St Louise's
Comprehensive College, Belfast
A Specialist College

LEARNING, TEACHING AND ASSESSMENT POLICY

Twelve Stages to Outstanding Practice in St Louise's

1 Teacher/Pupil Relationships	2 Classrooms for Learning	3 Positive Behaviour
4 Prayer	5 Beginning The Lesson	6 Activation of Learning
7 Demonstration of Learning	8 Effective Consolidation	9 Assessment for Learning in the Classroom
10 Development and Assessment of Knowledge	11 Quality Student Tracking	12 Use of Wider Achievement Data

"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos"

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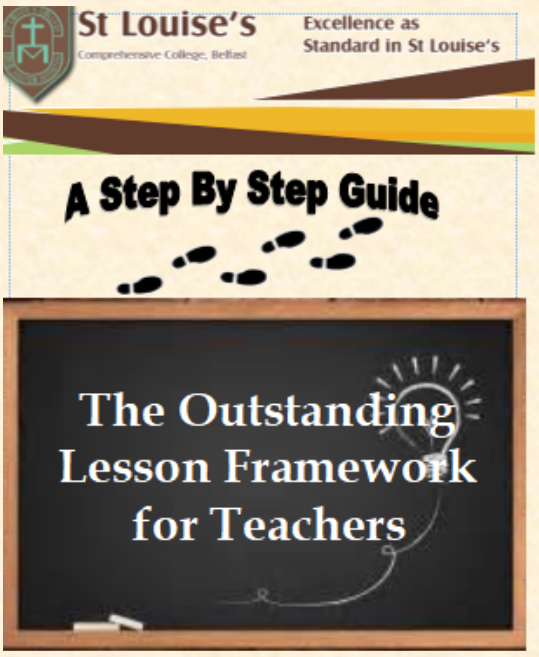
2017 -2018 heralded the implementation of three significant curriculum changes, firstly the move to a mixed attainment model in Year 8, secondly the introduction of Maths Mastery and thirdly the creation of the *Outstanding Lesson Framework*. Each initiative was supported with a programme of Teacher Professional Learning and a collaborative approach to curriculum planning in order to ensure a high quality experience for all learners providing challenge twinned support.

The creation of the Core Curriculum Team, whose membership included the Transition Co-ordinator, Assessment Co-ordinator, Literacy, Numeracy and E– Learning Co-ordinators, Head of Year 8, Pastoral and Curriculum Vice Principals and the Principal, provided support to curriculum leaders and subject teachers through the sharing of good practice and an effective TPL programme.

The introduction of Maths Mastery curriculum allowed students to explore mathematical ideas in greater depth. The emphasis in Year 8 was to ensure that every student had a strong understanding of the basic mathematical concepts, creating a solid bank for students to utilise throughout their mathematical journey to GCSE and beyond. Lessons and learning activities were structured to support and stretch students, while challenging their mathematical thinking at all stages.

The Learning, Teaching and Assessment Policy must be used in conjunction with *The Outstanding Lesson Framework* developed by the Core Curriculum Team
In Term 1 2017 and principles of Mastery:

- √ Appropriate level of challenge, with high expectations for all learners.
- √ A curriculum which focused on depth rather than breath, with clear progression.
- √ Opportunities to engage in problem solving and enquiry based activities.
- √ Opportunities to allow for the development of language and oracy.



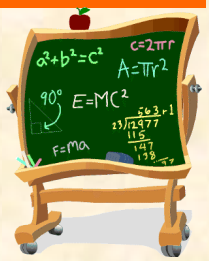
Preconditions for Outstanding Classroom

STAGE 1 TEACHER/PUPIL RELATIONSHIPS

'In the best practice a very positive, purposeful atmosphere pervades all aspects of learning and behaviour within and outside the classroom'

- √ Smile! Remember Bart McGettrick's inspirational words regarding the smiling eyes of the teacher (August 2012);
- √ Use positive affirming language: change "I can't" to "I can" and use positive body language;
- √ Personal qualities: warm, caring, approachable, trustworthy, hardworking, enthusiastic, motivational, fair, sympathetic and firm;
- √ Be able to use an extensive repertoire of appropriate responses such as firm, gentle, humorous.
- √ Listen to pupils, show interest in them as individuals and value their opinions;
- √ Praise often, 'catch them being good';
- √ Communicate clearly and positively providing support to all pupils;
- √ Be sensitive to the needs of others;
- √ Create a positive climate at the beginning of each day/lesson;
- √ Communicate appropriately high behavioural and academic expectations to all students, not just high achievers;
- √ Make sure that you give all students chances to participate in class by:
  - increasing the amount of time you wait - 'wait time'
  - giving students hints and clues to help them succeed

STAGE 2 CLASSROOMS FOR LEARNING



Within all classrooms:

- √ there is clear subject identity in all rooms;
- √ vocabulary is displayed and forms a key component in the learning and teaching of the students; within the lesson routines there is clear evidence of use of key words;
- √ presentational displays and aids to learning e.g. AFL Aids, TSPC, Reading, Writing, Spelling, Positive Behaviour are evident in all rooms and are consistent;
- √ pupil work is displayed and rotated according to the curriculum;
- √ pupil 'ordinary work' is celebrated including Pupil of the Month, Golden Boards, Celebration Boards;
- √ seating arrangements are conducive to activity/task and needs of the students;
- √ an invitational environment is promoted which is well kept, litter and graffiti free; and
- √ students are coached to use different voices: partner voice, table voice (group voice) and classroom voice.

STAGE 3 POSITIVE BEHAVIOUR

'Pupils need to feel secure and have a sense of belonging and acceptance in order to behave appropriately'
(DENI, Building Capacity 2010)

3.1 Ground Rules and Rewards/Sanctions

- √ Negotiate ground rules with your class and remember to use positive terms and pupil friendly language;
- √ Use a reward system for motivating and rewarding positive behaviour; and
- √ Use an agreed system of consequences (sanctions) to limit and prevent misbehaviour.

3.2 Clear Activity Directions

- √ Coach pupils to follow the signal for attention (countdown, arm and hand signal, deliberate silence, a small bell, timer of IAWB...)
- √ Know the hot spots in your lessons and plan accordingly;
- √ Coach the pupils in terms of which voice is appropriate during the different activities in the lesson;
- √ Ensure that activity directions are clear. Use 'PRINT' to explain **P**urpose, **R**esources, **I**n and **O**ut of seat, **N**oise level (voice) and **T**ime (G. Moss 2002);
- √ Coach and reward good behaviour by focusing on the positive; and

Other helpful tips:

- √ Give attention to pupils displaying 'on-task' behaviour as opposed to highlighting inappropriate behaviour.
- √ Avoid waiting around for a student to change their behaviour immediately, they may need time and space to make a better choice.
- √ Prefacing requests with 'thank-you' has a marked effect on how the request is received.
- √ Getting down to students' eye-level is important when delivering praise or sanctions.
- √ Take time to build relationships with students. Find out about their interests or simply say 'hello'

STAGE 4 PRAYER

Praying at the beginning of class reflects the Catholic Vincentian ethos of St Louise's. "*.... the Catholic understanding of education ..... is rooted in the development of the human person from within. It is directed toward the growth of the whole person in the context of relationship with God in Jesus Christ.*"

