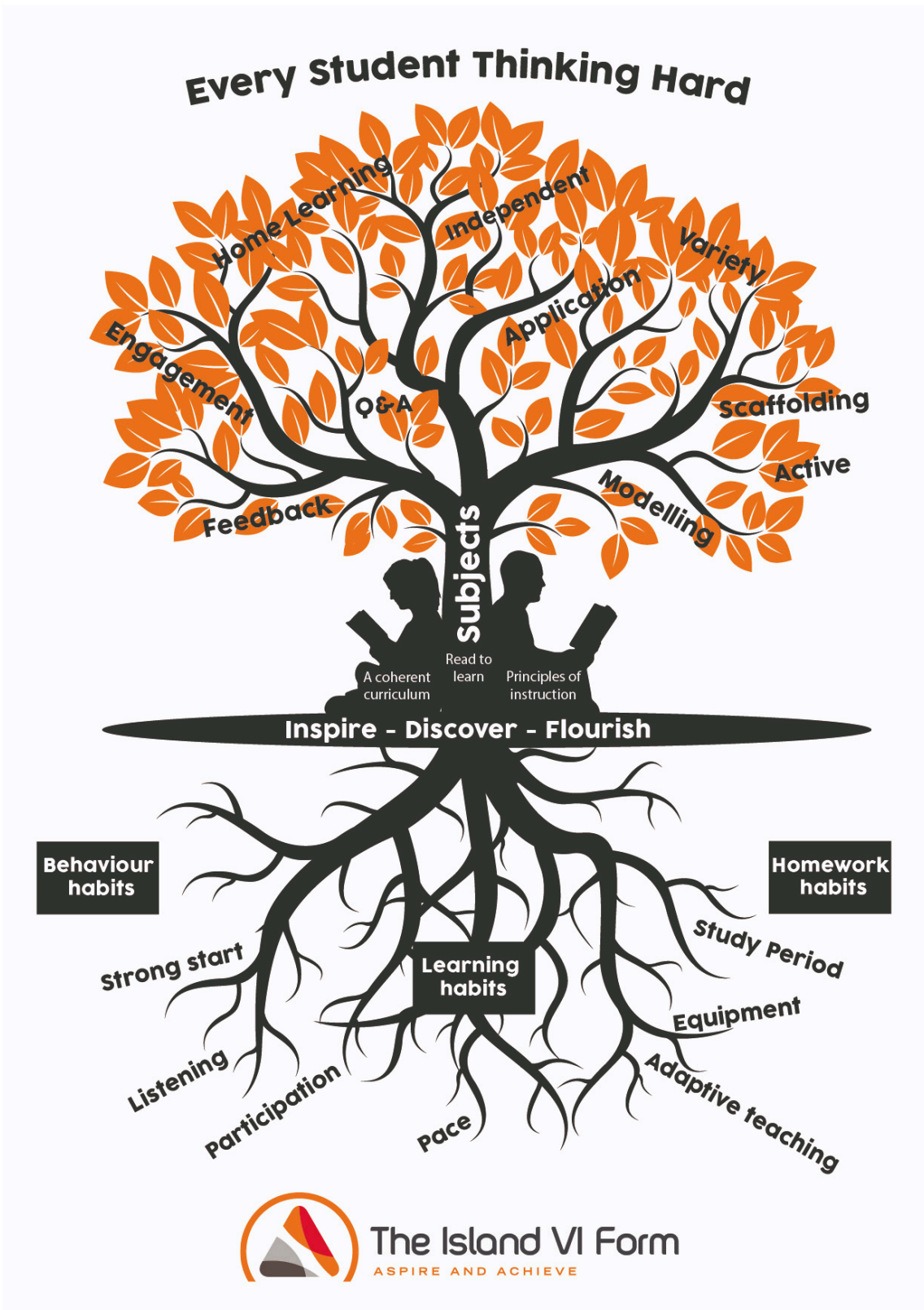


Together we inspire, Together we discover, Together we flourish



Policy Intent:

