

1. Teacher Planning Requirements

Staff are expected to be able to demonstrate the following in the subjects/classes that they teach:

- Evidence of adhering to the scheme of work for that subject
- Demonstrate that the scheme of work for that subject has been improved
- A resource file that is continuously populated with lesson resources, and planning materials per lesson
- Planning of interventions per child, with evidence of this being in the personal academic plan within the Personal Academic Progress file

2. Personal Academic Progress File

Within each personal academic progress file, the following, in this order, should be seen:

- Evidence of Baseline Assessment(s) per subject
- Evidence of Major Assessment(s) – End-of-Half-Term/End-of-Term/End-of-Year/FS Exams per subject
- Evidence of School Pod Markbook per subject
- Tracking Progress Markbook per subject
- Personal Academic Plans (x3 – Autumn, Spring, Summer)
- Weekly Reports
- Termly Reports

3. Teacher Files

Each teacher should have one teacher file regardless of the number of subjects/classes that they teach. This teacher file should contain the following items in this order:

- AP Roadmap per student (including data previously from student front sheet)
- Class Register (separate plastic wallets for each class taught)
- Scheme of Work for Class (which should incorporate the assessment plan)
- Individual weekly targets for each student (academic and behaviour)
- Examples of lesson observations/evaluations and clearly defined, measurable actions from these

4. Assessment Data from Previous Schools

There are seven key pieces of information that we would require from previous schools to help tailor and more quickly understand a student's academic needs:

- A list of any previous qualifications achieved
- Last major assessment data for English, Maths and Science as a minimum
- Last KS4 subjects/courses that the student was studying for (including boards studied for and books read)
- Last progress report
- CATS Scores for Verbal, Non-Verbal, and Quantitative
- Preferred outcome from placement (i.e. GCSE or Functional Skills route and specifics with tier entry, board entry if applicable)

The Headteacher, Quality Assurance Manager, and SENCO are responsible for getting the correct data from the student's previous placement.

This information will be used to help develop a 'picture' of the student's current academic profile, as well as go towards deciding a student's most effective pathway whilst at The Write Time.

5. Student Setting

When students join The Write Time, as part of their induction process, they are required to complete baseline assessments in every subject. These subjects are: English Language, English Literature/Humanities (route-dependent), Maths, Science, Arts Award, PE, PSHE, Employability, and PSD. For details of the specific assessments, please refer to the Baseline Assessment & Setting Folder.

The baseline assessments are designed to be a two-step process. The first stage is the most crucial and allows us to decide whether Functional Skills or GCSE is most appropriate using English & Maths assessments, taking into account student attitude, the expected progression by the end of the year, and any external factors that may influence our decision. The second stage is a diagnostic assessment for in all other subjects which allows us to better identify students' strengths and weaknesses, which can then be applied to their personal academic plan for these subject. This decision will then be confirmed with parents/carers and the referring body.

Students will either go into the Functional Skills route or the GCSE route; however, for Year 10 students only, there is flexibility to move in-between, provided students can show a certain level of ability. This is detailed more within each mark book, within the introduction sections.

In most cases, students will exhibit stronger characteristics in one subject or the other at their point of assessment, possibly being assessed to work at GCSE for Maths, but Functional Skills for English. At this point, previous attainment will be taken into place, as well as student attitude, and with parents/carers and the referrer, a suitable route will be chosen. Furthermore, the schemes of work for each class have been designed, with particular reference to Science, so that students will be exposed to GCSE-level work, in case that they move from Functional Skills to GCSE or vice versa.

Setting will be a whole school decision and assessments will be organised and run by the Deputy Headteacher or another designated member of staff if the Deputy Head is unavailable. Assessments will be marked by the subject teacher.

Please refer to setting document for more information, that is held within the baseline assessments & setting folder.