Share the Good News – the National Catholic Directory in Ireland, Pg 44

- √ Teachers can identify opportunities that arise for prayer and lead pupils to pray at the beginning, during or at the end of the lesson.
- √ It is important that teachers select prayer experiences that are relevant to young people or individuals in the class –birthdays/beginnings, achievements/ successes, class spirit, bereavement etc ……
- √ Traditional resources include Psalms, The Our Father, Glory be to the Father, Hail Mary, The Angelus, Prayer to our Guardian Angel, St Louise pray for us, St Vincent pray for us etc.
- √ Informal prayers of praise e.g. 'For what is past-thanks! For what is to come – yes!'
- √ Dag Hammarskjold
- √ Contemplative prayer- silence and/or silent reflection on theme- eg birds singing outside.
- √ Creative –song, poetry, gestures, cartoon/picture from the Internet
- √ Teachers should be open to the involvement of young people prayer – spontaneous
- √ Prayer experience in school can encourage young people to recognise the need for prayer in their own lives

STAGE 5 BEGINNING THE LESSON

Connection Beginning the Lesson and Deriving Learning Intentions

Outstanding Classroom Practice

Beginning the Lesson

√ Stand at the door and greet pupils (where possible);
√ Be relaxed and visualise the lesson going well before you begin;
√ Provide a lesson starter that stimulates curiosity and open mindedness and prepare the brain for learning. These may be random or linked to the subject;
√ Connect to what is already known.
√ Encourage pupils to review what was learnt during the previous lesson;
√ Thought showering what pupils already know about a topic can be useful. This can be done individually or collaboratively in groups.

Learning Intentions

'A learning intention describes what pupils should know, understand or be able to do by the end of the lesson or series of lessons.'
(Learning Unlimited, 2004)

√ Teachers must be explicit about the focus and overall purpose of the lesson when sharing learning intentions.
√ Take care to ensure that the learning intention tells pupils what they should know, understand, or be able to do at the end of the lesson or a series of lessons.
√ Learning intentions should identify new learning and focus on thinking skills and personal capabilities and cross curricular skills.
√ Be selective - the most important (or the most difficult) new concepts or skills being taught are the most appropriate ones to display as learning intentions.
√ Make the learning intention clear and visible throughout the lesson in language that pupils can understand - this will help the pupils to focus on the learning more effectively.
√ Scaffold any activities towards that learning.
√ Revisit the learning intention throughout the activity/lesson.

STAGE 6 ACTIVATION OF LEARNING

Activation - Teacher Input

Teacher input and Pupil Engagement in New Learning

√ The teacher uses a variety of methods and strategies to input new information including the use of the technology;
√ The teacher presents questions relevant to the material before the extract is studied rather than after;
√ The teacher input is of appropriate duration. As a guide it is suggested that students can listen for a maximum of ten minutes;
√ The teacher encourages active engagement through the use of a variety of activities;
√ The teacher checks understanding at various points through the use of a variety of questions to elicit responses at all levels, both orally and in written form;
√ The teacher ensures the development of the students' listening skills; and
√ The teacher moves around the room to ensure that pupils listen to your voice from different parts of the room.

STAGE 7 DEMONSTRATION

Demonstration of Learning

Success Criteria

'In the best practice students are actively involved in developing effective success criteria before the task/activity commences; success criteria is referred to throughout the lesson/task and used for group/peer and self evaluation'
(OTSTED, Outstanding lessons 2010)

√ Initially provide the pupils with success criteria, explicitly modelling how you generate them (temporary phase).
√ Include vital elements visibly or pictorially throughout a lesson (or sequence of lessons) to help focus pupils' attention on them more effectively.
√ Think about when in the lesson to introduce success criteria for best effect. This usually involves discussing them:
  ⇒ immediately before commencing the learning activity;
  ⇒ after teaching the new concepts and/or skills; and
  ⇒ after briefing the children about the activity.
√ Refer to the Success Criteria during the lesson.
√ Provide pupils with the opportunity to develop their thinking skills and personal capabilities.
√ By including success criteria - lessen the pupils' reliance on the teacher as well as providing criteria that both teacher and pupils can use later in assessment.
√ Allow pupils to construct and negotiate their own success criteria.
√ Illustrate to the pupils what 'good' looks like through the use of exemplar materials;
√ Know what they are aiming for and take responsibility for achieving personal targets.

EFFECTIVE QUESTIONING

'Questions and questioning techniques influence pupils' achievement, attitudes and thinking skills. The level of the questions tends to obtain a similar level of answer. Achievement can improve if higher levels of questions are accompanied by wait time, redirection and probing techniques' (Muskingum.edu/questioning)

√ Students and staff must use a variety of questions to elicit responses at all levels. Refer to the Bloom's Framework
- Knowledge questions: describe which kind of pen you use…
- Application questions: what does this suggest to you?
- Analysis questions: what assumptions can be made from this?
- Synthesis questions: can you propose an alternative to…?
- Evaluative questions: which is more important: Daddy or chips?

√ Use higher order questions which avoid early closure;

√ Focus on quality rather than quantity of questions;

√ Allow thinking time, encourage time for reflection before answering, give pupils time to think, this is often called 'wait time' or 'thinking time'; *("Research suggests that teachers restrict their 'wait time' to 1-3 seconds. The problem is that this is only really gives students time to recall old learning, not to construct new learning. Allowing around five seconds of wait time means that you can ask more probing questions"* (Elements of Effective Practice, CCEA, 2010))

√ Repeat the question and rephrase if necessary;

√ Build on students' answers by prompting and accept all contributions as useful insights into how students are thinking;

√ Enthuse, challenge and motivate pupils by using effective questioning;

√ Ask students challenging questions which develop their thinking and communication skills;

√ Make questioning more focused to deepen understanding of new concepts;

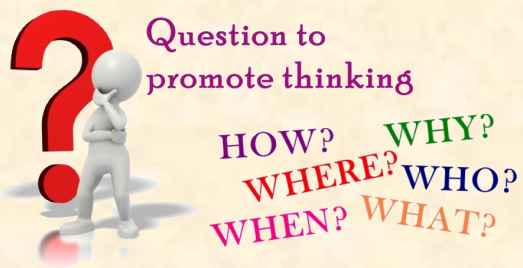
√ Try a 'no hands up' question round; *("Use 'no hands up' this is a great way to extend participation to the whole class during questioning, rather than having a few students answer most of the teacher's questions" (Elements of Effective Practice, CCEA, 2010))*

√ Encourage collaborative responses to questions (e.g. think-pair-share)

√ Prompt students to encourage extended responses;

√ Use games/stimulus to encourage pupils questions; and

√ Give students opportunities to ask relevant questions, explain their answers to their peers, think critically and creatively about what they have learned and to be able to explain what they have learned to their peers.



Demonstration of Learning - Thinking Skills and Personal Capabilities

Within the Thinking Skills and Personal Capabilities Framework it is essential that pupils learn how to learn by:

√ engaging students in active learning as opposed to passive learning;
√ developing a deeper understanding of topics rather than just simple recall;
√ creating a positive disposition to learning;
√ creating positive habits for learning; and
√ allowing pupils to evaluate their progress.

Managing Information

Pupils should be given the opportunity to discover how to:

√ ask focused questions;
√ plan and set goals and break a task into sub-tasks;
√ use their own and others' ideas to locate sources of information;
√ select, classify, compare and evaluate information;
√ select the most appropriate method for a task;
√ use a range of methods for collating, recording and representing information; and
√ communicate with a sense of audience and purpose.