Effective teaching, learning and feedback is central to the vision and mission of The Island VI Form. It is at the heart of our community. This policy is a core component of the continued drive to raise educational standards at The Island VI Form and to bring the outcomes for learners on all courses to that of the best. The policy aims to:

- provide an overarching framework within which all teaching, learning and feedback activities at the VI Form take place
- ensure a high quality teaching and learning experience for students of all abilities
- provide a framework of expectation for teaching, learning and assessment within which there is flexibility and scope for creativity
- raise attainment by increasing levels of student motivation, participation and independence
- ensure regular and effective monitoring and evaluation of teaching, learning, assessment and feedback

Strategic Objectives for Teaching and Learning

The VI Form's continuing strategic objectives are:

To raise standards of T&L by embedding high quality and consistent approaches to:

- Assessment/feedback,
- Acquisition and retention of knowledge
- Adaptive teaching strategies

Through:

1. Developing and embedding clear whole school strategies for assessment and feedback.
2. Developing and embedding clear whole school strategies for knowledge acquisition and retention.
3. Developing and embedding clear whole school strategies for adaptive teaching.
4. Raising standards through targeted and effective CPD opportunities
5. Identifying and evaluate pedagogical strengths and areas for further development

Eight Core Principles

The Island VI Form has identified eight Core Principles for successful teaching, learning and assessment. These Core Principles frame the VI Form policy on Teaching, Learning and Assessment.

1. There is no ceiling to achievement and ambition.
2. Clarity over content is essential to allow students to fully access their chosen programmes of study.
3. Teachers must create and maintain a purposeful, safe learning environment. Teachers should develop positive relationships with students and be good role models in attendance, punctuality, preparedness and organisation.
4. Lessons must be carefully planned and clearly structured and adapted to meet the needs of all learners. Lessons should include a variety of learning activities and use technology well in order to enable the learning expectations of every lesson to be fully met by all students.
5. Learning questions (based on assessment criteria) that focus each student and take their own learning forward must be shared explicitly with students and reviewed at the end of the lesson.
6. Regular and effective formative and summative assessment in the light of learning questions must be regularly undertaken.
7. High expectations are important, but to fulfil these high expectations students must be shown how to improve in collaboration with their teachers.
8. Excellence should be recognised and celebrated. Any Underachievement must be challenged with the student and teacher working courageously together to overcome it.

1. There is no ceiling to achievement and ambition.

- Staff aim to raise the aspirations of each individual regardless of their baseline GCSE point score or educational history to enable all to achieve the highest possible grade that meets or exceeds their target grade.
- We aim to provide the highest standards of teaching, learning and assessment to raise aspirations of our students enabling them to progress to their favoured career and become lifelong learners. The Teaching, Learning and Assessment Policy considers ways in which the philosophy of this first Core Principle can be met.
- All staff, through the use and promotion of the enrichment programme, should be encouraging students to have a personal vision of 'being their best'.

2. Clarity over content is essential to allow students to fully access their chosen programmes of study.

- Teachers design and deliver schemes of work that address and make connections between all aspects of the course syllabus/specification (being aware of updates and amendments)
- Lessons are planned and are adapted to any individual learning difficulties and disabilities of students in the class.
- Lessons are, where appropriate, develop students':
 - communication, numeracy, literacy and employability skills
 - appreciation of equality and diversity, their awareness of stereotyping and ability to challenge stereotyping
 - understanding of safeguarding, extremism, radicalisation, and where possible the promotion of British values should be identified and integrated into the lesson
 - understanding of personal safety and welfare
- The register is marked within the first 10 minutes (and updated after this) to promote the importance of attendance and punctuality

3. Teachers must create and maintain a purposeful, safe learning environment. Teachers should develop positive relationships with students and be good role models in attendance, punctuality, preparedness and organisation.

In lessons teachers should:

- Begin a lesson with a short review of previous learning to promote and build independence and confidence.
- Present new material in small steps with student practice by providing a range of tasks which enable students to deepen their understanding and knowledge and develop skills.
- Ask a large number of questions and check the responses of all students using and developing appropriate academic language and terminology.

