Trafford Alternative Education Provision

Teaching and Learning Policy

2022

Policy Name:	Teaching and Learning Policy
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Person Responsible:	Linda H. Thompson Executive Headteacher
Approved By:	Linda H. Thompson Executive Headteacher
For Action By	Linda H Thompson Executive Headteacher
For Information to:	All Staff

Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing….

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A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

> **'Learning is driven by what goes on in the classroom'**
>
> Inside the Black Box
>
> Black and William (1998)

1. Introduction

Teaching and Learning why we exist as a school:

Our Teaching and Learning Policy reflects the importance we place on teaching, learning and achievement. It focuses on the needs of students and reminds us of the reasons for the existence of the provision and the criteria by which we are judged. Trafford Alternative Education Provision is committed to delivering high quality teaching and learning, for all students, on both sites. All our students have the right to access a broad, balanced curriculum that also recognises their need for a more individualised and personalised curriculum. To ensure all students have access to this personalised aspect, they should all experience a variety of teaching and learning styles that engages, encourages and enables them to achieve good or outstanding outcomes during their time at the THS/TMES. Trafford Alternative Education Provision intends to allow all students to fulfil these outcomes through successful teaching and learning. Staff at Trafford Alternative Education Provision have a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad, and balanced curriculum.

The Teaching and Learning Philosophy Statement is intended to promote consistency and high standards. At Trafford Alternative Education Provision we aim to provide a caring, supportive, nurturing and stimulating environment with high quality teaching and learning that create:

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent learners who are confident, adaptable and willing to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious, active citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to do well in all aspects of their lives;
- Dynamic links between the school, home and the community which promote aspiration and high expectations;
- Equality of opportunity for all.

2. Key Learning Principles

We believe that:

- There is no known ceiling to achievement – intelligence can be developed.
- Each student must know what to do in order to improve and how to do it - high expectations on their own are not enough.

- Students should be taught how to learn and how to reflect and improve on their learning.
- Learning objectives and outcomes are shared and reviewed.
- Clear, structured lessons promote learning.
- All staff must create and maintain a purposeful learning environment.
- Achievement should be recognised and rewarded.(small steps)
- Underachievement must be challenged, not processed.
- All teaching styles are valued as long as they support students' learning and progression.
- No opportunities are missed to teach literacy and numeracy skills across all subject areas.
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts
- Every student has the right to be successful and has the ability to achieve.
- Our role is to create learning

The Teaching and Learning Policy sets out clear expectations and entitlements.

Narrowing the Gap:

Students who have long-term medical problems, move school or who have been excluded are at a high risk of educational discontinuity. There is a danger that students find themselves repeating previous learning, or having significant gaps - therefore it is important that we assess and monitor student progress. FFT ASPIRE provides a snap shot of pupil's data to predict future progress. However, the information is collated each year based on CENSUS information and subsequently may not reflect the recent changes of our students placement. It is also significant to note that a high proportion of students have a reading age that is lower than their chronological age.

- Students should be taught how to learn and how to reflect and improve on their learning
- Learning objectives must be shared and reviewed
- Clear structured lessons promote learning
- Teachers must create and maintain a purposeful learning environment
- Achievement must be recognised and rewarded
- Underachievement must be challenged, not processed

3. Growth Mind-set

Learning and teaching are interactive. It is important that we teach students how to learn, in order to become independent learners and develop skills for life-long learning. Growth Mind-set provides the platform upon which staff at the Trafford Alternative Education Provision can enable students to how to learn. It centres on the belief that:

Students, who are more confident of their own learning abilities, learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach, therefore, it is important that our teachers aim to build students' learning skills in the four key areas of:
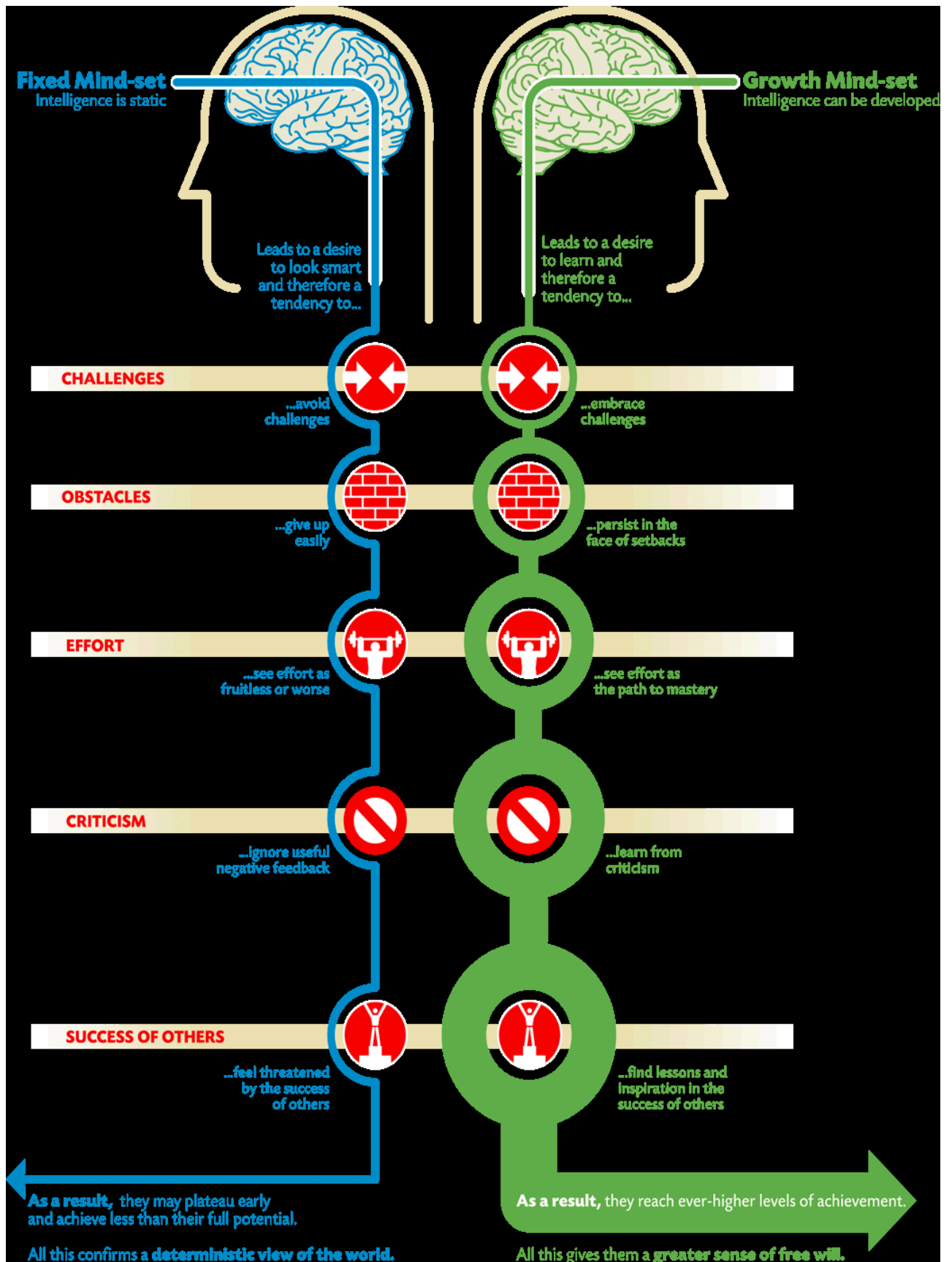
Resilience – The emotional aspects of learning

Resourcefulness – The cognitive aspects of learning

Reflectiveness – The strategic aspects of learning

Collaborative – The value learning together / with others

Growth Mind-set

4. Learning to Learn

Teaching and learning are interactive. It is important that we teach students how to "learn to learn" in order to become independent students and develop skills for life-long learning.

It must be made explicit to students what they need to do to be successful in their learning.

This could include:

- Discussions with students about learning
- Explanation of topic/task e.g. by teacher/TA, between students and by students to whole group, and students to the teacher
- Reading and thinking time
- Scaffolding (writing frames, sentence starters)
- Modelling (sharing students' work, working through examples, guided writing, sharing planning and demonstrations)
- Developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing of good practice (i.e. student to student, student to teacher and teacher to student)
- Use of 1:1 interventions
- Formative feedback (oral and written) and continual target setting (including use of the school target stickers) on how to improve by teacher and/or student
- Regular reviews of progress toward set targets
- Half-termly Academic review afternoons
- Regular (half termly) reporting to parents

Learning objectives must be shared and reviewed:

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

Teachers must make the learning objectives explicit to all students by ensuring this is on display; this will usually happen at the beginning of the lesson. In addition this can be reinforced in a variety of ways:
- Written or projected onto the board
- Orally
- Printed on hand-outs
- Students review their learning against the lesson objectives
- Teacher questions with differentiation by questioning

Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed. For example:

- Arrow sticker
- Debates
- Topic overview.
- Feedback to parents/half termly reports
- Level ladders
- Target stickers

5. The School Day

Teachers will encourage students to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- The provision of an alternative curriculum/qualifications if appropriate
- The school strives to provide accreditation at KS4
- Planning extension activities, which can be carried out by individuals or groups of students
- 1:1 interventions

In additional students have access to food technology, design technology, music, off and on site sport activities

6. Classroom Management and Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to SEND:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas

7. Behaviour Management

As outlined in the whole school Behaviour Policy.

