Woodlane High School

achieving success in a nurturing environment

# Teaching and Learning Policy (including homework)

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## Aims of the Policy

- To ensure high quality teaching and learning experiences for pupils of all abilities and SEND.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To provide coherence of approach and consistency of expectation.
- To make explicit the entitlement of all pupils.
- To promote the core ethos *'achieving success in a nurturing environment'* as well as the values and aims of Woodlane High School.
- To raise attainment by increasing levels of pupil motivation, participation, independence and aspiration.
- To promote reflection on, sharing of, good practice, through a variety of methods.
- To promote an understanding of how learning takes place.
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place at Woodlane.
- To provide practical guidance and clear procedures.
- To provide a focus for development.
- To inform teachers, pupils, parents, Governors and the wider community about the aims and processes of teaching and learning.
- To identify specific areas of responsibility at whole school and individual level.

## Rationale

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. We have selected 4 essential areas of focus to highlight our evidence informed practice. In particular, evidence has commonly been drawn from The Education Endowment Foundation due to its clear, accessible nature and its wider scope.

## Lesson Structure

Woodlane's Features of Exceptional Teaching and Learning (Appendix 2) were set through a shared consultative process between Senior Leaders, Teachers, Teaching Assistants and the pupils themselves. It has then been adapted over time, where required. This set of core principles forms the school's expectations for all teaching and learning and provides staff with the framework to deliver outstanding classroom support.

The steps within Features of Exceptional Teaching and Learning are closely aligned to Barak Rosenshine's Principles of Instruction (2012). The evidence base for Rosenshine's work includes:

- *Research on scaffolds and cognitive supports, such as the use of instructional procedures and models, enabled students to grasp difficult tasks.*
- *Directly observing 'practices of master teachers', those effective teachers whose students made the most educational progress as calculated by the attainment tests.*
- *Research on Cognitive Science on how the human brain acquires and utilizes new knowledge. This offers knowledge of how to endure the limitations of students' long-term memory when trying to learn new conceptual ideas.*

From this research, Rosenshine established 17 Principles of Effective Instructions, and this was refined further to create the 10 key principles which underpin effective approaches to instruction in lessons. This included:

1. *Daily review.*
2. *Present new material using small steps.*
3. *Ask questions.*

4. *Provide models.*
5. *Guide student practice.*
6. *Check for student understanding.*
7. *Obtain a high success rate.*
8. *Provide scaffolds for difficult tasks.*
9. *Independent practice.*
10. *Weekly and monthly review.*

These principles are embedded across the school, are known by staff and pupils, and guide the planning and delivery of effective teaching and learning.

**Learning Styles**

Woodlane's teaching expectations are centred around supporting pupils who need to access learning through a range of different learning approaches, such as through the implementation of Visual, Auditory and Kinaesthetic (VAK) styles within teaching and learning. Rather than this strategy centring around an individual's preference towards a particular style, it attempts to offer a variety of methods simultaneously to account for the differing needs of each group. However, we acknowledge the key findings of The Education Endowment Foundation (October 2023) which highlights various limitations:

> *'1. The number of high-quality studies of learning styles are extremely low. As a result, no impact is displayed. Schools implementing approaches with very limited evidence should carefully consider how they would monitor impact and mitigate against the risk of negative effects.*
> *2. Learners are very unlikely to have a single learning style, so restricting pupils to activities matched to their reported preferences may damage their progress. This is especially true for younger learners in primary schools whose preferences and approaches to learning are still very flexible.*
> *3. Labelling students as particular kinds of learners is likely to undermine their belief that they can succeed through effort and to provide an excuse for failure.*
> *4. It appears to be more promising to focus on other aspects of motivation and self-regulation to engage pupils in learning activities.*
> *5. Teachers should aim to support pupils to take responsibility for success in their learning and develop their own successful strategies and approaches.'*

We recognise the limited formal evidence to support this method, however, have taken steps to mitigate any potential risks of this model, for example:

- Our method centralises on using all of the learning styles, therefore allowing pupils access to a variety of styles during a teaching and learning sequence.
- We do not label pupils as a specific type of learner. We feel this could impact pupil motivation, particularly as all our pupils have SEND and some are from disadvantaged backgrounds.
- Our method assumes that learning style preferences change and what may be suited one day would differ to the next.
- We have asked our pupils how they like to be taught, while this specific terminology was not used, pupils described teaching including all three styles.
- Our teaching and learning, is not restricted to this one method, for example, we use a variety of Dyslexia Friendly and Speech and Language strategies etc. (Appendix 1).
- We regularly scrutinise our progress and outcome data, both of which remain exceptional, proving our methods are currently effective (see 'Impact' below). We are however, always open to adaptation.

**Feedback**
Teachers and TAs provide regular verbal and written feedback, as a result they: set SMART targets; recap prior learning; regularly and systematically check for understanding etc. We acknowledge the key findings from the Education Endowment Foundation (October 2023), which are as follows:

> *'1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.*
> *2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback*
> *3. Feedback can come from a variety of sources -– studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).*
> *4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.*
> *5. It is important to give feedback when things are correct -– not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.'*

We recognise that a significant amount of the research is focused on feedback in a mainstream environment, however, we emphasise the following:

- We use a simple clear model, which is displayed in the classroom and understood by pupils (Appendix 7). The emphasis is on a blue comment for what the pupil has been done well and a green comment or question for the area for improvement.
- Given the variety of SEND we do ask for prompt, regular feedback but do not specify exact timeframes.
- We offer feedback in a variety of forms, which include, verbal, written and in some lessons, and for some homework, digital forms.
- We use teacher and peer feedback.
- We monitor marking and feedback through Book Looks to ensure best practice is followed.

**Parental Engagement (Home-School Partnership)**
Woodlane views parental engagement as involving parents in their child's learning, we view learning as both academic and social, emotional and behavioural etc. We acknowledge the key findings of The Education Endowment Foundation (October 2023) which highlights:

> *'1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.*
> *2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.*
> *3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.*
> *4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and*

*resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.'*

The research informs our practice in the following ways:

- We regularly hold parent reference groups and listen to the feedback of parents, making adaptations accordingly, for example, last year we redesigned our reporting to parents practice and now provide a termly progress report and increased face to face meetings. We have ensured this document is accessible to a wide audience.
- We use a variety of communication methods, including virtual, text, email, direct calls and offer an open-door policy for face-to-face communication. We are flexible in our approach.
- While parent engagement strategies are often more effective for younger children, the vast majority of our pupils have much younger cognitive ages, therefore the school views these methods as essential.
- We implement regular parent workshops to enhance home-learning, giving examples and practical tips. This method enables parents to ask for specific tips for their child, which are also likely to benefit others.
- We have a dedicated Parent Partnership Leader on the school's teaching staff.