- Provide models, making their thinking and decision-making explicit to students.
- Guide student practice by promoting active listening, inviting a range of different responses and building in time for reflection.
- Check for understanding by giving constructive, positive feedback (both formative and summative as appropriate) on work in progress.
- Obtain a high success rate by demonstrating flexibility in their approach and be prepared to deviate from plans where appropriate.
- Provide scaffolding for difficult tasks to support students' learning and additional intervention sessions where appropriate.
- Require and monitor independent practice through effective home learning and use of study periods, utilising pre and post learning opportunities
- Engage students in weekly and monthly reviews alongside presenting lessons with clarity, enthusiasm and appropriate levels of pace.
- Explicitly discuss the application of AI e.g Chat GPT and how this can and cannot be used in your lesson.

During lessons students should:

- Work effectively and purposefully in a range of contexts.
- Come fully equipped and prepared to maximise the learning opportunity.
- Be prepared to share their learning and ideas in an atmosphere of trust.
- Ask questions where appropriate – of each other and the teacher.
- Support one another, working collaboratively, recognising that the contributions of all are valid.
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement.
- Know where to go for help and recognise that further progress can always be made.
- Access help and support through their teacher, mentor, and learning support.
- Be able to select appropriate learning resources to help develop their own learning.
- Work with increasing confidence and independence on the development of communication, numeracy, literacy and employability skills.
- Demonstrate a developing understanding of:
 - equality and diversity, and stereotyping
 - safeguarding, extremism and radicalisation
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work.

4. Lessons must be carefully planned and clearly structured and adapted to meet the needs of all learners. Lessons should include a variety of learning activities and use technology well in order to enable the learning expectations of every lesson to be fully met by all students.

- The VI Form does not require individual lesson plans for each lesson. However, teachers must be able to demonstrate effective planning through for example their Teacher Planner or a detailed scheme of work.
- Assessment plans must be in place for all subjects and should follow the VI Form Assessment Calendar.
- Lessons and or topics should have clear learning questions that are shared with students and demonstrate structure and challenge for all students.
- Learning questions and resources must be clearly linked to schemes of work which are reviewed / revised annually.
- Planning should allow for a variety of learning styles and provide opportunities for developing a wide range of thinking skills.
- Teachers should make use of all available student information e.g. GCSE average, study support plans, learning styles and previous assessment marks to set clear, realistic, yet challenging formative targets and to plan adapted learning opportunities.
- Appropriate and stimulating resources should be organised prior to the lesson.
- Lessons should build on prior learning and ensure continuity and progression.
- Lessons should, wherever possible, actively develop employability skills.

5. Learning questions(based on assessment criteria) that focus each student and take their own learning forward must be shared explicitly with students and reviewed at the end of the lesson.

- The start of the lesson should have a clear focus, using activities that immediately engage the learner and which promote retrieval practice.
- The expected learning outcomes and skills development should be shared with students, in the context of prior learning, to ensure they understand what they are doing and why.
- The success criteria by which the learning will be evaluated should be explicit
- Lesson questions and outcomes should be reviewed at the end of lessons.
- At the end of lessons, students have the opportunity to identify their own progress and set themselves appropriate targets.
- The VI Form bell marks the end of each lesson. Students should be working until the bell to ensure that teaching and learning time is maximised.

6. Regular and effective formative and summative assessment in the light of learning questions must be regularly undertaken.

- The VI Form Assessment Calendar identifies whole College assessment dates and also details internal mock examination arrangements. The Assessment Calendar should be referenced when planning SOWs courses materials and assessment points.
- The nature and purpose of assessment may vary through the span of a course, for example at the start of the year it may be very different from that used towards the

end of a two year programme. Staff should consider the purpose and nature of assessment at various points over the duration of a course.