6. The AP Student Roadmap

The AP student roadmap is supposed to represent a document that allows anyone to look at this document, and be able to ascertain:

- Who the student is (Personal Details)
- Where they have been referred from, the type of placement, and the preferred outcome from the placement (General Information)
- What interests the student, what additional learning needs they have and useful approaches to supporting the young person, their learning style, the route the student is on, and their initial assessment data (Academic Information)
- Expected target grades for each measurable subject, and soft skills initial assessment data and how students are going to work towards their targets with a ladder to success (Mentor Information).
- A visual calendar showing the expected length of the placement, including which academic weeks the student is on-roll for (Length of Stay at The Write Time).
- Where they have been referred from, what additional learning needs they have and useful approaches; the route that the student is on, expected target grades for each measurable subject, students current soft-skills assessment grid, and how students

This roadmap needs to be completed within 4 weeks of students joining, to ensure that the document maintains maximum usefulness for the period that the student is with us. The roadmap should be completed by the SENCO together with the input from teachers and Outreach and Development Tutors.

7. Assessment Per Subject

Students at The Write Time are split into two cohorts, with regards to attendance and therefore assessment, Respite and Long-Term.

- Respite covers those students who are with us for less than 1 full-term.
- Long-Term students are those students who are with us for more than 1 full-term.

Regarding assessment per subject, teachers should follow the pre-designated assessment windows per subject within the relevant mark book. There are four markbooks: Functional Skills Year 10, Functional Skills Year 11, GCSE Year 10, and GCSE Year 11. These markbooks detail what each week is used for within the academic year, i.e.: Teaching, End-of-Topic Tests, End-of-Half-Term Tests, End-of-Term Tests, Revision Weeks, Half-Terms and Holidays, LIVE FS Exam Windows, and Study Leave. The weeks are marked within these markbooks that correlate with the School Pod Data Drop windows.

The actual assessments used should be seen and easily accessible within the resource files per subject, and if actual assessment material is not available, an explanation of what the assessment is/was and any other guidance that one would need to perform the same assessment in the next academic year.

For those students who do not start with us at the start of the year, and stay for a variable-length placement, students will complete their diagnostic assessment, and will carry on with the predesignated teaching schedule from the generic scheme of work. They will be offered to catch up from previous weeks they may have missed through a mix of independent study and homework club. Their personal academic plan will consist of the weeks they have left of that term.

The subject teacher is responsible for this.

7a. BKSB

BKSB at The Write Time will be used for three predominant purposes:

- One key purpose will be to help ascertain whether GCSE or Functional Skills is the most appropriate route using the GCSE Maths and GCSE English screener, as well as Learning Style.
- The second key purpose of BKSB is to act as a source of homework/independent study for students. The schemes of work aim towards GCSE but complements the Entry Level 3 and Level 1 functional skills awards in English & Maths, however not directly matching them. Therefore, for optimum preparation for Functional Skills, students will be required to complete the course they were assessed at on BKSB, before attending a minimum of 5 sessions after-school for exam practice, before being entered for any Functional Skills exam.
- The third key purpose of BKSB is for teachers to use the paper-based resources as extra material to support their pedagogy in the classroom.

The subject teacher is responsible for this.

8. Schemes of Work

Schemes of Work at The Write Time have been designed with four objectives in mind:

- To complement either Functional Skills (FS) or GCSE qualifications depending on the scheme of work
- To allow students to progress up to GCSE or down to Functional Skills depending on performance, through a close content/skills relationship between the FS and GCSE schemes of work
- To ensure that each scheme of work is accessible for a wide variety of students, differentiable up and down, e.g. Functional Skills Maths scheme of work is designed to cater for students down to Entry Level 2 and up to Level 1 Maths
- To ensure that British Values are embedded wherever possible throughout each lesson: democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs

Schemes of Work for the core subjects of English, English Literature, Maths and Science will be the most comprehensive, containing the:

- Week #
- Learning Objective(s)
- Starter

- Common Misconceptions
- Main Activity
- Possible Success Criteria/Plenary
- Learning Outcome(s)

These schemes of work are designed lesson-by-lesson to be prescriptive and support the teacher as much as possible with delivering an efficient and coherent teaching plan for the academic year.