Thinking, Problem-Solving and Decision-Making

The purpose of this strand is to engage your pupils in active learning so that they can go beyond the mere recall of factual information and the routine application of procedures.

Pupils should be given the opportunity to discover how to:

√ sequence, order, classify, and make comparisons;
√ make predictions, examine evidence, and distinguish fact from opinion;
√ make links between cause and effect;
√ justify methods, opinions and conclusions;
√ generate possible solutions, try out alternative approaches, and evaluate outcomes;
√ examine options and weigh up pros and cons;
√ use different types of questions; and
√ make connections between learning in different contexts.

"Thinking skills are tools that help pupils go beyond the mere acquisition of knowledge in order to deepen their understanding apply new ideas, generate new possibilities and make decisions as well as to plan, monitor, and evaluate progress".

Being Creative

The purpose of this strand is to encourage your pupils' personal responses. Curiosity, exploration, experimentation and invention are important elements of being creative and should be integrated into learning across the curriculum along with the development of knowledge and understanding.

Pupils should be given the opportunity to discover how to:

√ seek out questions to explore and problems to solve;
√ experiment with ideas and questions;
√ make new connections between ideas/information;
√ learn from and value other people's ideas;
√ make ideas real by experimenting with different designs, actions, and outcomes;
√ challenge the routine method;
√ value the unexpected or surprising;
√ see opportunities in mistakes and failures; and
√ take risks for learning.

Working with Others

This strand enables your pupils to engage in collaborative activities and to make the most of their learning when working with others. To do this, pupils must develop the confidence and willingness to join in, have the social skills required for working in face-to-face groups, show empathy, and develop a more general social perspective. They must also appreciate some of the aspects of group dynamics and the roles that can be assumed in groups.

Pupils should be given the opportunity to discover how to:

√ listen actively and share opinions;
√ develop routines of turn-taking, sharing and cooperating;
√ give and respond to feedback;
√ understand how actions and words affect others;
√ adapt their behaviour/language to suit different people & situations;
√ take personal responsibility for work with others & evaluate their own
√ make a presentation to the group;
√ assume a group role e.g. recorder, facilitator, reporter, resource officer etc;
√ be fair;
√ respect the views and opinions of others and reach agreements using
√ negotiation and compromise; and
√ suggest ways of improving their approach to working collaboratively.

Self-Management

The Self-Management strand helps your pupils become more self-directed, so that they can manage their learning in new situations and in the longer term. To do this, they need to become knowledgeable about themselves as pupils, be more aware of their personal strengths and weaknesses, consider how they feel about learning, and identify their interests and their limitations.

To help foster your pupils' self-management skills, you should help them discover how to:

√ be aware of their personal strengths, limitations and interests;
√ set personal targets and review them;
√ manage their behaviour in a range of situations;
√ organise and plan how to go about a task;
√ focus, sustain attention and persist with tasks;
√ review learning and some aspect that might be improved;
√ learn ways to manage their own time;
√ seek advice when necessary; and
√ compare their own approach with others' and in different contexts.

Development of Cross Curricular Skills

√ Opportunities should be given to develop Using Communication, Using Mathematics and Using ICT (for an overview - see Literacy and Numeracy Development Section)

Peer and Self-Assessment

√ Ensure that task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance;
√ Ensure that it is a process which is simple, engaging and non-threatening;
√ Must be quick and easy to measure outcomes;
√ Should allow pupils to work with exemplars and mark schemes/assessment criteria; and
√ Should allow pupils identify improvement areas and set targets for improvement.

The promotion of peer and self-assessment as an intrinsic part of the learning process should:

√ actively involve students in deciding how best to assess their knowledge, understanding and skills;
√ actively involve students in developing assessment criteria;
√ ensure pupils understand the criteria for quality work so that they can make judgements about their own and others' work;
√ support students to acknowledge their strengths and weaknesses and assume greater responsibility for their own learning;
√ encourage students to ask meaningful questions about the quality of their own and others' work; and
√ provide timely feedback to students about their learning.

In order to assist pupils in setting targets to improve their learning, teachers should:

√ define and display good work so that students understand what they are aiming to achieve;
√ show exemplars of good work and expected standards;
√ engage students in critiquing the exemplars to draw out criteria;
√ encourage self reflection by allowing students time to respond to the feedback;
√ clearly illustrate examples of learning targets that pupils can model;
√ encourage students to set realistic, time limited learning targets;
√ encourage students to record, monitor and regularly review their learning targets and progress; and
√ work with students to discuss and review their targets

STAGE 8 EFFECTIVE CONSOLIDATION

Ending the Lesson
Effective Consolidation - Plenary

Teachers will …

√ review learning as appropriate within the lesson (include pauses);
√ allocate time for a consolidation activity – use a reminder tool to facilitate this process;
√ utilise a "signal" for pupils that "reflecting on learning" has begun – perhaps one signal for reflection and another for a more active consolidation activity;
√ recap on learning intentions and success criteria as appropriate (a checklist for pupils to visualise their own success through the identification of what they can now do);
√ incorporate activities that provide opportunities to give praise;
√ utilise AfL peer and self evaluation strategies to help children identify what new learning they have acquired or what they can now do better and how they have got there (Metacognition and bridging);
√ encourage pupils to identify what they are good at and what learning they are still struggling with by utilising strategies such as traffic lights, thumbs up, etc; and
√ respond to this feedback by allocating time for follow up activities such as "Think-Pair-Share" or "Teach Me".

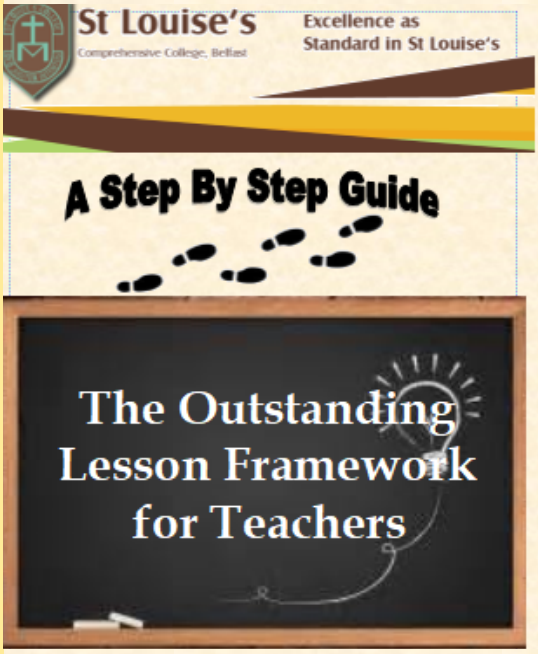
Pupils will ...

√ understand the learning intentions, success criteria and where they fit into their learning – what they will learn/what they have learned, how they can learn/learnt, what helps them succeed and why they are learning/have learnt something;
√ respond appropriately to teacher signals for "review" activities;
√ settle for a period of reflection on their learning – engage appropriately with key questions;
√ participate in "active learning" consolidation activities allowing them to "try" using their new knowledge, identify pitfalls, strengths and how to improve;
√ be more confident, have a positive outlook about new learning, have enhanced self esteem
√ be able to identify what they can now do and link it to their outcome;
√ be able to identify what good looks like, how to make improvements, offer constructive feedback in an appropriate way to peers;
√ share learning strategies;
√ teach each other giving clear pupil friendly explanations on alternative strategies for improvement;
√ value constructive feedback and identify how to improve;
√ try new strategies for learning;
√ understand the value of mistakes as a learning opportunity for future success;

√ be honest about what they are confident with;
√ be honest about what they are less comfortable with;
√ positively value the support provided via consolidation activities; and
√ improve their work.