- Assessment should relate to the criteria set up by the awarding body and has a clear understandable mark scheme. It should highlight what has been done well, using comments or signs that are consistent and understood by students.
- Where required, assessment should conform to awarding-body regulations.
- Assessment should be valid, accurate and fair, supported by standardisation (e.g. cross-marking) and/or by internal verification, as appropriate.
- Assessment should be carried out and returned as soon as practically possible, ideally within one week, but for extended pieces of written work this should be no more than two weeks after the student submission deadline. This may vary for vocational subjects.
- Assessment should help students progress to more lengthy or complex tasks, key assessments or examinations.
- In addition to general assessment, all Assessment Checks should be set, marked and fed back to students in accordance with the VI Form Assessment Calendar.
- Where possible, assessment strategies should support adaptive teaching so that learners are challenged according to abilities, stages in learning and preferred learning styles.
- Assessment strategies should encourage students to judge the success of their own work and set themselves targets for their own improvement.
- The results of both formal and informal assessment should be recorded and inform future lesson preparation and planning.

7. High expectations are important, but to fulfil these high expectations students must be shown how to improve in collaboration with their teachers.

- Feedback is defined as the process of communicating the outcomes of assessment activity, showing how the level of work compares with the relevant criteria and what needs to be done to improve.
- Students should receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Frequent opportunities should be taken within lessons to provide immediate verbal feedback.
- Written feedback will normally include comments that recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way.
- Feedback should enable students to act upon the advice they are given to improve their performance.

Students can expect that marking and feedback is:

- specific, clear and concisely written

- matched to individual needs and effectively critiques work and provides opportunities for redrafting
- enabling the development of a growth mindset
- given in an appropriate medium, usually written
- provided in a timely fashion
- clearly linked to learning questions / assessment criteria
- provided from the start of the course
- used to monitor progress in relation to their minimum acceptable grades
- relevant, useful and supportive
- supportive of equality of opportunity
- clear as to why marks/grades are allocated or withheld
- aiding future improvement by guiding subsequent action, exemplars and sources of information, as required
- providing an opportunity for self-analysis (e.g. on feedback sheet)
- provided in vocational or academic terms which are useful to the student
- enabling the correction of common mistakes and misconceptions, workings or calculations
- correcting spelling, punctuation, grammar or sentence structure or numerical errors.
- Appendix B details expectations for marking to develop literacy
- providing praise and recognition for what is done well, giving positive comments and areas for development on each student's script/feedback sheet.

8. Excellence should be recognised and celebrated. Any Underachievement must be challenged with the student and teacher working courageously together to overcome it.

- During lessons, teachers provide opportunities for success for every student and seek frequent opportunities for praise.
- Reference to and use of the VI Form's Enrichment Programme should be commonplace in all lessons.
- Students should be supported to recognise their own strengths and also be encouraged to work on key areas for development.
- VI Form reward system, use of positive emails/phonecalls and specific departmental awards, should be utilised wherever appropriate.
- Teachers should provide opportunities for progression that increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills at all levels.
- Students should be stretched and challenged to develop higher order thinking skills.
- Homework tasks should be set to deepen, extend, or initiate learning and the group dynamics.
- Underachievement should be discussed with the student involved, the Curriculum Leader and the Mentor. Parents / Guardians should be involved at the earliest stage.

Teaching and Learning Toolkit

Engaging students within the classroom

Effective engagement is initially adult-led, clearly structured routines, of a variety of task-types. The study skills for these are explicitly taught to build independence. Later, focus shifts to exam practice - planning, exemplars and drafting.

Strategy	Description	Links	Impact
Ranking anonymous responses to exam questions	This is much preferred to peer marking as it removes the boundary of exposure, but still concentrates the task around how to meet the mark scheme	Ranking tasks for active online learning	Helps students to think like examiners and understand what the MS is looking for
Notes from the board with teacher expanding on them	This was a popular choice - there are concerns that: <ul style="list-style-type: none"> • Students only record what is on the board - not the spoken elements • Some students can copy everything perfectly without remembering any of it Can print ppts for students to annotate - reduces cognitive overload. Good w. Neurodiversity Also tend to reduce to bullet points to reduce 'mindless copying'	The Cornell Method and 5 Rs of note-taking we have used this before - could be worth revisiting the 5 Rs	Envelope effective note-taking skills - asa preparation for later life Develops picking out/reinforcing key vocab Modelling and questioning - students and teacher
Recall strategies	Popular as starters, these include: Mind Mapping existing knowledge on the board Evaluating/analysis/explanation tasks, rather than merely recall - students generally respond better when asked to apply knowledge	Making it memorable - teaching strategies to support recall and retention	Develops independent in depth knowledge of the course - useful for assessing understanding Useful opportunity to discuss memory models. i.e. repetition, blurring, etc

