quality of your work? How frequently does DIRT occur in your lessons? How does your teacher help you to improve? Does he/she give you any verbal feedback?</td>
</tr>
<tr>
<td><strong>Progress made</strong></td>
<td>Assessment for learning techniques are in use in the lessons, making it easy for students to see what they have and have not achieved DIRT work conveys how the students have improved after the assessment Tracker sheets are filled in and up to date, so it is clear if a student is making progress over time Interleaving and retrieval practice are evident to secure knowledge in long term memory</td>
<td>What is your target grade? Are you working at this level? Are you improving in this subject? How do you know? What do you need to do to make more progress? How are the lessons this year different to last year?</td>
</tr>
<tr>
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<td>Possible questions for students</td>
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<tr>
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</tbody>
</table>
| **Respect for all**  | ‘Doing the right thing, at the right time, in the right place’  
Actively learning and respecting other students in the class regardless of their ability, culture, religious beliefs and background  
Behaviour for learning is exemplary  
Quality of work and presentation is of a high standard  
Respect is evident for school equipment and other students’ equipment  
Excellent listening skills seen by all students                                                                                                                                 |
|                      | Are you proud of the work you have produced today? Is it your best?  
Have you given yourself the best chance to learn today; have others been able to learn well around you?  
Have you helped others learn today?  
What is your responsibility towards other students in the class?                                                                                                                                 |
| **Independent learning** | Students take responsibility for their own learning e.g. flip learning  
Less teacher input required (80% student, 20% teacher)  
Clear routines in place if a student gets stuck – ‘Brain, Book, Buddy, Boss’  
Students working in groups to solve problems / complete an activity  
Students are able to explain the progress they have made so far this year  
Students can confidently carry out extended writing tasks  
High quality peer / self-assessment completed  
Questions students ask in lesson enable them to improve their own learning                                                                                                                                 |
|                      | Do you spend more time listening or doing in this lesson?  
What sort of tasks do you complete for homework?  
Do you think you will remember this?  
What can you do to improve the chance that you will remember it?  
What type of revision techniques do you use to prepare for assessments?                                                                                                                                 |
Appendix B – Assessment Protocol

Formal Assessment
• Set by the head of department or teacher in charge every half term
• Completed under strict assessment conditions (Art/Photography assessment is ongoing throughout the half term)
• Students needing additional support should have this support made available whenever possible
• These assessments must be marked promptly by the teacher (in green pen) and students should receive written feedback to include:

  WWW (What Went Well)
  A summative comment to highlight what has brought about the success.

  EBI (Even Better If)
  A formative comment to support the student in moving forward in their learning.

• The feedback and improvement work completed in purple pen must be placed in the students normal book or folder

  INT (I need to..) or DIRT (Dedicated improvement and reflection time)
  Each time work is returned, students should be given time to reflect on their work, respond to a teacher’s comments and/or make improvements. DIRT might also be used prior to handing in work to allow students to assess whether they have taken on board teachers comments from previous marking or verbal feedback.

• A grade and a target for improvement based on this assessment should be recorded on a tracker sheet that is clearly visible in a student’s normal book or folder. Y7 assessments in the first half term do not need to be graded, but must still have a target for improvement.
• The grades from these assessments must be recorded in the teachers mark book and/or on the departmental spreadsheet
• Where a class is taught more than 3 times a week by the same teacher two assessments should occur each half term. This would be the case for most core subject lessons and KS5 classes. If a class is only taught once a week or fortnight only one assessment would be expected per term.

Other Assessment / Classwork / Homework
No other assessment requires formal written feedback by the teacher, but from time to time the teacher may choose to provide additional feedback in this way. Other work in books, especially homework, should be monitored and a record of this monitoring be made either in a teacher’s mark book or on a departmental spreadsheet.

Possible ways homework might be monitored:
• Marked by the students following marking guidance provided by the teacher (peer or self-assessment).
• Acknowledged by the teacher with a stamper or signature
• Used in class and verbal praise given for the learning outcomes achieved as a result.
Literacy across the curriculum
Each half term at least one piece of written work should be marked for literacy. This could be part of the student’s formal or other assessment. Where a specific whole school focus is in place particular attention should be made to this, otherwise the usual marking rubric should be followed.

Marking Rubric

<table>
<thead>
<tr>
<th>Mark Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Correct</td>
</tr>
<tr>
<td>X</td>
<td>Wrong/incorrect</td>
</tr>
<tr>
<td><strong>^</strong></td>
<td>Pupil has missed out a word or phrase</td>
</tr>
<tr>
<td>NF</td>
<td>The work is incomplete and the pupil is expected to finish the work.</td>
</tr>
<tr>
<td>Sp</td>
<td>Spelling error, circle in green</td>
</tr>
<tr>
<td></td>
<td>Find the correct spelling and write it down 3 times.</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation error, underline in green</td>
</tr>
<tr>
<td></td>
<td>Check full stops, commas, apostrophes. Check capital letters.</td>
</tr>
<tr>
<td>T</td>
<td>Check tense, underline in green</td>
</tr>
<tr>
<td>G</td>
<td>Check grammar, underline in green</td>
</tr>
</tbody>
</table>

Corrections – it is up to the teacher to decide what pupils should correct and how this should be done. On occasions this may involve redrafting the whole piece of work, on other occasions pupils may be asked to write out the correct spellings 3 times.