**Intent - What is Woodlane aiming to achieve through its curriculum?**

- To provide an exceptional education, which is personalised to the need of each pupil.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning, these include:




- To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development), this will include, but is not exclusive to:
  - ✓ personal & social well-being *(safety/self-image/self-esteem);*
  - ✓ communication skills *(speaking/listening/reading/writing/body language);*
  - ✓ social skills *(behaviour);*
  - ✓ physical & health skills *(hygiene/healthy eating/exercise/team skills);*
  - ✓ ICT skills *(using computers to share and seek information); and*
  - ✓ independence and study skills *(thinking skills/self-organisation/concentration)* etc.
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.
- To ensure that all pupils receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25.

## Implementation - How is the Woodlane curriculum delivered?

### Roles and Responsibilities

All staff must be aware of the principles of this policy and how they can contribute to it.

Governors:

- To ensure the effective and rigorous, implementation and monitoring of the policy.

Leadership Team:

- To provide appropriate support, training and resources for all subject areas and staff.
- To monitor and evaluate the delivery of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the pupils, school and its priorities.
- To ensure teaching and learning if effectively monitored through robust appraisal activities.

Subject Leaders and Teachers:

- To be responsible for the co-ordination of long, medium and short-term planning of schemes of work, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at subject level.
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.
- To set and monitor homework in line with this policy.

Teaching Assistants and Support Staff:

- To ensure teachers are well supported in the classroom and beyond.
- To ensure teachers receive support to create high quality resources.
- To ensure pupils are well support both in and out of the classroom.

### Continued Professional Development

To support staff in implementing this policy, the school will continue to ensure that:

- All staff have access to high quality INSET.
- All staff receive regular training and support in maintaining the school's dyslexia friendly status.
- All staff receive regular training to support pupils' speech, language and communication needs.
- All staff have access to regular and up-to-date information with regard to teaching and learning practice.
- Individual professional development needs are addressed.
- All staff have access to a range of external professionals who can provide valuable support and training specific to the individual medical or educational needs of a pupil.

### Home-School Partnership

The Parent Partnership Leader has responsibility for ensuring there are strong links between school and home. A range of activities, training and information sessions will take place over the course of a year. This policy ensures that the school's values and methods are shared by all those working closely with a pupil, inside or outside of school. The guidance aims to:

- Help pupils achieve their potential.

- Help pupils to become active and independent learners.
- Promote the love of learning.

We believe that a strong home/school partnership is key to pupil's emotional development, progress and growth as part of the community. We encourage parents to support their child's learning at home in a variety of ways, including:

- Jointly signing the home/school agreement.
- Reading with children as often as possible.
- Encouraging children to complete and return any homework they have been given.
- Talking with the teacher if they have any concerns regarding their child's learning or behaviour at school or at home.
- Signing planners and daily Home-School reports.
- By sharing their own experiences and skills with their child. Parents are able to receive support from school, e.g. adult learning opportunities and parent workshops, where their knowledge or skills require further development.

The Daily (KS3) Home-School reports are used to improve communication between the school and home. They ensure:

- Successes are celebrated.
- Concerns are shared/identified.
- Parents have an overview of their child's behaviour and effort within all lessons over the day.
- Parents have a daily method of communication with tutors.
- Important notes from school, (e.g. minor medical) are handed over within an appropriate timeframe.
- Information about trips/homework/etc. can be provided/requested.

Pupils in the KS3 and KS4 Nurture Classes receive an adapted version of this report, providing more detailed communication between school and home to support their additional needs.

We offer a range of parent-pupil workshops throughout the year to help families support their child's learning and development and to strengthen the partnership between home and school. The programme varies annually in response to the needs and interests of pupils and families, but has previously included workshops on:

- Reading
- Occupational Therapy
- Motor Skills
- PE
- Maths
- E-Safety
- Cooking
- Speech and language etc.

**Curriculum Delivery**

- Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles.
- Our curriculum is designed to be challenging, appropriate to the pupil's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.

- We dedicate substantial time to both core and foundation subjects.
- Our KS3 curriculum covers 15 subjects, which are taught through 25+ hours contact time each week. Subjects taught are as follows:

    - ✓ English
    - ✓ Maths
    - ✓ Science
    - ✓ Computing
    - ✓ History
    - ✓ RE
    - ✓ Geography
    - ✓ Art
    - ✓ PE
    - ✓ DT Food Technology
    - ✓ DT Textiles
    - ✓ Spanish
    - ✓ Drama
    - ✓ PSCHE
    - ✓ Music

- Our KS4 curriculum covers a range of 17 subjects (some are 'options'), which are taught through 25+ hours contact time each week. Subjects taught are as follows:

    - ✓ English
    - ✓ Maths
    - ✓ Science
    - ✓ Computing
    - ✓ ASDAN/History
    - ✓ Art
    - ✓ Humanities (Geography and RE rotate termly)
    - ✓ PE
    - ✓ DT Food Technology/DT Textiles
    - ✓ Spanish/Vocational Skills
    - ✓ PSCHE
    - ✓ College Link/Work Experience

- Recovery Lessons are taught to all KS3 pupils (three lessons per week) and to Year 10 pupils (one lesson per week). Originally introduced as part of the school's response to learning disruption during the Covid-19 pandemic, these lessons have evolved into a flexible curriculum offer designed to address identified areas of need and provide additional learning opportunities.
- Recovery Lessons are used to target specific areas for development identified through assessment, progress tracking, observation and pupil outcomes. They may also be used to provide enrichment opportunities and to further develop key skills. Pupils are grouped according to their learning needs and working levels to ensure teaching is appropriately matched. Examples of areas that have been supported through this curriculum time include:

    - ✓ Reading – formed by:
        - a weekly Reading Scheme, for those readers at a functional level,
        - a Phonics (Read, Write, Inc.) programme for those still learning to read,

- a Fluency programme for pupils to support them moving between the other two programmes.

✓ Science – experimentation and practical work.
✓ Numeracy – problem solving.
✓ STEAM – investigation and practical application of science, technology, engineering, art and maths.
✓ Art – whole school 'Artsmark' projects.
✓ PSCHE – friendship, relationships, e-safety and teamwork.
✓ Humanities – controversial topics leading to a whole school debate.
✓ History – local communities.
✓ PE – competitive sports opportunities.
✓ Photography – to allow the pupils to explore this artistic medium and prepare them for a potential GCSE in KS4.
✓ Further areas will be included as and when these are identified in the school's data analysis, local or national expectations etc.