Worksheet exercise	One teacher described a task where students are given essay sections, quotes/studies and arguments - develop AO2 skills justifying where they fit into the debate sections of essay- develop AO3 through evaluation points- creates a template plan - very engaging Discussion of AI to create worksheets	An introduction to the use of generative AI tools in teaching	These can help to step/stage larger tasks to build confidence - also useful for sorting exercises
Teacher written feedback	This was the most popular response. More research is needed to compare the efficacy of : GC feedback Extensive notes WWW/EBI To grade or not to grade	Feedback EEF	Depends how it is used - in smaller classes, it is a prompt to discuss work with each student. Using class targets and exemplar responses also effective
Quizzes	These are always fun, they are more effective tools when programmed in with time to discuss responses - using polling software can help here	Quizizz (they are about to change their name) Kahoot! Blooket Also Google Forms (reusable) Online polling typeform.com etc (there are lots)	Need to be carefully worded to avoid shallow thinking - can be good for hmk retrieval. Good example of a task which is engaging but not necessarily useful
Walk-through exams	Y13 were much more enthusiastic about these than Y12 - suggests a significant bank of knowledge is required to make it meaningful (or the pressure of impending exams!)	This is a great discussion of pitfalls and how to avoid them: Walking-Talking mock exams - Tips for Teachers by Craig Barton	Useful before exams - needs breaking down more (i.e. to individual questions) for Y12
Flashcards/ Knowledge organisers	Some prefer to do these at home, others find them very useful. Playing Taboo with a set of flashcards and going around the table until	Quizlet - this is really good - students can search for and share flashcards - always important to check	KOs really useful and tend to apply knowledge. 'Just a minute' style with flashcards is good

	everyone knows all of them can be effective. One class only mastered the theorists for a topic when they played pictionary on the board - linking the names to images worked well there	unmoderated resources on sites though - have found lots of incorrect info!	
Class discussion	These are found to be less successful in large classes of 20+ Where they work, they do because: Smaller groups Exploratory approach - having ideas is the focus rather than finding 'the answer' There is a strong class ethos - Important for teacher to encourage/invite all to speak	The Big List of Class Discussion Strategies Cult of Pedagogy	Assess understanding and misconceptions, students develop own understanding and verbalising helps with articulation for essay writing

Providing effective feedback and assessment strategies

National college overview [Effective Feedback Strategies for Teachers](#)

Principle 1 - feedback is timely. This is absolutely critical because, if we get this wrong, the impact of feedback can lessen significantly. The more quickly we provide feedback, the better the chance it has of landing. If we leave it too long, knowledge decay will occur, which makes it harder for students to engage with what we are asking them to do.

Principle 2 – feedback is precise. We have to ensure that we are giving students subject- and task-specific feedback that allows them to improve on a granular level. If we use generic terms such as “add more of your own knowledge”, or “expand this paragraph”, then we aren’t really helping to point them in the right direction for improvement.

Principle 3 - feedback feeds forward. Feedback should allow students to improve. This means that it should be actionable, as in it gives them the opportunity to re-draft, rehearse, revisit and respond, re-learn/re-test or research and record (Sherrington, 2017).