BY THE END OF THE LESSON PUPILS WILL BE AWARE OF THEIR 'STEPPED' OR OVERALL LEARNING OPPORTUNITY AND WILL RECORD IT IN THEIR PLANNER.

The Learning, Teaching and Assessment Policy must be used in conjunction with *The Outstanding Lesson Framework* developed by the Core Curriculum Team In Term 1 2017.



STAGE 9 ASSESSMENT FOR LEARNING
through Effective Pedagogy

DEFINING ASSESSMENT

Assessment is a general term covering all the methods used to appraise the performance of students. This encompasses formative, diagnostic, summative and evaluative assessment:

Assessment is:

- Derived from a Latin word 'assidere' meaning to 'sit alongside';
- An integral part of the process of learning and teaching and needs to be planned with the same care and precision;
- Making informed judgements about students' achievements and progress;
- Highlighting students' positive achievements;
- Ongoing and can take place on any occasion when students express themselves, intentionally or otherwise in relation to learning objectives;
- Based on what students know, understand and can do;
- A means of monitoring continuity and progression in students' achievements as well as evaluating their curriculum;
- A subtle art not an exact science.

PURPOSE OF ASSESSMENT

- ***Diagnostic*:** To identify strengths and areas for improvement and to inform next steps;
- ***Formative*:** To use assessment information to make specific improvements in learning. Formative assessment supports learning though identifying difficulties, providing feed back and diagnosing future learning priorities;
- ***Summative*:** To acknowledge, record and report students' overall performance and achievement at a point in time e.g. external examinations, internal examinations, end of unit tests;
- ***Evaluative***: To inform curriculum planning and to provide information for monitoring and accountability.

Assessment activities in St Louise's will strive to reflect the following principles:

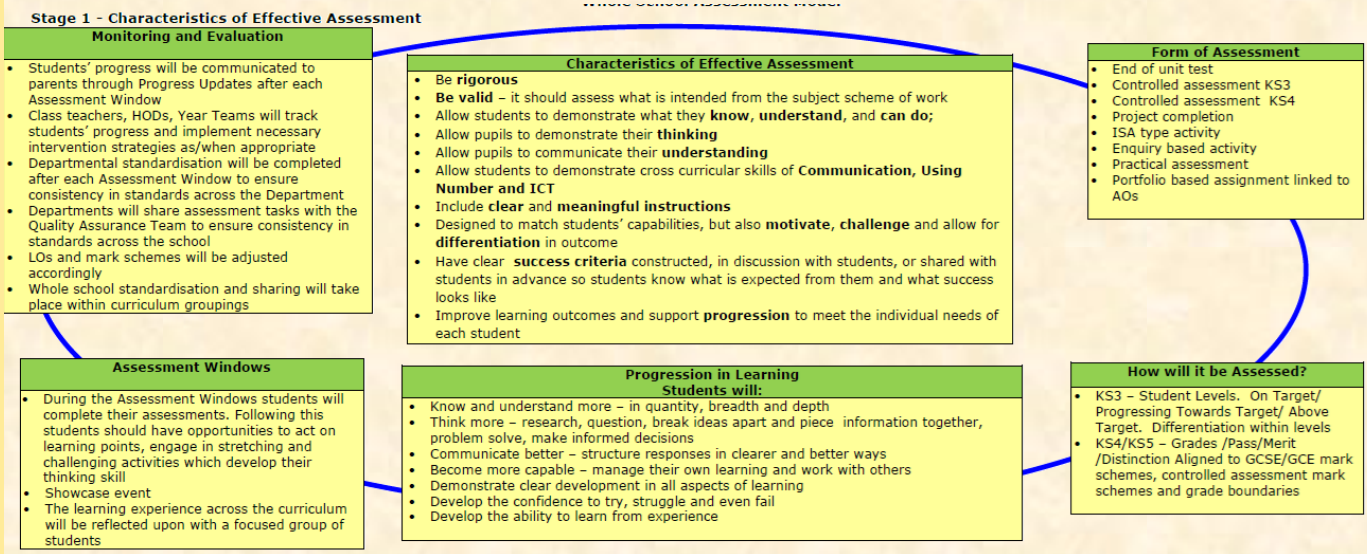
- To make assessment an integral part of learning and teaching
- To use assessment to support learning
- To engage students in the learning process through the sharing of learning intentions
- To encourage and use open questioning
- To encourage peer and self-assessment
- To give constructive feedback and encourage action for improvement
- To use summative assessment formatively

STAGE 10 Development and Assessment of Knowledge, *Understanding and skills*

Assessment for and of Learning

The Whole School Assessment Model is developed around the following quality indicators and focuses on; on-going formative assessment which enables students to consolidate, to reflect on and to improve their learning. The assessment model is made up of three cycles at Key Stage 3 and two cycles at Key Stage 4 and Post 16. The learning opportunities include high quality stepped Learning Opportunities and overall Learning Opportunities which are ***levelled*** at Key Stage 3 and ***graded*** at Key Stage 4 and Post 16. Parents receive Progress Updates three times per year at Key Stage 3 and twice yearly at Key Stage 4 and Post 16.

WHOLE SCHOOL ASSESSMENT MODEL YEAR 9– POST 16



Within each unit all Home Learning / SLOs should take various forms and be key steps in the learning process. Home Learning / SLOs must be fully integrated in the planning, teaching, learning and assessment process.

Overview of Assessment

	Cycle 1	Cycle 2	Cycle 3	June Summative Exam
KS3	2	1	1	✓
Year 11	2	1	1	✓
Year 12 /Post 16	2	2		

OVERVIEW OF MARKING REQUIRE-

Stage 3, Key Stage 4 and Post 16 Requirements Overview

Key Stage 3	Home Learning SLOs			Standardised Assessment	Tracking and Reporting	Year 11	Home Learning SLOs	Standardised Assessment	Tracking and Reporting	Year 12 Post 16	Home Learning SLOs	Standardised Assessment	Tracking and Reporting
	3hr	2hr	1hr										
Term 1	9	6	5	2	All outcomes to be recorded on SIMS at the end of the each Assessment Window (Year 10 Comments in December)	Term 1	9	2	All outcomes to be recorded on SIMS at the end of the each Assessment Window Comment based Reports December 2015 (Mock Examinations to take place in December)	Term 1	9	2	All outcomes to be recorded on SIMS at the end of the each Assessment Window Comment based Reports December 2015 (Mock Examinations to take place in December)
Term 2	6	4	3	1		Term 2	6	1		Term 2	6	2 (1 assessment to be undertaken prior to mid-term)	
Term 3	8	5/6	4	1		Term 3	8	1		* Easter Mock on Assessment Manager Optional			
End of Year	Summative Examination Comment based Reports June 2016 for Years 8 and 9					End of Year	Summative Examination						

Home Learning every night

- ✓ 3 hours per week - 1 teacher marked per week (KS4 – 3 hours an Post 16 – 5 hours)
- ✓ 2 hours per week - 2 teacher marked per three weeks
- ✓ 1 hour per week - 1 teacher marked per fortnight

Level Descriptors and Mark Schemes

All Learning Opportunities should have an accompanying mark scheme which assesses the development of knowledge, understanding, thinking skills, and where appropriate cross-curricular skills and personal capabilities.