- Our curriculum is designed to be sequential, and build/expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall (view our curriculum maps on our website, found under each subject area).
- We offer a wide range of qualifications, which are selected to appropriately challenge (these can vary from year to year), based on the pupil's stage of development, including:

Core Subjects:

✓ English Language (GCSE)
✓ English Literature (GCSE)
✓ Step Up to English (Gold and Silver Entry Level)
✓ English (Entry Level OCR)
✓ Non-Qualification English Units for learners below Entry Level (AQA Unit Award Scheme)
✓ Mathematics (GCSE)
✓ Mathematics (Entry Level)
✓ Mathematics Functional Skills (NCFE Level 1/2)
✓ Non-Qualification Mathematics Units for learners below Entry Level (AQA Unit Award Scheme)
✓ Science - Biology (GCSE)
✓ Science – Combined Science (GCSE)
✓ Science - Biology, Chemistry, Physics (Entry Level OCR)
✓ Non-Qualification Science Units for learners below Entry Level (AQA Unit Award Scheme)

Foundation Subjects:

✓ Art and Design (GCSE)
✓ Photography (GCSE)
✓ Non-Qualification Art and Design Units for learners at Entry Level or below (AQA Unit Award Scheme)
✓ Humanities/History (WJEC Entry Level Diploma or Certificate)
✓ Non-Qualification History Units for learners working above Entry Level, e.g. Level 1 (AQA Unit Award Scheme)
✓ Non-Qualification Humanities Units for learners below Entry Level (AQA Unit Award Scheme)

- ✓ Spanish and other Languages where applicable (GCSE)
- ✓ Non-Qualification Spanish and other language units for learners below GCSE (AQA Unit Award Scheme)
- ✓ Creative Media (BTEC level 1/2)
- ✓ Computing - ICT User (WJEC Level 1/Entry Level Certificate 1-3)
- ✓ Computer Science (Entry Level)
- ✓ ASDAN (Gold, Silver and Bronze)
- ✓ Design Technology - Textile Design (GCSE)
- ✓ Home Cooking Skills (BTEC Level 1/2)
- ✓ PE – Principles of Coaching in Sport (NCFE Level 1/2)
- ✓ PE – Entry Level Certificate in to Sport (OCR Entry Level 1-3)
- ✓ PE – Sports Leaders (Level 1/2 – LSF)
- ✓ PE – Sports Leaders (Pre-Level 1 Accreditation)
- ✓ Non-Qualification PE Units for learners below Level 1 (AQA Unit Award Scheme)
- ✓ Preparation for Work (WJEC Entry Level Diploma or Certificate)
- ✓ Independent Living (WJEC Entry Level Diploma or Certificate)
- ✓ Non-Qualification Vocational Skills units or all learners at Entry Level and Level 1 (AQA Unit Award Scheme)
- ✓ Non-Qualification Music units for all learners at Entry Level and Level 1 (AQA Unit Award Scheme)

- Enjoyment and engagement in learning are central to our curriculum. Throughout the academic year, we organise a range of whole-school themed learning days, designed to enrich pupils' educational experiences, promote curiosity and develop wider knowledge and skills. Recent themed days have included: Performing Arts, World Heritage and Culture Day, Science Day, Hidden Talents, Puzzle and Challenge Day, School Improvement Day, Technology and Gaming, World Book Day, Money and Enterprise Day etc.
- We also provide a broad range of extra-curricular opportunities during lunchtime and after school, alongside targeted Saturday provision where appropriate. These activities are designed to extend learning, develop independence, promote social skills and support pupils' personal development.

**Teaching and Learning**

- Our Headteacher is well qualified, possessing a range of post graduate qualifications, including; BA (Hons); PGCE; MEd; NPQH.
- Our senior leaders are well qualified, possessing a range of qualifications, including NPQH, NPQSL etc.
- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- We have several trained SpLD specialist teachers. Dyslexia Friendly criteria can be found below (Appendix 1).
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a BSc in English Studies and Anthropology; PGCE in English/Drama and Media; Level 5 OCR Qualification in Teaching SpLD and has completed the National Professional Qualification for Special Educational Needs Coordination, (NPQSENCO).
- Staff and pupils have collaborated to design bespoke criteria for *'Features of Exceptional Teaching and Learning at Woodlane'*, which are used to judge the quality of teaching and learning at Woodlane (Appendix 2).

- Staff and pupils have collaborated to design a bespoke criteria of *'Features of Exceptional TA/Apprentice Support at Woodlane'* (Appendix 3)
- The curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.
- We have a 3-tiered approach to supporting each pupil's learning, including:

**Universal** – this is the teaching your child will receive from our transition/subject teachers and will include adaptations to match learning needs. All classes:

- ✓ Have a maximum of 12 pupils, ensuring a high level of support from both the teacher and teaching assistant.
- ✓ Teaching assistant (TA) support is deployed where appropriate, in accordance with pupils' identified needs and provision.
- ✓ Teaching and learning approaches are multi-sensory and designed to meet a range of learning needs.
- ✓ A phonics-first approach is used to support the development of early reading, spelling and literacy skills.
- ✓ Classroom practice is dyslexia-friendly and incorporates appropriate strategies to support literacy development.
- ✓ Speech, language and communication support is integrated throughout the curriculum, including the consistent use of Communicate in Print symbols where appropriate.
- ✓ Occupational therapy strategies are embedded within classroom practice, including the use of Zones of Regulation and sensory regulation tools.
- ✓ Provision is supported by Speech and Language Therapists through direct intervention and/or indirect support, according to individual pupil needs.

**Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Interventions may include:

- ✓ One-to-one literacy and reading support delivered by a Specific Learning Difficulties (SpLD) specialist.
- ✓ One-to-one reading interventions using programmes such as SRA, Toe by Toe, Nessy and DSR.
- ✓ One-to-one or small-group sensory support, including sensory circuits where appropriate.
- ✓ Small-group friendship and communication clubs, delivered during breaktimes and lunchtimes.
- ✓ One-to-one support for relationships, sex and health education (RSHE), puberty and personal hygiene, delivered by the PSHE Lead and/or School Nurse, as appropriate.
- ✓ Bespoke pathways for pupils requiring additional challenge or specialist provision, including opportunities for gifted and talented pupils in areas such as photography, digital media and expressive arts.
- ✓ Additional GCSE support in English, Mathematics and Science outside of normal curriculum hours.

The school's recovery programme allows for streamed, targeted literacy/phonics groups to run without pupils having to be withdrawn from class as this intervention time is factored in to the timetable for KS3.

**Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child. This may include educational psychology support, speech and language therapy, occupational therapy, art/play therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. **However, for a high proportion of Woodlane High School pupils, access to these specialists is automatic due to specification a pupil's EHC Plan.** Pupils have access to appropriate support, including relevant technical aids, therapeutic input, and medical needs as outlined within a pupil's EHCP. Resources should be accessible through location, availability and timing and also include access to IT, reference materials and technologies as well as specialist support staff.

## Homework

At Woodlane, we believe that homework is an important extension of learning beyond the classroom. Effective homework helps pupils to consolidate their learning, develop independence and apply their knowledge and skills in a range of contexts. It also provides opportunities for parents and carers to engage with their child's education and strengthen the partnership between home and school.

Homework at Woodlane is designed to be purposeful, accessible and achievable. Tasks are carefully planned to support learning, promote confidence and encourage pupils to develop the organisational, study and life skills that will help prepare them for future learning, qualifications and adulthood. Where appropriate, homework may include a combination of written, practical and digital activities to maximise engagement and meet the diverse needs of our pupils.