[1.81 Feedback on learning Dylan William Learning and teaching](#) Feedback on learning dylan williams

Strategy	Description	Links	Impact
Rubrics on google classroom	Skills Clear assessment criteria	rubric examples	Simple and easy for students and staff to interpret Good for HW, coursework, skills
Quick retrieval practice	Recall questions on facts Questions to 10	https://docs.google.com/document/d/1RpHSfeuTYFy65hVaGG5r7ZVkdbyq73mHdiD8t-qDF-4/edit?usp=sharing	Immediate, low level fact recall. Corrects misconceptions Reteach gaps
Verbal	Throughout lessons, activities,	Should student feedback be immediate or delayed? InnerDrive	Immediate, Corrects misconceptions, can develop ideas, can be personal and precise.
Whiteboards	Hover and show Or Practice / develop longer answers (walking around)	Cold Calling vs Think, Pair, Share vs mini whiteboards. InnerDrive The use of mini whiteboards in the... Durrington Research School	Immediate Builds confidence in the process.
Peer assessment. (used with all strategies)	Swapping of exam scripts. Providing feedback to their peer.	What is the Protégé Effect, and how does it work? InnerDrive	Students need to be trained.
Self assessment And reflection (used with all strategies)		How Metacognition and self-regulation can boost students' learning InnerDrive	Develop independent, evaluative learners.
Process	Look at the process of answering a question.	Plan, Do, Review: the Reviewing part of the metacognitive process InnerDrive	Problem solve and apply knowledge.
Exam analysis	Questions are RAG and	https://drive.google.c	Opportunity to

sheet	linked to specific topics, identifying gaps in knowledge and skills. Generic parts looking at revision technique, exam techniques and ideas for improvements to these.	om/file/d/1nE_1ASg mw64XSejklloRSKU Oi3d084sR/view?usp=sharing Prepare. Action. Feedback. Getting the most out of mock tests Cambridge English How teachers can use mock exam results to boost student progress	reteach common/whole class gaps, practice that specific type or topic question. 1 to 1 discussions to make a personalised action plan.
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Stimulating and utilising effective independent home learning

Independent learning is a holistic approach to promote the best outcomes for our students. This will be done academically, through written set tasks, but also through the development of personal skills and experience through accessing extra/super curricular opportunities and developing academic skills.

[VI independent learning model](#)

Strategy	Description	Links	Impact
DO	Answer these questions or do this marked thing such as short answer questions or activities based around assessment criteria	EEF blog: Modelling Independence - The 'Seven-step Model' planning tool Teaching students independent learning Society for Education and Training	Exam question practice, improve their fluency and confidence, demonstrate knowledge and understanding, provide feedback to move learning forward

RESEARCH	Independent learning based on resources given such as TV programme or article or book / chapter to read	EEF blog: Structured support for independent learning Teaching Research Skills That Transfer to Future Projects Psychology Today United Kingdom	Pursue a programme of study, deepen their knowledge, improve their fluency and confidence,
REVIEW	Revision / retrieval tasks such as writing up notes, Seneca learning, revision websites, glossary, practice calculations etc.	Developing independent learning skills that improve outcomes Independent learning: what it is and how it works - Kaltura	Train students to learn the skills and habits needed for exam success

Inclusive and Responsive Teaching and Learning

Adaptive Teaching

Adaptive teaching allows the teacher to respond to all students' strengths and weaknesses including for example those with SEND, EAL, Prior Attainment differences, Cultural Capital inequalities and SEMH needs.

Adaptive teaching methods can include:

- Establishing a reflective open, honest two way relationship
- Flexibility - teachers to be flexible and responsive to the changing needs of students, being courageous enough to change approach
- Championing - creating/modelling/showing positive value of learning and subject material
- Differentiation - using a variety of instructional strategies and materials to meet the needs of each student
- Self directed learning - students take an active role in their own learning
- Collaboration - collaboration between teachers, students and parents to support students
- Ongoing assessment - ongoing assessment of student progress to inform instruction and make adjustments as required
- Personalisation - tailoring instruction and tasks to meet the unique needs of every student
- Scaffolding - students work towards the same objective as their peers with extra support
- Modelling - What a good one looks like - utilising displays around the room.
- Extended learning - providing opportunities for students to further explore, expand and apply their knowledge and skills in a more complex or challenging context.
- Incorporate and encourage the use of technology - multimedia presentations, apps and online tools. Ensuring these skills are taught explicitly.
- Active learning strategies - group work, role play or debating
- Frequent feedback - will allow students to adjust their learning strategies and address any misconceptions which they may have
- Exam Access Arrangement

SEND

At The Island VI Form, every teacher is a teacher of SEND. All teachers must read, understand and apply the strategies of all students' SEND passports.