Thinking Skills Progression

Development of Thinking Skills	Year 8 Level 2, 3C Year 9 Level 3C - 3A Year 10 Level 3C - 4A KS4 5A*-C	Year 8 Level 3B - 4C Year 9 Level 4C - 5B Year 10 Level 4A - 5A KS4 5A*-C including English and Maths	Year 8 Level 4C – 5A Year 9 Level 5A - 6A Year 10 Level 6—7 KS4 7A*-B / 7A*-C including Eng & Maths

Thinking Skills		Stage 1 Acquiring	Stage 2 Developing	Stage 3 Well Developed
Managing Information	Questioning & Planning	Identify where and how to find answers. Formulating questions. Ask questions.	Ask a range of questions, plan how to find answers and how to record findings. Ask focused questions. Use specific, telling questions to structure inquiry.	Plan effectively to gather and present information in a coherent way. Ask focused questions using subject/specialised vocabulary. Developing the ability to plan investigations so as to explore those questions further.
	Finding and Selecting Sources	Locate sources and begin to select/reject them, as appropriate. Identify where to find answers, potential sources of information such as books, periodicals, internet sites	Compare sources, making reasoned decisions about which are most appropriate or useful. Obtain responses and use supplementary inquiries to refine findings and consider the value of sources identified. Collect and evaluate information at first-hand.	Evaluate the appropriateness of a source, taking into consideration the intention of the writer/limitations of source. Draw conclusions based on the quality of responses and information obtained. Developing the facility to consider the reliability, objectivity and currency of available sources.
	Grouping, Sorting and Evaluating	Summarise information that is needed from a single source. Summarise or extract information from a given source. Rearranging and re-combining information.	Compare and categorise points from different sources. Compare and contrast a range of sources. Generate new versions, using own categories and justifying decisions when considering the meaning of information.	Evaluate information from a range of sources and synthesize it effectively. Construct meaning by combining information acquired from a range of sources. Draw conclusions. Developing sensitivity when matching constructed meanings to audience and purpose.
	Recording and Adapting Information	Show awareness of audience and purpose. Keep accurate records of information and sources. Critically evaluating information.	Make reasoned decisions about how/why detail should be recorded or adapted in a specific way. Adapt recording and presentation of information to suit specific audiences and purposes. Consolidating information collected from a range of sources.	Evaluate the effectiveness of the ways in which information has been adapted or recorded. Process recorded information so as to communicate meaning and make it available to specific audiences and purposes. Developing an awareness of how to present conclusions taking account of audience and purpose.
Thinking, Problem-Solving and Decision-Making	Seeing Relationships and Patterns	Recognise and describe elements and the patterns and relationships between them. Discern common characteristics. See patterns.	Explain and use factors which create patterns, comparing and contrasting, as appropriate. Give reasons for interpretation offered. Analyse and explain the reasons for the existence of those patterns.	Evaluate how different factors within a relationship affect each other Recognise, interpret and explain complex interrelationships. Seek connections and explanations.
	Developing a Line of Reasoning	Offer ideas and give reasons to support them State opinions and ideas. Gives unsupported opinions.	Use specific information to support an argument. Construct an argument and support with evidence. Makes a reasoned argument and recognises the existence of alternatives.	Anticipate counter-arguments and prepare a defence against them, challenge assumptions and draw conclusions. Considers and take accounts of alternative opinions. Weighs and assesses reasons, building complex conceptualisations.
	Examining Evidence	Question evidence and its reliability. Treat unverified information as conditional. Questions evidence.	Analyse texts, exploring different interpretations and use textual evidence to illustrate points. Apply appropriate standards in different circumstances. Searches for reliability, developing the habit of seeking verification for theories and conclusions.	Evaluate the extent to which a writer's intentions have been achieved, using detailed textual reference. Knows that superficially convincing evidence can be unreliable. Applies informed scepticism in weighing evidence.
	Analysing Multiple Perspectives	Show awareness of another perspective. Appreciate alternative views are possible. Sees other viewpoints.	Show understanding of other perspectives, explaining why they are held and how they are conveyed. Consider alternative viewpoints and differences of opinion. Gains an insight in to why they are held.	Develop their own point of view in the light of other perspectives and evaluate the effectiveness of methods used to convey perspective. Value the possibilities represented by alternative approaches. Considers alternatives and arrives at own conclusions.
	Making Decisions/Solving Problems	Clarify a problem or decision to be made and identify different options. Weigh alternatives. Developing a systematic approach to problem-solving.	Identify the pros and cons of each option, justifying choice. Explore possibilities, critically evaluating the feasibility of each. Generates a range of options when making decisions.	Anticipate less obvious consequences and evaluate decision taken in light of these. Make reasoned decisions, taking cognisance of consequences. Generates and evaluates a range of options when making decisions.

Increased complexity in terms of age and stage

Marking Grid

Assessment Focus:
Key Question /Activity:
Lead Skill:

Nature of Communication:
Personal Capabilities:

Knowledge and Understanding	Thinking Skills	Communication	Personal Capabilities (if applicable)

Increased complexity in terms of age and stage

).

Year 8 Pilot Assessment Model

Aims of Pilot Year 8 Assessment process was a model that:

- √ Is based on developing the key knowledge and skills required for success in KS4
- √ Allows students time to go deeper in terms of their learning in all subject areas
- √ Is based on the high expectations we set for students
- √ Is based heavily on formative feedback and allows all students to succeed – and so develops a growth mindset
- √ Incorporates periodic summative assessment to support this ongoing formative feedback
- √ Is simple and easy to understand – for staff, parents and students.
- √ Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects.

Process:

- √ Students are not assigned a target level – they are all expected to aspire to excellence – Growth Mindset.
- √ Rather than focusing on a pre-determined (and limiting) end point, we are focusing on their starting point and building from there.
- √ Assessment is based on progress made – so celebrates effort of all students, with different starting points.
- √ Our teachers, within their departments, set the standard of excellence expected – this reinforces our high standards.
- √ Students are not given feedback such as 'you're a 4a' – but focused on formative feedback that makes students think about how to develop their understanding.
- √ Teachers across all subjects will traffic light Yr. 8 pupils based on their performance in the assessment as compared to their expected progress according to CATs- Red, Amber, Green.
- √ This will prevent students being labelled in terms of assessment performance in mixed attainment classes, allowing all students at all attainment levels to achieve the same level of success relative to their personal starting point.