Schemes of Work for our non-core project-based subjects of Humanities, Arts Award, PE, PSHE, Employability, PSD will require less detail:

- Project #
- Topic
- Week #
- Learning Objective(s)
- Starter
- Main Activity
- Plenary/Learning Outcome

These schemes of work are designed week-by-week as there is only one lesson of each non-core subject per week for each cohort.

Please refer to Schemes of Work folder for evidence of the above schemes of work. There are four schemes of work for each subject, a Year 10 and Year 11 FS Scheme of Work (SoW), and a Year 10 and Year 11 GCSE SoW. For the core subjects, these are self-evidently very different from FS to GCSE; for the non-core subjects, there are minimal tweaks between the Year 10 to take into account study leave etc. for Year 11 students.

The Schemes of Work for each subject incorporate all assessment points, and so act as detailed prescriptive plans for the teacher, and any observer. All teachers should be aware and take responsibility for ensuring that schemes of work remain as active documents and are demonstrably updated/improved on a rolling basis at least monthly.

The subject teacher is responsible for these.

9. Personal Academic Plans

For all examined subjects, students will have a personal academic plan for each of these subjects, i.e. for Functional Skills, it will be Maths and English Language and for GCSE, it will be Maths, English Language, Science, and English Literature. This will, in effect, be an individualised student tracker.

There are two key parts to this plan:

- Contextual Questions
- Lesson-by-Lesson Review of Student Progress

The contextual questions contain information on: initial assessment data, expected levels of progress, a BKS target, a suitable qualification aim by the next exam window, as well as a review of where the student would like to be in terms of progress by the end of term, as well as the teacher. This document will be in the student book, to give students ownership of this document, and allow students to regularly be able to see what progress they are making.

The lesson-by-lesson review of student progress allows comment for both the student and teacher. For every lesson, there are 7 boxes that help to comprehensively review where the student is at in terms of their progression in a certain topic:

- Objective (i.e. what were the students planning to learn in that lesson)
- Student Comment + RAG (how confident the student feels on that topic and RAG-colour it)
- Teacher Comment + RAG (how confident the teacher is that the student knows that topic and RAG-colour it as a compare and contrast tool)
- WWW/EBI (the teacher writes WWW/EBI comments)
- Intervention (if there is an intervention, what is the intervention, length of intervention, and any other useful information)

- Outcome + Evidence (what is the outcome from the intervention, is the student now confident in that topic, and how has it been assessed to determine whether the student is now competent in that area)

Interventions should have appropriate timescales and objectives for the type of student, their needs, as well as information related to placement, including length of stay.

The interventions should go as a separate plastic wallet within the personal academic progress file.

The subject teacher is responsible for these plans.

10. Marking per subject

The marking of student work should never be more than 1 week in arrears due to the maximum capacity of The Write Time Independent School.

It is expected that teachers will give formative feedback on work completed in all subjects

Think Pink Go Green (TPGG) is the marking approach we use to encourage student feedback and teacher students interaction.

Work marked in pink will be the traditional marking corrections made by a teacher (for students to read and learn from)- The teacher will then create a green box with a question/instruction in green for the student to correct or improve their work respond to the comments and or redo a similar question that was incorrectly answered. This allows students to make rapid progress and builds a culture of student reading and responding to teacher feedback.

Teachers are free to mark student books whenever and wherever, as long as they are done in a timely manner, and are never more than a week in arrears. This could include live marking during class, as well as speaking to students individually about the state of their work so far.

11. Reporting & Grading per Subject

Regarding reporting & grading per subject, there will always be three boxes to complete, an actual box, a target box, and a comments box. All boxes should be completed to a standard so that an external third party who has never seen the student before, or our systems before, can look at a Markbook, and any piece of data in particular, and understand what the data means without a need for a verbal explanation.