Approach to teaching children with SEND

- Utilise the 'Five a Day' principle of high quality teaching - explicit instruction, cognitive & metacognitive strategies, scaffolding, flexible grouping, using technology.
- All teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is always the first step in responding to children who have SEND. The Island VI Form will employ a variety of strategies to

support the needs of children with SEND.

- These may include the following:
- Adapting how children are taught by, for example, providing presentations in advance, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using interleaving (short bursts of learning and over-learning)
- Adapting resources by, for example, providing writing frames or concrete maths resources
- Using recommended aids, such as laptops, coloured paper and overlays, visual timetables, ear defenders, larger font or spell checkers, mini whiteboards
- Sometimes a student may benefit from the support of a teaching assistant. Teachers will monitor the level of support delivered and intervene at an early stage if there is a risk of over reliance or inappropriate dependency. Teachers will ensure that this support focuses on developing a student's learning and independence rather than on task completion.
- Adapting the learning environment eg. seating position in class, sightlines, physical comfort etc.
- Ensure teachers continually upskills their own teaching toolkit to accommodate the variety of learning needs they will encounter within the classroom.

How we will assess students for the learning that takes place

The Island VI Form recognises the importance of clear, accurate and regular assessment and feedback in supporting the education and personal development of students through formative and summative assessment. In order to provide outstanding teaching, learning and assessment to our students, this policy aims to provide a minimum expectation for all courses and informs the departmental assessment and feedback policies.

Regularity of assessment and feedback

Regular assessment - Teachers are required to set an appropriate piece of assessed work each week. This could include:

- Preparation for a class test
- Homework that receives feedback
- Wider reading / research
- Assignment or coursework
- Knowledge application tasks
- One to one tutorials

Substantial assessment - More substantial pieces of work should be assessed against Awarding Body criteria and against minimum acceptable grades, in order to inform progress reviews. Assessment should be carried out and returned as soon as practically possible, ideally within one week, but for extended pieces of written work this should be no more than two weeks after the student submission deadline. For coursework and/or Btec assessment, this may vary depending on the assessment plan and the nature of the assessment.

Assessment checks - In addition to the weekly setting of assessment and in enabling students to receive regular assessment which is unseen and therefore in preparation for their externally set exams, all teachers are required to formally assess students in class under 'exam conditions'. These should take place in accordance with the VI Form Assessment Calendar. The VI Form Assessment Calendar indicates when whole VI Form formal assessment points, progress review dates and internal mock examinations take place. The results of each assessment check point are recorded centrally and results of each are sent home. The Assessment Calendar will allow mentors, teaching staff, curriculum leaders, senior leaders and parents to gain an understanding of the progress each individual student is making over the duration of their course and enable effective interventions to take place.

Records of assessment outcomes

Mark books - There is a VI Form requirement that all teaching staff maintain an accurate, current record of assessment outcomes for the students in their group/s. These marks should

be kept in a mark book or on an electronic spreadsheet/mark book/assessment tracker and must be made available for checking by the Curriculum Leader/Leadership team at any time.

Non-examined Assessments - Records of coursework and non-examined assessment outcomes should follow the requirements set out by the awarding body and need to be located for ease of access within each teaching department. Teachers delivering Btec courses must use a unit tracker document that is accessible to the Curriculum Leader and updated regularly. All non-examined assessments must be completed for final submission in enough time ahead of the applicable examination board final deadline.

Monitoring

Each Curriculum Leader will monitor teachers' assessment and written feedback through regular monitoring procedures such as work and file scrutiny, lesson observations, internal verification records, checking of student files, feedback from whole VI Form reviews and student focus groups. Feedback will be given to teachers and support and monitoring will ensure any issues raised are acted upon appropriately and swiftly to reduce any possible impact to the progress of students.