Threshold	Knowledge Threshold	Skills Threshold
Excellence 6-7	**Well-developed with implicit characterisation woven throughout:** Physical appearance, actions, interactions, implicit thoughts and feelings woven throughout the writing to shape character and atmosphere(TOADS) Varied and precise use of a wide range of language techniques to create an original character **Implicit aspects of setting** Varied and precise use of adjectives, adverbs, similes, alliteration, metaphors, senses and weather to vividly convey location and time to the reader Well-developed creation of atmosphere **Plot** Deliberately structured plot with events moved on by character. Exploitation of a variety of plot structures e.g. flash-back, cliff-hanger, to engage the reader **Language /Grammar features** Match style, tone and presentation to create an impact e.g. Complex and varied organisation exploiting full range of creative writing techniques: sophisticated adjectives, adverbs, similes, metaphors, alliteration, senses, direct address Use punctuation for effect e.g. Sophisticated elements such as semi-colons, colons, ellipsis, brackets, exclamation marks Range of connectives. Varied sentence structures, including longer compound sentences and a variety of complex sentences Communicate complex ideas and opinions in a sustained and developed way e.g. Original voice and point of view evident Make discriminating choices about language in order to create impact;	**Talk about, plan and edit work;** Questioning and planning in a sophisticated way Making discriminating choices communicating complex ideas Taking account of feedback and making specific and accurate improvements to spelling, punctuation, grammar and expression **Write with increasing accuracy and proficiency** Use a wide range of sentence structures to convey meaning Use a broad range of punctuation accurately and deliberately to achieve effects Use accurate spelling of a broad and varied range of vocabulary Apply all of the conventions of grammar accurately
Secure 5	**Developed with some implicit characterisation woven together:** Physical appearance, actions, interactions, some implicit thoughts and feelings revealed to shape character and atmosphere(TOADS) Varied and precise use of adjectives, adverbs similes, alliteration, metaphors to describe character **Implicit aspects of setting** Varied and precise use of adjectives, adverbs, similes, alliteration, metaphors, senses and weather to describe location and time.	**Talk about, plan and edit work;** Redraft to improve accuracy and meaning; Pupils are able to redraft their work, taking account of feedback and making improvements to spelling, punctuation, grammar and expression. Improvements to structure and content may also be evident. **Write with increasing accuracy and proficiency** Create sentence structures which help to convey meaning;

Assessment for and of Learning

MARKING POLICY

Assessment for and of Learning

WHOLE SCHOOL HOME LEARNING BOOKS / FOLDERS QUALITY INDICATORS

QI1: A wide variety of high quality stepped and overall learning opportunities;

QI2: At least **one** teacher marked high quality learning opportunity in home learning books on a weekly basis *(Refer Departmental Marking Policy – out line minimum number of tasks in each cycle for each year group);*

QI3: High quality formative feedback through identification of strengths and LPs on all pieces of teacher marked work;

QI4: Students responding to their LPs after each piece of work through completing their 'corrections' and following up their LPs with Action Points (APs); and

QI5: Adherence to the Presentation Guidelines outlined in Home Learning Planners

WHOLE SCHOOL CLASS WORK BOOKS / FOLDERS QUALITY INDICATORS

Student class work books will show evidence of the following:

- Adherence to the Presentation Guidelines outlined in Home Learning Planners;
- Insertion of Topic Models;
- A wide variety of opportunities for students to engage in AFL processes linked to the application of knowledge i.e. peer and self assessment; high order questioning; engagement with thinking diagrams, summary diagrams, note making, framed lists etc;
- Students recording learning intentions and success criteria on a regular basis;
- Development of literacy skills that attend to structure, sequence, clarity, expression, vocabulary, grammar and spelling (where applicable); and
- regular use of connection and consolidation strategies.

WHOLE SCHOOL LITERACY DEVELOPMENT CORRECTION POLICY

Sp	Spelling mistake – write out three times
Gr	Grammar mistake
Cap	Capital Letter
NP	New Paragraph required
RP	Rephrase

Learning Points – LPs must be clearly signposted on Student Work this is Whole School Policy

Learning Points – LPs will then become Action Points – Students Responding to their Learning Points

STAGE 11 Quality Student Tracking
Tracking Process KS3, KS4, Post 16

Assessment for and of Learning

On intake all Year 8 students complete a Cognitive Abilities Test which assesses a student's ability to reason with and manipulate different types of material through a series of verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a student's reasoning abilities, and as such the core abilities related to learning. The resulting data can then be used to identify a student's strengths, areas for improvement and learning preferences, providing accurate and reliable information that is essential for personalised learning. Student progress is tracked and monitored on an ongoing basis in line with the Whole School Assessment Model.

All Learning Opportunities are traffic lighted against students' CAT target level/grade and this information is shared with parents through termly progress updates and annual parent/ teacher meeting. Where a student is performing significantly and/or consistently below her target level/grade intervention strategies are implemented in liaison with class teacher, HOD, Year Team, Intervention Coordinator and SENCO.

STUDENT TRACKING ON SIMS

Students	SEN Status	SEN Need	IEP Target(s) Year 8	IEP Subject Target Art Year 8	IEP Target Art Review Year 8	Year 8 Reading Age Year 8	YR 8 Extended Writing Lev Year 8	extended writing	Art KS3 Min Target Level	Art KS3 Yr8 Target Level Year 8	Art A1 Year 8	Art A2 Year 8	Art AVG C1 Year 8	Art KS3 Target V C1 Year 8	Art A3 Year 8	Art AVG C2 Year 8	Art KS3 Target V C2 Year 8
						13.00	2		5A	3A	5	4	4	Abov	5	5	Abov
						11.02	2		5A	3A	5	4	4	Abov	5	5	Abov
	0	Cognitive and				13.00	2		5A	3A	5	4	4	Abov	4	4	Abov
						13.00	2		6C	4C	4	4	4	On T	4	4	on Ta
						11.02	2		5A	3A	6	5	5	Abov	5	5	Abov
						10.07	2		6C	4C	3	4	4	On T	4	4	on Ta
						10.05	2		6C	4C	4	4	4	On T	4	4	on Ta
	0					11.00	2		5A	3A	4	4	4	Abov	4	4	Abov
						13.00	2		6C	4C	5	5	5	Abov	5	5	Abov
						13.00	2		5A	3A	4	4	4	Abov	4	4	Abov
	0					13.00	2		6C	4C	4	4	4	On T	5	5	Abov
						11.00	2		6C	4C	4	4	4	On T	4	4	on Ta
						13.00	2		5A	3A	5	4	4	Abov	5	5	Abov
	0	Mild Learning				13.00	2		5A	3A	4	4	4	Abov	4	4	Abov

PROGRESS UPDATES

Subject	LO 1	LO 2	Cycle 1 AVG Level	Achievement	Teacher
Art 08A/Ar	5	4	4	Above Target	
Drama 08A/Dr	4	4	4	Above Target	
English 08A/En	4	5c	4	On Target	
French 08A/Fr	3a	3a	3	On Target	
Geography 08A/Gg	4	4	4	On Target	
History 08A/Hi	4	4b	4	Above Target	
Home Economics 08CA1/He	3	3a	3	On Target	
IT 08A/It	3	3	3	On Target	
Learning for Life & Work 08A/Lw	4	4	4	Above Target	
Maths 08A/Ma	4	5	4	On Target	
Music 08A/Mu	3c	3	3	On Target	
PE 08CA1/Pe	4c	Z	4	Above Target	
Religion 08A/Re	5	3	4	Above Target	
Science 08CA1/Sc	4	4	4	On Target	
Technology 08CA1/Tl	4	3	4	On Target	

Explanation of Descriptors

Achievement and Progress

Above Target – Your daughter is making excellent progress. If she maintains this work rate and commitment she is likely to exceed her target level. The target may be reset to a higher level.

On Target – Your daughter is making very good progress. She should continue to achieve her target level if she maintains her work rate and commitment.

Progressing towards target – Your daughter, at present, has not yet achieved her target. She will continue to be supported and monitored to help her achieve her target by the end of the year.

Level **0** indicates failure to hand in Learning Opportunity

Z indicates absence for Learning Opportunity

Attendance leads to Achievement

Below 90% - This level of attendance is of grave concern. Your daughter is at risk of not achieving her full potential. Immediate improvement is needed.

90-95% - This attendance is below the minimum required for success and will affect overall progress. Improvement is needed.