Our approach is based on encouragement, support and the celebration of success. We recognise that pupils and families have differing circumstances and therefore seek to provide homework that is flexible, inclusive and accessible, whilst maintaining high expectations for engagement and achievement.

## Purpose and Use of Homework

The purpose of homework is to:

- Consolidate, practise and extend learning from the classroom.
- Develop pupils' confidence, resilience and self-discipline as learners.
- Promote independence, organisation and effective time-management skills.
- Provide opportunities to practise and apply life skills.
- Support knowledge retention through retrieval and recall activities.
- Prepare pupils for the demands of accredited courses and qualifications.
- Support preparation for adulthood by developing responsibility and independent learning habits.
- Foster a positive partnership between home and school.
- Enable parents and carers to engage with and support their child's learning.

Homework can be used for:

- Reinforcing and consolidating classwork.
- Retrieval practice and revision.
- Researching topics and carrying out investigations.
- Preparing for future learning and classroom activities.
- Reviewing, redrafting and improving pieces of work.

- Learning and applying key vocabulary.
- Developing reading fluency and comprehension skills.
- Supporting KS4 coursework and examination preparation.
- Completing extension tasks, projects and enrichment activities.
- Applying learning in real-life and home-based contexts.

**Homework Format and Presentation**

To ensure consistency and accessibility across the school, homework should:

- Be set and presented in accordance with the school's agreed design and accessibility requirements (see Appendix 6).
- Be titled clearly using subject and topic information.
- Use the school's agreed differentiated terminology (e.g. All, Most and Some) and colour coding.
- Be written using clear, accessible and dyslexia-friendly language.
- Be set with an appropriate timeframe for completion.

**Frequency and Duration**

To ensure consistency and accessibility across the school:

- All core and foundation subjects should set at least one piece of homework a week – There is some flexibility for larger projects that are designed to be completed over a number of weeks.
- In general, tasks should take approximately 15 minutes for a pupil to complete, rising to 30+ minutes for GCSE tasks in KS4.
- KS3 pupils are expected to read at home at least 3 times a week.
- KS4 pupils are expected to review and revise content on recommended websites for exams and qualifications regularly as part of their homework schedule.
- KS3 and KS4 pupils will have the opportunity to participate in home-school partnership activities, such as Reading Eggs, MathsWatch etc.

**Staff Responsibilities**

Staff must ensure that:

- Consideration is given to the individual circumstances of different families when setting homework.
- Homework tasks are accessible, purposeful and appropriately differentiated to maximise pupil engagement and success.
- Teachers give due regard to pupils' interests, strengths and motivators when designing homework activities.
- Homework should include engaging and meaningful tasks that promote participation and foster positive attitudes towards learning.
- Teachers take account of the types of activities with which pupils are most likely to engage, including interactive, practical and research-based tasks, whilst ensuring that activities remain purposeful and support curriculum outcomes.

- Teachers make appropriate use of educational technologies and online learning platforms, such as Linguascope, subject-specific learning programmes and interactive learning activities, to support engagement, independent practice and consolidation of learning.
- The use of online platforms and digital activities should supplement, rather than replace, the school's written homework format, although may form part of the differentiated tasks outlined.
- Opportunities should be provided for parents and carers to engage with and support their child's learning where appropriate.
- Positive recognition and merits are given for effort, engagement and completion of homework. The school's approach to homework is based on encouragement, support and celebration of success rather than sanctions for non-completion.
- Homework is marked promptly following completion (or by the due date), with feedback provided in accordance with the school's marking policy, including recognition of successes and clear guidance for improvement.
- Regular checks are made to monitor homework engagement and completion. Where barriers are identified, appropriate support and intervention should be provided.
- Staff should seek to identify and address barriers to homework completion at the earliest opportunity through supportive strategies such as adapted tasks, additional guidance, parental engagement and Homework Club.
- Homework Club is available to provide pupils with additional support, resources and opportunities to complete homework prior to the submission deadline. It is intended as a positive and proactive intervention to promote success, independence and engagement with learning, rather than as a sanction for non-completion.

**Monitoring of Homework**

- Teaching staff are responsible for administering and monitoring homework within their subject, including response rates.
- Senior leaders monitor the delivery of homework termly through Book look.

**Remote Learning**

**Intent**

At Woodlane, we are committed to ensuring that pupils continue to access high-quality education when they are unable to attend school but are well enough to learn. Remote Learning ensures that pupils can continue learning when they are unable to attend school, enabling them to maintain progress, remain connected to their teachers and peers, and access a broad and balanced curriculum.

The curriculum delivered through Remote Learning reflects, as closely as possible, the curriculum being taught in school, ensuring minimal disruption to pupils' learning and progress. Appropriate support, including access to technology where required, is provided to enable pupils to engage successfully with Remote Learning.

**Implementation**

Remote Learning is provided when pupils are unable to attend school but are well enough to learn. Teaching is delivered through a combination of:

- Live online lessons through Microsoft Teams, where appropriate.
- Agreed learning platforms.
- Independent activities and resources linked to the curriculum being taught in school.
- Adapted learning materials and support to meet individual needs and circumstances.

The following arrangements will apply where Remote Learning is required:

- Learning may take place from home, a medical setting or another appropriate educational provision. Staff work to minimise barriers to participation and ensure pupils continue to access learning that closely reflects their in-school curriculum and individual outcomes.
- The Computing and Home-Learning Subject Leader is responsible for coordinating Remote Learning arrangements for pupils requiring longer-term periods of absence.
- The Computing and Home-Learning Subject Leader will arrange access to live learning sessions through Microsoft Teams.
- Pupils will follow their usual school timetable wherever possible. Microsoft Teams links and any relevant learning materials will be shared with pupils and/or parents and carers before Remote Learning begins to enable participation in lessons and learning activities.
- Teaching staff will prepare appropriate learning materials and adapt lessons, where necessary, to enable pupils to participate effectively in remote learning.
- Teachers and, where available, teaching assistants will support pupils to participate in lessons and learning activities, ensuring they continue to access a broad and balanced curriculum during their absence.
- Appropriate support, including access to technology, will be provided where required to enable pupils to engage successfully with Remote Learning.
- Where practical activities, specialist resources or health and safety considerations prevent a lesson from being delivered remotely, staff will provide suitable alternative learning activities that support the same curriculum objectives wherever possible.

**Impact**

Remote Learning enables pupils to:

- Maintain engagement with their education during periods of absence.
- Continue to make progress towards their individual outcomes and curriculum goals.
- Remain connected to their teachers, classmates and the wider school community.
- Develop independence, organisation and digital learning skills.
- Return to school with minimal disruption to their learning, wellbeing and progress.

The effectiveness of Remote Learning is monitored through pupil engagement, completion of learning activities, communication with families and ongoing assessment of pupil progress. Through this approach, pupils are supported to continue learning successfully and remain fully included in the life of the school during periods of absence.