- Display Behaviour Expectations poster

- Follow the School Behaviour Policy
- Use the rewards scheme (Class DoJo) in order to reinforce positive behaviour
- Follow through the consequences for poor behaviour

8. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- Writing resources will be available for use at all times and will be centrally accessible
- Labels and posters should, wherever possible, reflect the language diversity in the school
- Classroom displays will be used to celebrate achievement
  Effective deployment of teaching assistants

9. Planning and Preparation

The responsibility of having appropriately planned lessons lies with the class teacher.

Detailed schemes of work represent the intended delivery to individuals or groups of students for a given period. Similarly, learning outcomes represent the intended levels of achievement for students who take part in planned lessons. However, what is planned for the pupil and what they take part in may not always the same. For this reason it is important for teachers to record accurately what takes place so as to provide the explanation and evidence for inconsistent progress and possible changes to provision.

To achieve this all teachers are expected to maintain a planning and recording document, either in the form of a 'teacher planner' or annotated planning files. Teachers will report on progress during the forthrightly teaching and learning meeting. There are calendared 6 assessment windows throughout the school year for teachers to provide current levels to the data manager. Kevin Smith

Mid-Term Plans are reviewed regularly by the Senior Leadtership Team. Medium Term Planning Form should be emailed to the Deputy Head Jasmin Boyes and Executive Headteacher Linda Thompson at the beginning of each half term. A Short Term Lesson Plan sheet is available for teachers to use if, and as, required.

10. Differentiation

Teachers will differentiate the curriculum by:

- Outcome
- Teacher / adult support
- Extension work
- Differentiation by task (pupil-managed)
- Generic task – 'automatic' adjustment
- To different need

Differentiated tasks will be detailed in Medium Term planning. Learning objectives will be specified for all differentiated teaching.

11. Record-Keeping and Assessment

Regular assessments are made of students' work in order to establish the level of attainment and to inform future planning. Students should be aware of the level of work they are completing and at what levels they are working at. The school has spreadsheets where information about students is kept up to date.

Trafford Alternative Education	Date:		Subject: English (1)	
What went well:				
To improve:				
Target:				
Grade:				

1		2		3		4		5		6		7		8		9	
-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+

12. Marking and Feedback

All staff across THS and TMES will follow a standardised format. Ongoing marking should be both formative and summative and carried out in green pen. Students are required to write in blue or black pen. Students must know what level/grade/standard at which they are working and what they must do to improve.

13. Attainment Target Levels and Grades

Attainment target level and grades should be displayed at the front of books/ files using the school Target Sticker. Levels and grades will be based on levels (Entry Level 1, 2, 3 Level 1 / 2 or GCSE grades 1-9).

Level Sticker	Working at Current Grade Target Grade
Timing and Feedback	• End of task • Mid task • On-going assessment • End of unit test • Mock exam
Type of Feedback	• Level/mark only • Comment only • Level/mark/comment
Subject Specific Comments	• Should refer to subject
Positive Comments	• Positive reinforcement
Targets	• Working at Grade • Next steps
Evidence of Student Response	• Peer assessment • Self-Assessment
Literacy Target	• Addressed through marking
Behaviour for Learning	• Red/Amber/Green

Lesson Objective	MET Not Met X	Indicate whether objective has been met (green pen)
Next Steps	Comment - subject specific Positive Reinforcement	Give a prompt to support improvement. To be completed by pupil when the learning objectives have been covered.
Verbal Feedback	VF	Use symbol to indicate verbal feedback given
B.F.L.	Red/Amber/Green	Tick box

13. Recognition and Reward

Student achievement must be celebrated. This can be done in a number of ways:

- Highlighting an individual's or group's success post cards of commendation to parents/carers/students
- Displaying students' work
- Through celebration of students achievement at assemblies
- Through presentation of certificates at achievement assemblies
- Positive phone calls home
- A clear marking policy which acknowledges success and includes a target for improvement (e.g.a 'what went well and next steps' approach)

14. Student induction

Student induction:

All new learners' induction programmes to include baseline assessments:

- Science , English and Maths KS3
- LUCID Baseline Assessments (writing, spelling and comprehension, dyslexia screening)
- SDQ / PASS

All results from these assessments will be analysed to inform future planning and to obtain a measure of distanced travelled when GCSE results are known.