Good practice:

a) Each piece of work should have a date and a title which should be underlined.
b) Writing in full sentences using capital letters and full stops
c) The pupil should echo the question in the answer instead of copying it out.
d) Correcting spellings.
e) Writing a conclusion backed up with evidence.
Appendix C – Checklist for new staff

1. High quality display in your classroom – an environment for learning, low stress but high challenge, stimulating and positive

2. Active use of classroom signs that encourage high effort;
   a. Hands down to answer, hands up to ask
   b. B4ME ASE – before me ask someone else
   c. Resilience quote
   d. Classroom expectations
   e. Bloom’s taxonomy cards
   f. Plenary cards

3. Learning objectives and success criteria that stretch and challenge students at the start of every lesson

4. Seating plans in place – annotated to show key students (SEN/PP) students and how all students are performing in relation to targets

5. All books/folders to have a tracking sheet at the front. This must include:
   a. Target Grade
   b. Assessment Grades
   c. Targets for improvement

6. Work is presented well with appropriate dates and titles underlined. Please ensure all work is either marked as C/W or H/W.

7. Teacher marking in Green Pen and student marking in Purple pen

8. After every formal assessment marked by the class teacher, the student is given a WWW and EBI. The students have to respond in the following 2 ways:
   a. INT (I need to...) comment and action that can be evidenced or DIRT (Dedicated improvement and reflection time) – students do something to show they have now improved
   b. Literacy corrections
Marking should be ‘meaningful, manageable and motivating’ for students and teachers. Generally teachers need to mark less by targeting specific pieces of work, which are marked in more detail. A student’s response to your marking should take more time than it did for the teacher to mark the piece of work. The research suggests that superficial responses like ‘excellent work’ and ‘more detail needed’ are unlikely to improve outcomes.

When students make careless mistakes, research suggests it is more effective to simply circle the error or use a code (e.g. Sp) – for spelling errors) without making the correction. Using coded feedback has been shown to be just as effective as un-coded feedback and reduces workload.

When students have misunderstood their learning, research suggests it is more effective to provide a question which the student can then attempts to answer or a hint which allows them to redraft their response correctly. This type of marking can be time consuming so it should be used as part of the EBI comment made.

Research suggests that high quality feedback can lead to an improvement of 8 additional months’ progress over the course of the year (https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback) There is nothing to suggest that this feedback needs to be written feedback or solely provided by the teacher. Verbal feedback is often the most valuable form as it allows students to ask questions to clarify what the teacher is trying to explain. This feedback could be, at an individual level or at a whole class level, depending on the circumstances. Self and peer feedback can also support student progress and should be encouraged as a way of managing workload.

Using a printed list of EBI’s and selecting the most appropriate has been shown to be just as effective as writing out EBI’s in full on a students work. This could be a way of reducing your workload where you have a large class set of work to mark and similar errors are made by all the students.

Triple marking has added considerably to teacher workload. This is where a piece of work is marked, the student responds and then the teacher re-marks the work. Avoid this by getting the students to self or peer assess one of these two assessment points to reduce your workload.

Much of this advice was compiled as a result of the Education Endowment Foundation and the University of Oxfords joint paper ‘A marked improvement’ published in April 2016. (https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)
## Appendix E - Interventions to Support Students

<table>
<thead>
<tr>
<th>By</th>
<th>Intervention</th>
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</table>
| Teacher                     | • Department report  
• Comment in Planner  
• Phone / Letter home to parents  
• Focused support in lessons  
• Resubmission of work  
• After School and lunchtime catch-up / support  
• Exam question and exam paper practice  
• Seating plans  
• Revision materials on the school Virtual Learning Environment  
• Differentiated, challenging homework  
• Re-sits of tests  
• Modelling key skills within lessons  
• Providing additional independent work  
• 1 to 1 support  
• Hardcopies of revision materials / Revision guides and workbooks  
• Grade specific sessions; Grade 4 to 5 / Focus on grade 7-9 etc..  
• Learning conversations – awareness of own data and actions required to improve  
• Use of Personalised Learning Checklists  
• Directing the LSA support to specific roles/activities  
• Use of online resources e.g. HegartyMaths  
• Using student/overseas teachers to mentor key students  
• Quality written feedback after assessments  
• Use of exam analysis sheets that enable students to identify their own strengths and weaknesses |
| Tutor                       | • Monitoring on regular basis  
• Level 2 report |
| Head of Department          | • Department report  
• Twilight teaching / Structured revision sessions  
• Phone / Letter home to parents  
• Individual coaching  
• Lunchtime catch-up clubs  
• Referral to homework club  
• Parental meeting  
• Coursework catch-up  
• Day before exam revision sessions  
• Set changes  
• Student voice  
• Grade 7-9 club  
• Use of Y.E.S. group |
| Head of Year                | • Head of Year report (Level 3)  
• Letter home  
• Parental meeting  
• Coordinating outside agencies |
| SLT / Whole School          | • Homework club  
• LSA support  
• Initiating outside agency support |