96-99% - This level of attendance is good. Your daughter should achieve her full potential. Please try to maintain or improve this good attendance record.

100% - This level of attendance is excellent. Your daughter is well on target to achieve her full potential. Please try and maintain this outstanding record.

All stage 3 students will complete Progress Tests in English and Progress Tests in Maths in September.

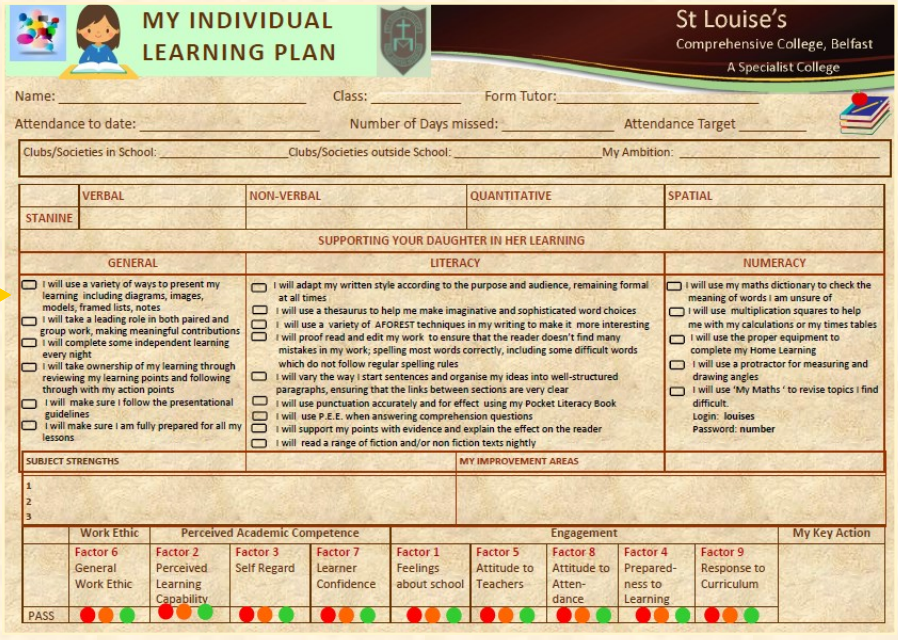
Progress Test in English identifies a student's attainment in reading and writing. Combined with data from CATS it provides a comprehensive overview of a student's reasoning ability, PTE provides teachers with additional insights into their student's learning. The test comprises of two themed reading comprehension passages (fiction and non-fiction) as well as spelling and grammar exercises. Student progress will be monitored and evaluated year on year by the class teacher, Head of English and Year Team Leader and the appropriate intervention strategies will be implemented.

Likewise, Progress Test in Maths (PTM), is a standardised assessment of student' Mathematical skills and knowledge including number, shape, data handling and algebra. This allows teachers to benchmark student's Maths knowledge, and measure their progress over time. PTM helps to identify those in need of additional help, as well as those who are particularly gifted and talent. Student progress will be monitored and evaluated year on year by the class teacher, Head of Maths and Year Team Leader and the appropriate intervention strategies will be implemented.

PERSONALISING LEARNING

All students evaluate their performance and set learning targets through the completion of Individual Learning Plans with the support and guidance of their form tutors.

KEY STAGE 3



MY INDIVIDUAL LEARNING PLAN

St Louise's Comprehensive College, Belfast
A Specialist College

Name: _____ Class: _____ Form Tutor: _____

Attendance to date: _____ Number of Days missed: _____ Attendance Target _____

Clubs/Societies in School: _____ Clubs/Societies outside School: _____ My Ambition: _____

	VERBAL	NON-VERBAL	QUANTITATIVE	SPATIAL
STANINE				

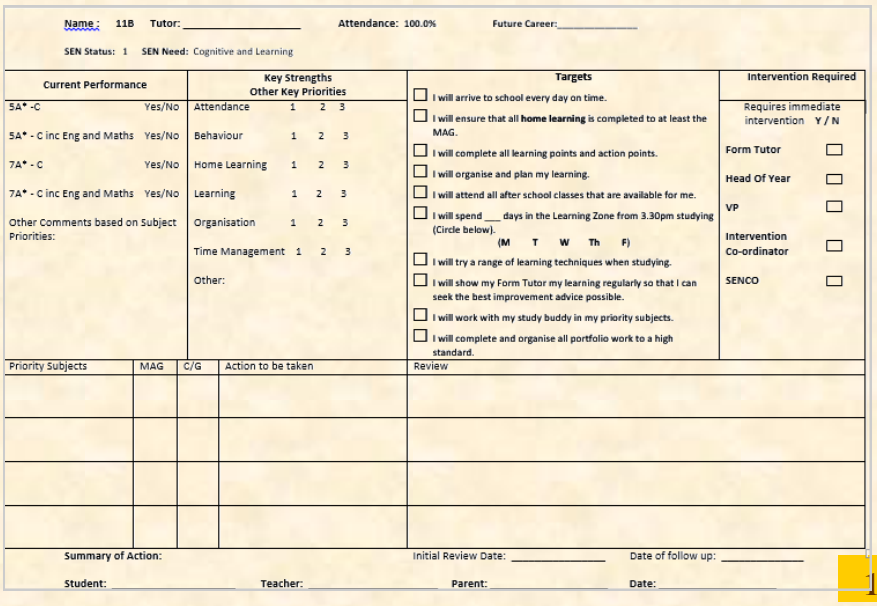
SUPPORTING YOUR DAUGHTER IN HER LEARNING

GENERAL	LITERACY	NUMERACY
☐ I will use a variety of ways to present my learning including diagrams, images, models, framed lists, notes ☐ I will take a leading role in both paired and group work, making meaningful contributions ☐ I will complete some independent learning every night ☐ I will take ownership of my learning through reviewing my learning points and following through with my action points ☐ I will make sure I follow the presentational guidelines ☐ I will make sure I am fully prepared for all my lessons	☐ I will adapt my written style according to the purpose and audience, remaining formal at all times ☐ I will use a thesaurus to help me make imaginative and sophisticated word choices ☐ I will use a variety of AFOREST techniques in my writing to make it more interesting ☐ I will proof read and edit my work to ensure that the reader doesn't find many mistakes in my work; spelling most words correctly, including some difficult words which do not follow regular spelling rules ☐ I will vary the way I start sentences and organise my ideas into well-structured paragraphs, ensuring that the links between sections are very clear ☐ I will use punctuation accurately and for effect using my Pocket Literacy Book ☐ I will use P.E.E. when answering comprehension questions ☐ I will support my points with evidence and explain the effect on the reader ☐ I will read a range of fiction and/or non fiction texts nightly	☐ I will use my maths dictionary to check the meaning of words I am unsure of ☐ I will use multiplication squares to help me with my calculations or my times tables ☐ I will use the proper equipment to complete my Home Learning ☐ I will use a protractor for measuring and drawing angles ☐ I will use 'My Maths ' to revise topics I find difficult. Login: louises Password: number

SUBJECT STRENGTHS	MY IMPROVEMENT AREAS
1 2 3	

	Work Ethic	Perceived Academic Competence			Engagement					My Key Action
	Factor 6 General Work Ethic	Factor 2 Perceived Learning Capability	Factor 3 Self Regard	Factor 7 Learner Confidence	Factor 1 Feelings about school	Factor 5 Attitude to Teachers	Factor 8 Attitude to Attendance	Factor 4 Preparedness to Learning	Factor 9 Response to Curriculum	
PASS										