The VI Form Leadership team will monitor written feedback and assessment through whole VI Form review, observations, learning walks, student focus groups and work and file scrutiny. Feedback will be given to Curriculum Leaders. During line management meetings there will be a review on the findings and discussion on how issues are being tackled.

Should a teacher's standards of assessment and feedback continue to be judged as being unacceptable, further support and monitoring will be provided, by the line manager, in line with the VI Form's Capability Procedures. If standards continue to be unacceptable after this further support and monitoring, the Head of School will consider invoking Stage 2 of the VI Form's Capability Procedures.

Feedback to develop literacy

In order to develop students' literacy skills, and so improve achievement, it is important that all marked work is assessed for spelling, punctuation, grammar and structure and corrections made. To make this most effective all staff should respond to the following corrections for which a possible convention in marked work is shown below:

Mark	Meaning
Sp	Spelling error – ensure that you provide the correct spelling above or in the margin. Only correct the first 10 spelling errors on each piece of work.
C	Capital letter required. // New paragraph required here.

_	This sentence/section is confusing and needs explanation or revising.
⊙	Missing full-stop. Adapt for missing commas, apostrophes etc.
T	Incorrect tense.
G	Poor use of grammar.

Where students are struggling with sentence structure it may be necessary to model example sentences for them in written feedback. These modelled sentences should then be discussed with the individual to ensure understanding.

Other marking conventions:

Mark	Meaning
√	Indicates a good point /correct answer. This should also be related to the assessment criteria (e.g. A01, A02, P1, M3, D2 etc).
√√	Indicates a very good point /correct answer.
X	Indicates an incorrect point/incorrect answer.

If a whole page/piece of work is incorrect then the teacher may decide to stop marking, see the student individually and provide verbal support and feedback to ensure that the student's difficulty with this work is overcome.

Supporting and Developing Teaching and Learning

The pedagogical approach to teaching and learning is not static, “education in the light of present-day knowledge and need calls for some spirited and creative innovations both in the substance and purpose of current pedagogy” Anne Sullivan Macy.

We recognise the needs and context of the students who enter our community, combined with a dramatic shift in career opportunities and technological advancement require an ever evolving approach to teaching and learning is needed. With this in mind we are constantly supporting and developing our approach to teaching and learning, using but not limited to the strategies below.

- Professional dialogue - This will entail conversations between teachers and their line managers in faculty meetings and in line management meetings.
- Peer mentoring - Staff working together in pairs or triads to support each other, being given opportunities to see each other teach, view examples of feedback, assessments and planning.
- Open door learning walks - We operate a policy of anytime and anywhere. Where we can enter each other's classrooms to be curious about what learning is taking place. These will not be more than 10 minutes.
- Pre arranged developmental lesson observations - These can be requested by staff or suggested as part of a coaching model. This can take up to an hour and at the end formal coaching will take place as part of the process.
- Coaching - This can be suggested by staff or part of a support plan. There will be agreed outcomes and a plan will be developed together as to how to improve an area/s of teaching and learning.
- Professional development opportunities - These can form part of the whole school professional development programme, exam board training, NPQs or other professional development identified and agreed with line managers.
- Appraisal cycle - This will be an annual opportunity to identify and plan for improvements that teachers would like to make to their teaching practice over the academic year
- Student voice - Students will be given the opportunity to verbalise their live experiences in the classroom. For example they might be asked: What have they learnt? Do they feel supported? Are they making progress? What works well for them? What are the barriers that still exist? A viewpoint on teaching and learning will never solely be based on student voice.
- Student work reviews - Regular opportunities will be made to review samples of students work - to learn best practice and to identify areas for improvement.
- Analysis of student progress data - After every data drop student progress will be reviewed, cross referenced with attendance and staff feedback. This will enable the College to identify any common barriers to student learning that may be occurring.

Our college's preferred method of approach in supporting improvements in teaching and learning is through a developmental coaching method. However, in cases where this is continuing not to have an impact we will refer to the College's Capability Policy.