**Where Remote Learning Is Not Possible**

Where a pupil is unable to access Remote Learning, teachers will identify missed learning within the pupil's exercise books by recording the work completed during their absence and marking it as "Absent". Pupils will be supported to catch up on this work following their return to school. Additional support, including Homework Club and targeted intervention, may be used where appropriate to minimise any gaps in learning.

## Assessment

The progress of each pupil is carefully monitored throughout their time at Woodlane. Checks on progress take place formally at set intervals and informally throughout the school day. Analysis of progress data shows that pupil underperformance is rare, but addressed where found. Assessment takes the form of the following:

- Woodlane uses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Our Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points (see Appendix 5).
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another (see Appendix 4).
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment, including:

    - ✓ daily marking;
    - ✓ self/peer assessment;
    - ✓ reading/spelling/maths age assessment;
    - ✓ Cognitive Ability Tests (CATS);
    - ✓ Pupils Attitudes to Self and School (PASS);
    - ✓ informal/formal examinations; and
    - ✓ B-Squared Progression Step data, etc.

## Impact – What difference is the Woodlane curriculum making on pupils?

The curriculum is regularly monitored and reviewed by the leadership team and subject leaders to ensure all pupils are accessing teaching and learning that meets their individual needs. This ensures that:

- Almost all pupils meet or exceed their expected progress and outcomes through internal assessment and external qualifications.
- When compared with other community SEND schools in England, Woodlane regularly ranks in the top 5% nationally.
- When pupils transition from Woodlane in Year 11, they gain up to 12 externally accredited qualifications, from a selection of 36 qualifications, which reflect the pupil's best ability.
- Detailed analysis of progress and outcomes indicates that there is little statistical significance between the performance of key groups and where any small differences are identified strategies are implemented swiftly.
- Pupils' personal development is exceptional, enabling them to become confident, resilient and increasingly independent young people who make a positive contribution to their communities.
- Pupils develop exceptional behaviour over their time at Woodlane, increasing their ability to self-regulate.
- Pupils are well-prepared for the next stage of their education and the large majority transition to mainstream colleges.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

* Please see our annual SEF/SIP for further details on the impact.
* Please see each subject area for further details on our curriculum.

**Appendix 1: Teaching Practice Dyslexia Friendly Observation Checklist**

## BDA Dyslexia Friendly Educators Classroom/Learning Space Checklist

Red= no evidence, Amber= some evidence, Green= fully evident

| Environment | | R | A | G | Comments/Next Steps |
|---|---|---|---|---|---|
| 1 | The room is well ventilated and at an appropriate temperature. The room is well lit ideally with natural light. | | | | |
| 2 | Learners with dyslexia are placed within easy view of the teacher/tutor. They have a clear view of the screen/board/information displayed. (and away from any distractions). | | | | |
| 3 | Pastel shades are used as screen backgrounds. Black text on white background is avoided. Slides are uncluttered to support processing and retention. | | | | |
| 4 | Sufficient space is given to accommodate learner's work, particularly left handers. | | | | |
| 5 | The learning space is as quiet as possible to avoid noise disturbance. | | | | |
| 6 | Key words/vocabulary to support current learning are placed strategically around the learning space in a font size which can be read easily. | | | | |
| 7 | Key information and displays are organised to avoid visual disturbance. | | | | |
| 8 | Sources of equipment/resources are clearly labelled and organised. | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 9 | Visual timetables/timetables/task plans are up to date. Alphabet frieze, days, months, number lines and used (appropriate for age range of learners). | | | | |
| 10 | Desk top aides are available and their use encouraged. (e.g., wipe boards and pens, printed out slides, task boards (laminate glare reduced), vocabulary mats, knowledge organisers, phonics boards, sticky notes) | | | | |
| 11 | Assistive technology is available (e.g., voice recorders, tablet, devices, speech to text/text to speech technology, reader pens) | | | | |
| 12 | A learning platform is available to access homework and associated supporting resources such as audio and visual guides. | | | | |
| 13 | Access arrangements become the normal way of working. | | | | |
| 14 | Neurodivergence is celebrated through displays and resources. | | | | |
| 15 | The school website is accessible through the use of text to speech, images, infographics as well as text, video and audio clips. | | | | |

| | **Teaching Practice** | **R** | **A** | **G** | **Comments/Next steps** |
|---|---|---|---|---|---|
| 1 | Clear objectives are stated at the start of the learning session (the big picture is given). | | | | |
| 2 | There are opportunities for learners to recall key facts from previous learning sessions. Links are made explicit between previous learning and the objectives for the new learning session. | | | | |
| 3 | Metacognition is explicitly demonstrated through teachers modelling processes and ‘thinking out loud’. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4 | Learning objectives and success criteria are shared and referred back to throughout the session. | | | | |
| 5 | The learning session follows a logical sequence with each learning point leading on from the previous one. Links between these learning points are frequently reinforced and made explicit. | | | | |
| 6 | Instructions and information are broken down into small steps with no more than 3 clear pieces of information being given at one time. Visuals or movement (e.g. infographics, hand gestures) are used in conjunction to oral instructions. Checks for understanding are made after each stage. | | | | |
| 7 | Priority points and/or key vocabulary are given, explained and recorded clearly, e.g., through bullet points, wall displays, etc. They are highlighted both orally and visually. | | | | |
| 8 | The teacher/tutor utilises a multi-sensory approach for all learning points throughout the session (e.g., movement, speaking, images, tactile resources, concrete resources) | | | | |
| 9 | Reduction in the amount of unnecessary copying from screen/board (e.g., copying chunks of text, lengthy learning intentions etc.). | | | | |
| 10 | Teacher/tutor notes/handouts that contain the learning points are readily available for learners. | | | | |
| 11 | Resources/handouts are tailored to meet the needs of learners including those with dyslexia and conform to dyslexia friendly guidelines. | | | | |
| 12 | Consideration is given to the pace of the session. Thinking time is built in. Additional time is allowed for learners to process information and for reading and writing. Brain breaks offered where needed. | | | | |
| 13 | All learners are actively encouraged to make verbal contributions and take part in discussions. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 14 | Frequent and effective use is made of questioning both open and closed questions to check understanding. | | | | |
| 15 | Collaborative working is encouraged including, group work, the sharing of notes, learning buddies/partners, etc. | | | | |
| 16 | Learners are not expected to multi-task and tasks are clearly demarcated as looking, listening and writing (using symbols/signs) with an equal balance of such tasks being evident. Concrete apparatus available and used. | | | | |
| 17 | Learners are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc. | | | | |
| 18 | Scaffolds are used to ease cognitive load across the curriculum e.g., planning grids, writing frames, spelling support, accessible dictionaries, sticky notes | | | | |
| 19 | Effective use is made of colour, visual aids, etc. within presented information to highlight key points. | | | | |
| 20 | Learners are encouraged to ask questions to check understanding, ask for help/ask for something to be repeated or explained. Making mistakes is seen as part of the learning process and modelled by staff. | | | | |
| 21 | Reminders, such as notebooks, personal checklists, etc. are used to help learners remember specific items/equipment for future sessions (especially for those in the Secondary phase or FE). | | | | |
| 22 | There is a recap of the objectives and key learning points at the end of the session. | | | | |
| 23 | Positive and constructive feedback is given to learners at appropriate intervals. | | | | |
| 24 | Opportunities given for peer-on-peer evaluation and feedback. Time given to edit or enhance work completed. | | | | |
| 25 | Learners encouraged to engage in ‘metacognitive talk’, identifying the strategies and resources that work best for them. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 26 | Homework/coursework/assignment tasks are clearly explained and instructions are written down for learners with dyslexia (These tasks are not set in the last few minutes of the session). | | | | |
| 27 | Homework tasks/coursework/assignments set are appropriate for the individual learner and are adapted where necessary. | | | | |
| 28 | Learners know how to access additional support with homework/assignments/coursework if required. | | | | |
| 29 | Learners are encouraged to record homework/assignments/coursework in a variety of ways. | | | | |
| 30 | Appropriate ability level reading material that holds interest is available. | | | | |