14. Monitoring and Evaluation

The Senior Leadership Team will carry out: half-termly work scrutiny calendared Learning Walks, Drop Ins and planned lesson observations.

15. Effective Teaching:

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Providing opportunities for peer teaching/ collaboration
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for reflection by learners
- Demonstrating high expectations

- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all students with opportunities for success
- Use a range of communication strategies, verbal and non-verbal

Teachers will make their lessons purposeful:

- Through carefully planned, well-structured and paced lessons
- By making aims and objectives explicit to students at the beginning of each lesson, task or topic (see mid-term plans) and involving students actively in their evaluation of learning achievement (not just a passive process)
- Through explicitly checking understanding and reviewing work covered in each task or topic
- By delivering mid-term plans or a syllabus which incorporate spiritual, moral and cultural elements

Teachers will make lessons interesting and stimulating:

- By starting lessons on time and avoiding dead minutes at the end
- By consciously showing enthusiasm and positivity for and about their subject and learning
- By devising imaginative/creative approaches to the development of knowledge and skills
- By varying teaching styles (**T**actile, **O**lfactory, **V**isual, **A**uditory and **K**inesthetic), learning activities and the learning environment to maintain learners' interest and take account of learning styles
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence
- By regularly displaying examples of learners' work and other relevant stimuli
- By encouraging students to demonstrate their skills through formal presentations, drama, debate and role play
- Using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome

Teachers will create an orderly environment and manage classes efficiently:

- By matching teaching style to lesson objectives and group dynamics
- By organising physical resources in ways which will promote orderly classroom management
- By being consistent about classroom procedures and behaviour expectations
- By keeping up to date and accurate records in mark books and submitting assessment data in line with the published deadlines

- By being flexible enough to adapt their lesson plan to take account of students contributions and the mood of the group
- By setting and achieving high standards of behaviour and motivation

Teachers will match learning activities/opportunities to all abilities and preferences (PERSONALISATION):

- By using evidence of prior attainment to gauge individual capabilities
- By use of baseline assessment data
- By using information on individual's preferred learning styles
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriately differentiated materials and tasks, (TA support, peer support) which ensure learners' active participation in lessons, for the most able students as well as for those with SEND
- By working proactively with the SENCo, Teaching Assistants and outside agencies as appropriate
- By setting high expectations for all learners, rewarding achievements with praise and points in line with the behaviour policy
- By using strategies suggested by learners' Individual Behaviour Plans
- Differentiation

Teachers will develop positive and productive working relationships with students:

- Through confident and assured command of subject matter which is regularly updated
- Through appropriate professional development, observations, discussions, and INSET
- By being clear with instructions, questions and explanations
- By understanding and promoting the value of focused discussion and setting ground rules for speaking and listening
- By fostering mutual respect, both student to student, teacher to student and teacher to parent
- Through actively promoting equal opportunities through the teaching and learning process
- By encouraging parents to support student learning
- By responding to all potential academic and pastoral concerns within 48 hours and making sure that appropriate follow-up is maintained
- By ensuring students are prepared to complete GCSE and other accredited course work by the agreed deadline
- Supporting students by holding after school coursework sessions
- By interacting with students during social time

Teachers will create further opportunities for learning:

- All teachers have a responsibility to promote the school's code of conduct and values with consistency
- The school's Behaviour Policy should be promoted in all lessons around the school and when students are representing the school on trips and visits
- Extra-curricular activities on offer should be open to all students and those who wish to attend should be encouraged
- All teachers should encourage and support students to develop an interest in the subject outside of the classroom

16. Resources

Each classroom will be equipped with appropriate curriculum resources.

Consumables will be replenished as necessary by the Admin team upon request.

Students will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all students have equality of access.

17. Learning Processes

Students enter school at different stages of development. Students learn in different ways and have different rates of progress. In the course of learning, students develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Creativity
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

Opportunities are organised to allow students access to these processes and so they can develop their own strategies to gain knowledge and skills.

18. Learning Styles

Students learn in a variety of ways and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able learner
- Whole class
- Independent learning

19. Management Committee Role

It is the Management Committee's role to monitor and review the policy and its practice through:

- Reports provided by the Executive Headteacher and teachers.