KEY STAGE 4



Name: 11B Tutor: _____ Attendance: 100.0% Future Career: _____

SEN Status: 1 SEN Need: Cognitive and Learning

Current Performance		Key Strengths Other Key Priorities				Targets	Intervention Required	
5A* -C	Yes/No	Attendance	1	2	3	☐ I will arrive to school every day on time.	Requires immediate intervention	Y / N
5A* - C inc Eng and Maths	Yes/No	Behaviour	1	2	3	☐ I will ensure that all **home learning** is completed to at least the MAG.	Form Tutor	☐
7A* - C	Yes/No	Home Learning	1	2	3	☐ I will complete all learning points and action points.	Head Of Year	☐
7A* - C inc Eng and Maths	Yes/No	Learning	1	2	3	☐ I will organise and plan my learning.	VP	☐
Other Comments based on Subject Priorities:		Organisation	1	2	3	☐ I will attend all after school classes that are available for me.	Intervention Co-ordinator	☐
		Time Management	1	2	3	☐ I will spend ___ days in the Learning Zone from 3.30pm studying (Circle below). (M T W Th F)	SENCO	☐
		Other:				☐ I will try a range of learning techniques when studying.		
						☐ I will show my Form Tutor my learning regularly so that I can seek the best improvement advice possible.		
						☐ I will work with my study buddy in my priority subjects.		
						☐ I will complete and organise all portfolio work to a high standard.		

Priority Subjects	MAG	C/G	Action to be taken	Review

Summary of Action: Initial Review Date: _____ Date of follow up: _____

Student: _____ Teacher: _____ Parent: _____ Date: _____

Monitoring and Evaluating Student Performance at Departmental/Year Team Level

At Departmental and Year Team level student performance is monitored and tracked by subject, class and year group. In addition, student performance by vulnerability group is also monitored including FSM and SEN.

Key Stage 3

Departmental Tracking

English AVG C2			
	Year 8	Year 9	Year 10
Year Group Total	185	197	184
No. Level 7			
% L7			
No. Level 6			
% L6			
No. Level 5			
% L5			
No. Level 4			
% L4			
No. Level 3			
% L3			
No. Level 2			
% L2			

	Year 8	Year 9	Year 10
Year Group Total	182	195	185
No. PT			
% PT			
No. OT			
% OT			
No. AT			
% AT			

Year Team Tracking

Year 8 Cycle 2 Level Outcome Summary															
	Art AVG C2	Drama AVG C2	English AVG C2	French AVG C2	Geography AVG C2	History AVG C2	Home Economics	LLW AVG C2	Maths AVG C2	Music AVG C2	PE AVG C2	Religion AVG C2	Science AVG C2	Spanish AVG C2	Technology AVG C2
Year Group Total	186	188	185	140	186	185	164	179	189	189	187	178	187	20	187
No. Level 5															
% L5															
No. Level 4															
% L4															
No. Level 3															
% L3															
No. Level 2															
% L2															

Departmental/Year Team Tracking by Class

Target Overview by Class								
8A	% PT		9A	% PT		10A	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8B	% PT		9B	% PT		10B	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8C	% PT		9C	% PT		10C	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8D	% PT		9D	% PT		10D	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8E	% PT		9E	% PT		10E	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8F	% PT		9F	% PT		10F	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8G	% PT		9G	% PT		10G	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
8H	% PT		9H	% PT		10H	% PT	
	% OT			% OT			% OT	
	% AT			% AT			% AT	
			9J	% PT		10J	% PT	
				% OT			% OT	
				% AT			% AT	

Key Stage 4 / Post-16

Monitoring and Evaluating Student Performance at Whole School Level

At whole school level student performance is monitored and tracked by class, by subject, by year group at KS4 and Post-16. In addition, at GCSE level student performance is tracked under key headline figures including:

- 5A*-C (FSM/SEN);
- 5 A*-C including Maths and English (FSM/SEN);
- 7A*-C (FSM/SEN);
- 7A*-C including Maths and English (FSM/SEN);
- 7 A*-B (FSM/SEN); and 7A-*-C (FSM/SEN)
- 3A*-C A Level (FSM/SEN)
- 2A*-E A Level (FSM/SEN)

STAGE 12 Use of Wider Achievement Data *to inform career planning and choice – PASS data*

All students will complete an attitudinal survey (PASS) in order to identify and over-come barriers to learning, as well as to assist with the transition at key learning stages and career planning.

- PASS helps to inform teaching strategies and intervention programmes to raise standards of attainment and student well-being
- Helps schools tackle challenging behaviour, by identifying early those most at risk of developing behavioural problems in the future
- It is an ideal resource for addressing attendance issues
- Helps identify and support emotionally vulnerable young people and those with possible mental health issues
- It provides a helpful means to aid communication with parents, carers, external agencies and other professionals supporting young people
- PASS can provide evidence of students' perceptions of the school and their learning experience for self-evaluation and school improvement

Factor 1 Feelings about school	Measuring students' sense of well-being, safety and comfort in school.
Factor 2 Perceived learning capability	Measures students' views of how positive and successful they feel in their specific capabilities as learners.
Factor 3 Self-regard as a learner	Measures the impact of their learning on their concept of self more generally.
Factor 4 Preparedness for learning	Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).
Factor 5 Attitudes to teachers	Measures students' perceptions of their relationships with teachers.
Factor 6 General work ethic	Measures students' attitudes and responses to work in general.
Factor 7 Confidence in learning	Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as a 'high' anxiety element.
Factor 8 Attitudes to attendance	Measures students' attitudes to attendance at school.
Factor 9 Response to curriculum demands	Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete

Custom 2 mean percentiles								
1	2	3	4	5	6	7	8	9
Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
96.6	31.8	94.7	84.4	73.7	93.3	39.9	97.0	98.6
96.6	69.8	14.5	90.6	100.0	81.0	39.9	87.2	79.4
43.3	69.8	33.6	77.1	73.7	81.0	30.7	50.3	45.2
89.1	69.8	74.1	84.4	85.2	81.0	74.5	97.0	63.7
20.4	83.5	94.7	77.1	23.0	81.0	66.4	7.3	95.6
43.3	24.0	47.3	51.3	94.3	81.0	57.9	78.7	17.5
89.1	77.2	8.5	84.4	100.0	81.0	57.9	65.9	9.6
93.2	69.8	47.3	95.3	85.2	81.0	74.5	78.7	45.2
89.1	77.2	94.7	84.4	73.7	36.3	81.6	97.0	79.4
78.5	83.5	74.1	77.1	100.0	60.1	74.5	92.7	29.2
100.0	88.7	83.4	98.4	100.0	98.3	81.6	100.0	89.3

EXAMPLES OF HIGH QUALITY STEPPED LEARNING OPPORTUNITIES FOR HOME LEARNING

Key Stage 3

Key Stage 4

Post 16

Learning Opportunities Overview

Yr	Cycle 1		Cycle 2		Cycle 3	
	LO 1 Name and Nature	LO 2 Name and Nature	LO 3 Name and Nature		LO 4 Name and Nature	Summer Exam
8						
9						
10						
11						

	Cycle 1		Cycle 2		
	LO 1 Name and Nature	LO 2 Name and Nature	LO3 Name and Nature	LO4 Name and Nature	
12					
13					
14					