All subjects across all cohorts will have percentage-based data to allow a simple and coherent structure of tracking progress. However, as an example, for GCSE-based subjects, within the comments section, there should be an explanation of how that percentage equates to a raw mark, as well as a specific grade. There should also be reference to what assessment tool was used to get this data, as well as evidence of the completed assessment in the student's personal academic progress file (this evidence should be in place for every assessment window).

- Actual Data will be percentage-based, and based upon a predefined assessment tool.
- Target Data will be percentage-based, and will be different per subject, but as an example, the target data for FS Maths is a flat 70% across each assessment, as this will allow students to achieve a minimum of Level 1 by the end of the course and progress to GCSE Maths.
- Comments should include an explanation of what the data means, i.e. where did the actual data come from, what assessment tool was used to assess, are there any mitigating circumstances that we should know about, what was the raw mark and the grade, what level and type of qualification is the student studying for, how does the percentage equate with a non-grade based subject etc. Writing nothing or N/A is not sufficient to give context to any of the boxes, regardless of the reason. If unsure, please refer to GCSE and FS Science markbooks on SchoolPod from 2017-18 academic year.

For much more comprehensive detail per subject, please refer to the 4 markbooks and 'Instructions' tabs, that contain specific information on how to complete actual, target, and comment-based data. They also contain any other useful information regarding the tracking progress within that subject.

Additionally, as part of our reporting and grading structure, we issue weekly reports electronically to parents/carers and referring partners. These weekly reports summarise the student's academic progress in the week, as well as their soft-skill development to ensure that all stakeholders are fully and well-informed on the weekly progress of each young person. These weekly reports are generated on the Thursday of every week, before being sent on the Friday to parents/carers and referrers by the Deputy Headteacher. For more details, please refer to weekly reports within each student's academic file.

12. Homework

Homework will only be issued for examined subjects at The Write Time. This list includes English Language, English Literature, Maths, and Science.

Homework should be no more than between 1-2 hours per week per subject, and should be issued and collected on the following days per subject:

When students are inducted, parents will be informed about homework and the commitment we require from parents and students whilst at The Write Time; this will make up a learning partnership with the parents. Please refer to the curriculum policy for more details on this.

The content of the homework will be at the discretion of the subject teacher but previous research indicates that homework booklets/a bank of homework tasks to pick from are useful. Regardless of the system used by the subject teacher, as part of each resource file per subject, there should be a homework section at the back of all the homeworks provided throughout the year.

Homework should be graded formatively and summatively and play a key role in deciding whether interventions should take place. Homeworks can also aid within the intervention itself, as one of the activities. The standard of work should also be commented on (which includes title, date, learning objective, notes, worked examples, and questions) as part of the feedback on student work. Students should have an opportunity to make corrections to their homework, at the same time as the green feedback boxes previously mentioned. It should also be stated that homework needs to be issued and marked regularly, and returned to students for them to make improvements.

If students do not complete their homework, they will be required to stay afterschool on the day it's due to complete the homework. If students refuse to stay afterschool in homework club to finish it, students will be required to complete their homework, and a learning consequence. If students still refuse, parents/carers will be called in to have a meeting about the behaviour of their attitude and decisions will be made about the student's future academic route at The Write Time.

13. Standard of Student Work

Student work in books should always include a title, date, learning objective, notes, worked examples (if applicable) and questions and answers. For more details on what standard is expected in student books, please refer to exemplar student work that is shown within the school.

14. Exam Entry Procedure

For students to be entered for any Level 1 examination or higher at The Write Time, students must fulfil the criteria for being entered for exams. The criteria can be summarised into the following categories:

- Commitment in preparation for exam
- Practiced at least one similar paper and shown to pass/almost pass
- Strong relative attendance to school and participation in lessons
- Behaviour traits at school, i.e. more positive than negative points
- General evidence to support student entry into a specific qualification

For more details of this, please refer to the 'Exam Entry Procedure for Students for Level 1, Level 2, & GCSE Exams'.