| **Feedback/Marking/Assessment** | | **R** | **A** | **G** | **Comments/Next Steps** |
|---|---|---|---|---|---|
| 1 | 'In the moment' feedback is given to learners. Explicit reference is made to success criteria/steps to success and learning objective/learning intention. | | | | |
| 2 | Marking is purposeful accessible and relevant to the learner i.e., can it be read by the learner and is it related to the learning objective/learning intention and success criteria/steps to success. | | | | |
| 3 | Colour coding used to identify successes and identify areas needing attention. | | | | |
| 4 | Technology e.g., a visualiser is used to demonstrate processes, show good examples or tackle misconceptions. | | | | |
| 5 | Feedback should be positive and constructive. Positive praise used throughout. Targets/next steps identified. This also includes homework and assignments tasks. | | | | |
| 6 | Where appropriate tasks (including homework/assignments/coursework) are marked for content rather than accuracy of spelling, etc. Recognition is also given for effort. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 7 | Marking criteria are clearly explained to learners (e.g., in line with external examination boards) | | | | |
| 8 | Opportunities are given to respond to written marking and feedback. | | | | |
| 9 | Assessment is done in a variety of ways e.g., quizzing, questioning, presentations, podcasts, videos | | | | |
| 10 | Exam access arrangements are put in place for internal and external examinations | | | | |

**Appendix 2: Teaching and Learning Observation Checklist**

| Features of Exceptional Teaching & Learning at Woodlane High School | E | SS | ES | NA | UI |
|---|---|---|---|---|---|
| ***Teaching*** | | | | | |
| Teaching **is sequenced** so that **new knowledge** and **skills build** on what has been taught before and pupils can work towards **clearly defined learning objectives**. | | | | | |
| Teaching is **evidence based**. Teaching allows pupils to transfer **key knowledge** to **long-term memory,** appropriate to their stage of development. | | | | | |
| **Reasonable adjustments** and **adaptations** are made for individual pupils, e.g. assistive technology, modified materials, seating arrangements, behaviour support etc. with **long-term success** in mind. | | | | | |
| Teaching is **well planned** and **structured**, including a starter, main teaching, task and plenary section, the specific lesson structure is visually recorded on the board. | | | | | |
| Teachers demonstrate **expert knowledge** and a shared understanding of the **wider school curriculum**. | | | | | |
| Teachers present **information clearly**, **promote discussion** (pupil talk), **extended responses** (verbally and in writing) and **check pupils' understanding systematically**. | | | | | |
| Teachers identify **misunderstandings** and **adapt teaching** as necessary to correct these. Any **gaps** in pupils' knowledge and skills are **identified and tackled** quickly. | | | | | |
| Teaching is **multi-sensory** (visual, auditory and kinaesthetic), there is a high proportion of **visual** and **kinaesthetic** activities. | | | | | |
| Teaching is **differentiated** and **personalised** to the ability and special educational needs of the individual pupil. | | | | | |
| Teaching is **well resourced**, using targeted **scaffolded resources and materials** which are **Dyslexia Friendly**, including **differentiated/challenging homework.** | | | | | |
| Teaching and support incorporate a variety of **verbal and visual SALT strategies**, e.g. Makaton, Communicate in Print, mind maps, declarative language, aided language boards, levelled questioning, adequate thinking time and an appropriate level of teacher talk etc. | | | | | |
| Staff provide **consistent behaviour management**, using reward and sanction. | | | | | |
| Teachers and TAs provide **regular verbal and written feedback**, as a result they: set SMART targets; recap prior learning; regularly and systematically check for understanding etc. | | | | | |
| Tasks and activities are **stimulating, engaging and exciting,** while being **appropriately challenging**. | | | | | |
| Staff are **friendly, interactive and supportive** and the **classroom environment is welcoming**. The **wellbeing** of pupils is considered at every stage. | | | | | |
| **TAs are clearly directed by teachers** to enable them to provide the appropriate support and challenge to pupils, while **developing** pupil **independence** over time. | | | | | |
| ***Learning*** | | | | | |
| **All** pupils make **substantial progress** from their **individual starting points** in the lesson, developing their skills, knowledge and understanding. | | | | | |
| **Substantial** and **sustained progress** is evident in **all** pupil books/folders over time. | | | | | |
| **All** pupils **display positive behaviour, attention and listening skills,** appropriate to their stage of development. | | | | | |
| **All** pupils are **enthusiastic to learn** and demonstrate **resilience to failure,** appropriate to their stage of development. | | | | | |
| **All** pupils make a **positive contribution** to the lesson e.g. responding to questions, asking questions, completing the set tasks/activities etc. appropriate to their stage of development. | | | | | |

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| Comments on pupil progress: |
| --- |
| |
| **Comments on how the teacher shares their learning and best practice, both internally and externally:** |
| |
| **Previous observation points for improvement:** |
| |
| **Areas for improvement:** |
| |
| **Teacher comments:** |
| |

**Appendix 3: TA/Apprentice Practice Observation Checklist**

| Features of Exceptional TA & Apprentice Support at Woodlane High School | E | SS | ES | NA | UI |
|---|---|---|---|---|---|
| ***Relationships and Communication*** | | | | | |
| The Teaching Assistant and Teacher **demonstrate effective communication** in the classroom to enable Teaching Assistants to provide appropriate **support** and **challenge** to pupils whilst **developing independence** over time. | | | | | |
| The Teaching Assistant is **friendly, interactive and supportive** setting a positive tone for the lesson, ensuring the classroom environment is welcoming and engaging. The wellbeing of pupils is considered at every stage. | | | | | |
| ***Supporting Pupil Understanding*** | | | | | |
| During 'Teacher Talk', the Teaching Assistant supports pupil(s) as required**, models good listening skills** and **uses a range of strategies** to support pupil knowledge retention, e.g. a Mind Maps, lists, notes etc. | | | | | |
| The Teaching Assistant encourages **pupil participation** in 1:1/class discussion and **check pupils' understanding systematically** throughout the lesson. | | | | | |
| **Reasonable adjustments** and **adaptations** are made to provide individual pupil support, e.g. assistive technology, modified materials such as enlarging work, behaviour support etc. | | | | | |
| During learning tasks/activities the Teaching Assistant **utilises a variety of appropriate strategies to check understanding and promote discussion**. This may include personalised or more generalised strategies including:<br>– Visual checks on pupil progress.<br>– Rephrasing information provided by the teacher.<br>– Using a task planner to schedule steps and plan learning.<br>– Visual prompts on a pupil's desk.<br>– Verbal & Visual SALT strategies, e.g. Makaton, Communicate in Print, mind maps, declarative language, aided language boards, levelled questioning etc.<br>– Providing adequate thinking time.<br>– Adapting work within the lesson (or prior), e.g. chunking – separating longer tasks into smaller manageable steps etc. | | | | | |
| **Literacy support is provided** that helps pupils decode information and encourages reading. Support does not provide pupils with the answer directly but prompts them to recall or discover an answer. Literacy support should be directed by the Class Teacher and may take the form of:<br>– Word banks or sound mats.<br>– Strategies and resources to prompt discussion<br>– Reading assistance, phonics support or sentence starters.<br>– Scribing for the child where this is requested/necessary due to their needs.<br>– Appropriate SALT resources specific to the needs of each child etc. | | | | | |
| ***Ensuring High Levels of Progress*** | | | | | |
| The Teaching Assistant understands pupil starting points and **recognises who may need more support or challenge.**<br>**Prior knowledge is checked enabling pupils to acquire new knowledge,** and **skills build** on what has been taught before to work towards the **learning objectives**. | | | | | |
| **Questioning is used regularly** to ensure pupils have made the progress expected. | | | | | |
| **Verbal or written feedback given is effective** and ensures pupils make progress independent of the Teaching Assistant's presence, e.g. SMART targets are set and these are returned to 5 minutes into a task to check progress. | | | | | |
| **Challenge is used effectively** throughout the lesson and pupils are not left waiting for opportunities to develop their skills further, e.g. encouraged to produce **extended responses** (verbally and in writing). | | | | | |

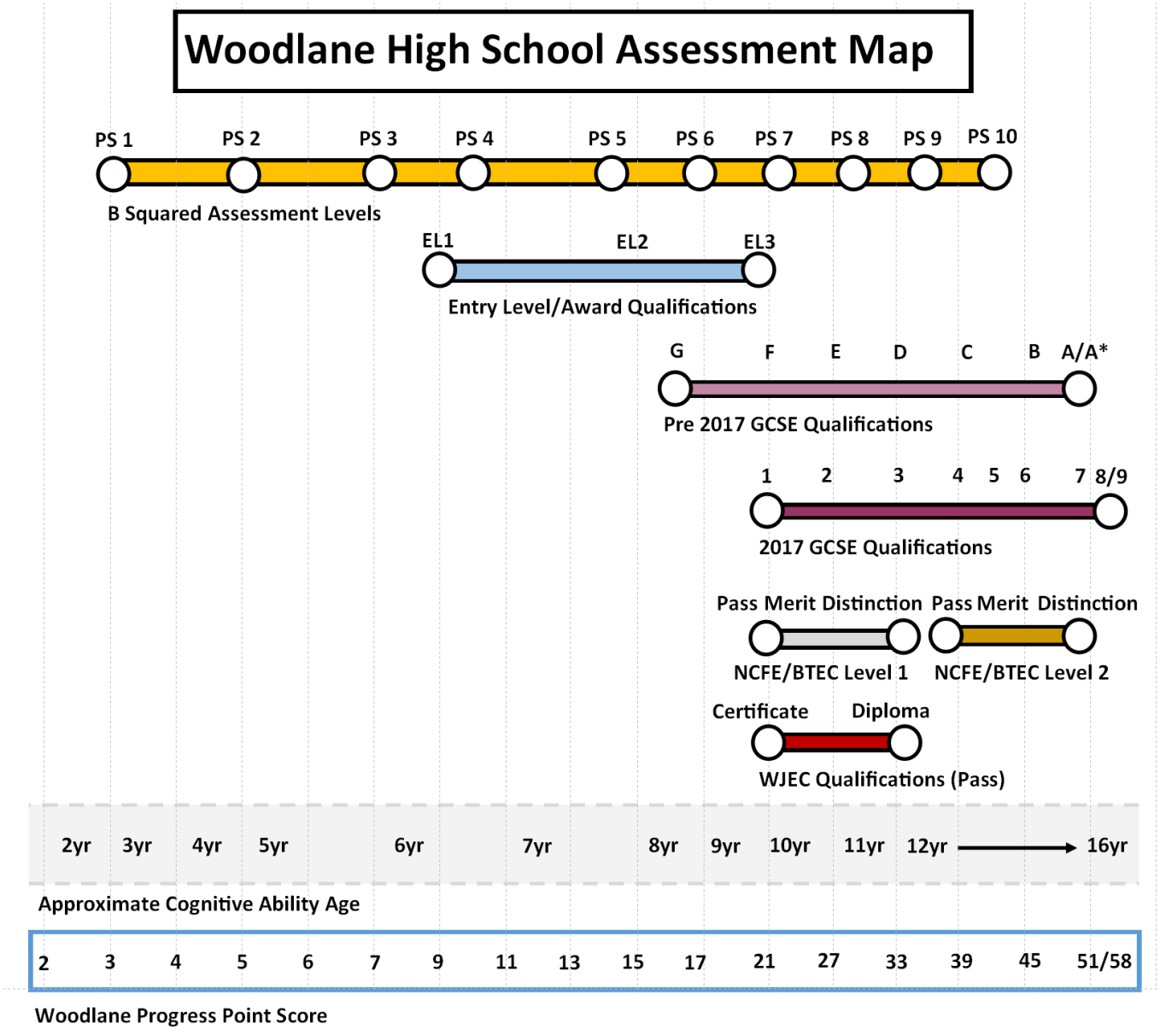
| | | | | | | |
|---|---|---|---|---|---|---|
| Pupil **progress is checked** at the end of the lesson to consolidate. Reference to learning objectives are made. | | | | | | |
| **Misconceptions are addressed** with pupils and support is adapted to correct these. | | | | | | |
| **Unexpected behaviour is dealt with proportionately** by the Teaching Assistant (under the Class Teacher's guidance) and appropriate strategies are used. These may include:<br>– If appropriate, poor behaviour is addressed calmly and quietly in the classroom in the first instance.<br>– Pupils are offered appropriate sensory or regulatory strategies by the Teaching Assistant within the classroom as early intervention.<br>– Where necessary, and in collaboration with the Class Teacher, warnings are issued.<br>– Where necessary to avoid class disruption, timeout (or similar) is offered and supported by the Teaching Assistant. A pupil leaving the classroom is always discussed with the Class Teacher.<br>– Where behaviour is seen to escalate, swift decisions are made based on class expectations. The class are not overly disrupted by the behaviour of others etc. | | | | | | |
| All pupils make **substantial progress** from their individual starting points (relevant to the pupils targeted). | | | | | | |

| **Comments on progress and support:** |
|---|
| Relationships & Communication:<br><br>Supporting Pupil Understanding:<br><br>Ensuring High Levels of Progress: |

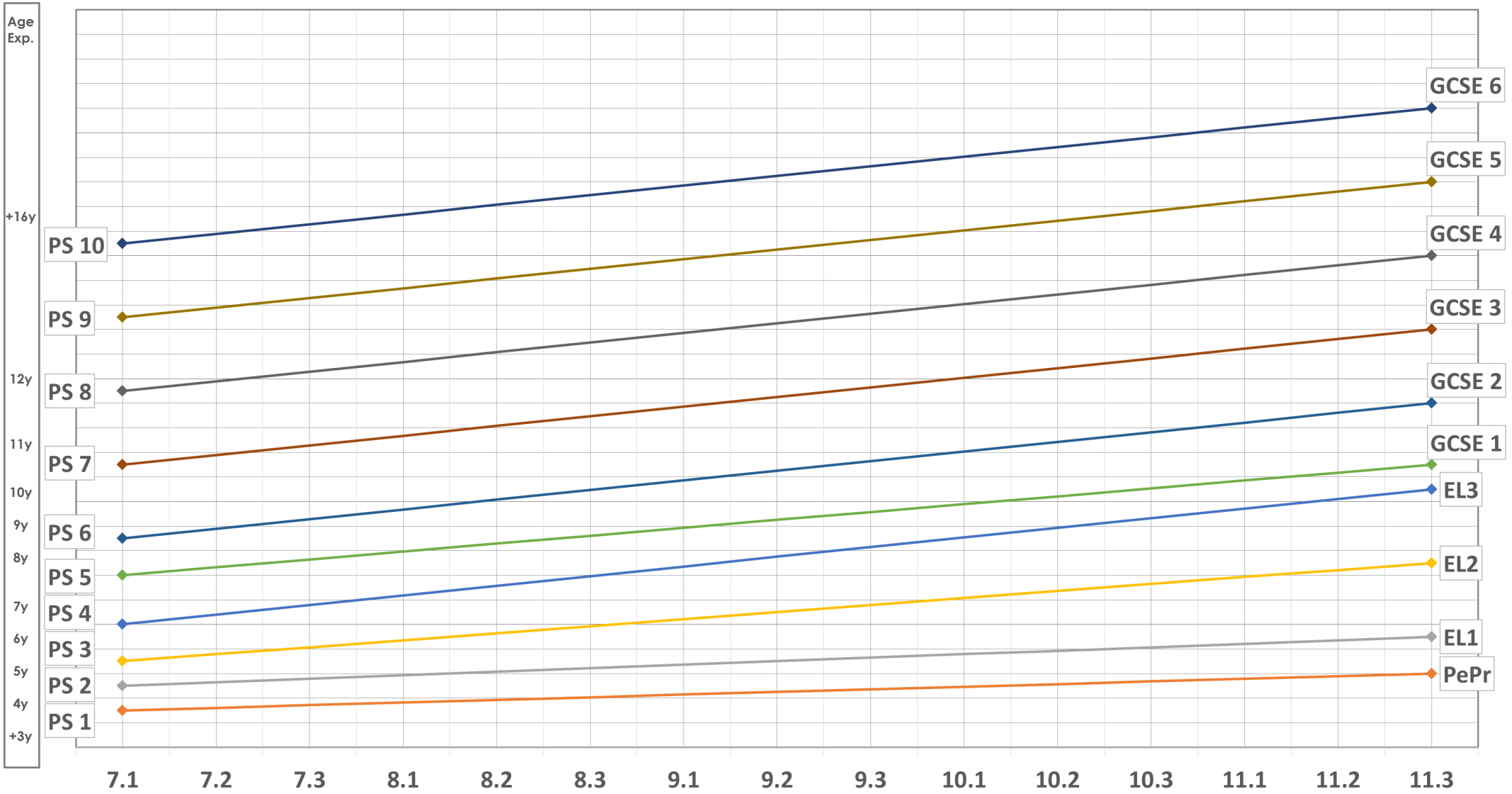
| **Previous observation points for improvement:** |
|---|
| Supporting Pupil Understanding:<br><br>Ensuring High Levels of Progress: |

| **Areas for improvement:** | |
|---|---|
| Relationships & Communication:<br><br>Supporting Pupil Understanding:<br><br>Ensuring High Levels of Progress: | |

**Appendix 4: Assessment Expectations – Qualifications Map**



**Appendix 5: Assessment Expectations – Flight Path**

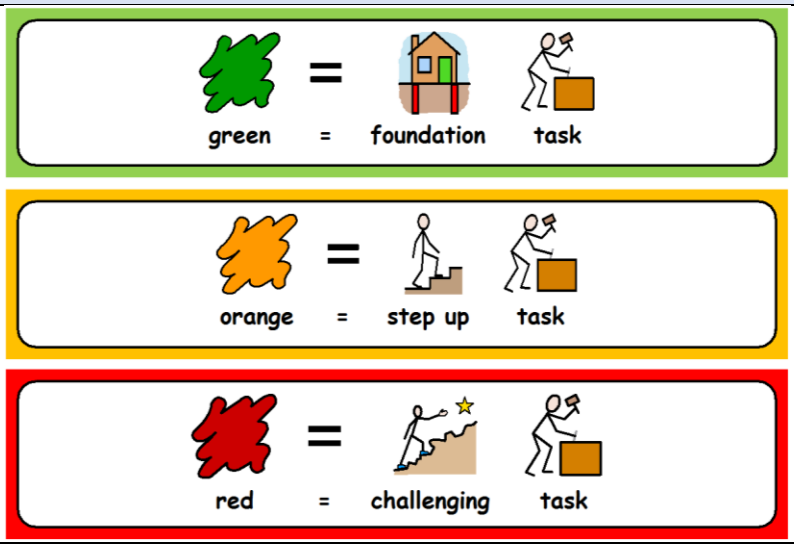


**Appendix 6: Woodlane Homework Template**

Woodlane High School
achieving success in a nurturing environment

homework

| Homework Title: | | |
|---|---|---|
| Subject: | Year: | Date due: |
| Learning Objective: | | |




| Tasks: (What should I do?) |
|---|

1. Instructions for a task that all learners can access.

2. Instructions for a more challenging task, that most learners can access.

3. Instructions for a more challenging task that some pupils can access, to extend their learning.

**Pupils/Parents may select the most appropriate level of support/challenge, pupils are not expected to complete all tasks.*

| Supporting Material: (Examples, Images, Sources, Key words, etc.) |
|---|
| |

| Teacher Marking: (How have I done?) |
| --- |
| What went well:<br><br>Area for improvement: |

**Appendix 7: Woodlane Marking Policy (Pupil Display)**