20. Parent / Carer's Role

Parents and Carers are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending half-termly academic reviews, presentation evenings and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Learning Plan, personal support plans and any Special Educational Needs processes
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to Trafford Alternative Education Provision behaviour expectations
- Contributing relevant information to base-line assessment
- Attending all medicals and health interviews when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour

- Supporting extra-curricular activities, such as visitors to school, concerts and off-site visits

A forum for educating parents in their role is at the initial interview but also during the Academic Review afternoons.

21. Trafford Alterative Education

In relation to each of the above areas the TMES and THS will reciprocate by:

- Responding to offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Setting up curriculum and Teaching and Learning meetings
- Giving reasonable / appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their children, and encouraging parental involvement in working out the way forward for their child's educational future
- Responding to offers of support as far as it is able

22. Safeguarding

Trafford Alternative Education Provision is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

23. Links with other Policies:

Trafford Alternative Education Provision is committed to the Health and Safety of all its staff and students, and we believe that we must always take action to safeguard the well-being of all concerned. This policy, therefore, links closely with the guidance and procedures found in the Safeguarding Policy Staff Behaviour Policy (Staff Handbook), Anti-Bullying Whistleblowing Policy, Safer Recruitment Policy and the Behaviour Policy – all of which encourage students and staff to behave appropriately and in a way that promotes mutual respect and understanding for all members of the centre community

24. Equal Opportunities:

In accordance with the Trafford Alternative Education Provision Equal Opportunities Policy all students at Trafford High School and Trafford Medical Education Service will, where possible and appropriate, be given full access to the curriculum. Staff will endeavour to help all students to reach their full potential irrespective of race, gender, age or ability.

Literacy Marking Guidance

All subjects have integrated the teaching of literacy into their planning and have adopted a whole school approach to the marking and assessment of literacy. There is a strong relationship between marking for literacy and marking in general as marking the literacy elements of pupils' work can complement and support the focus on subject knowledge and understanding. There is also a case for responding to the effectiveness of pupils' use of language in speech as well as writing.

Purposes of Marking for Literacy
- ✓ To give feedback to pupils which will help them to improve their use of literacy in all subjects
- ✓ To motivate pupils to communicate their subject knowledge and understanding effectively
- ✓ To monitor pupil progress in the use of language
- ✓ To respond to pupils' use of language in speech as well as writing
- ✓ To identify future targets for literacy teaching

Some key Principles

Make Marking Criteria Explicit

At the outset of any task set, pupils should be made aware of the specific literacy features being taught and assessed. Clear criteria for assessment should be made explicit to pupils to focus their learning, to focus teacher marking and to ensure that marking informs future teaching and planning. Feedback should relate to this process.

Mark Selectively

The focus of marking should relate to the literacy objective taken from weaknesses in pupils' work or from the cross curricular priorities. It should also focus attention on the literacy skills which coincide with the meaning and purpose of the work. Marking should identify features relating to this literacy focus and comment on these in a constructive way, giving specific advice which tells pupils exactly where and what they need to do to improve.

Prompt and Praise

Literacy marking should not only encompass spelling and punctuation but should also draw attention to style, sentence structure, connectives and grammar. Comments should be constructive and offer advice. They should include questions related to the marking criteria and the number of errors should be identified on work so that pupils take responsibility for improving their own standards of literacy. The purpose of the teacher's comment is to suggest constructive ways forward for the pupil to improve whatever aspect is the focus of the work. It should establish a dialogue between pupil and teacher, identify strengths and target next steps for improvement, particularly in terms of language use. Marking should be personal in tone making reference to pupil by name as

this is a motivating technique. Marking needs to be obvious but intrusive which is why use of pencil on final drafts is appropriate.

Active Involvement from Pupils

Pupils should be encouraged to proof-read their work and correct errors before handing it in, and act on teacher advice. Time should also be allocated in lessons so that pupils can find their errors, make corrections, and set themselves related targets. This involves them in moving their learning forwards rather than focusing on the comparison of grades with other pupils. Furthermore, pupils should be set tasks resulting from the marking. Opportunities for self and peer group assessment can be used to engage pupils in a dialogue about their work and encourage them to set learning related targets.

Develop a Consistent Approach

All teachers from all curriculum areas should respond to pupils' work using a whole school marking policy which provides helpful prompts and is not focused only on proof reading. A few clear principles are more constructive than a complicated code which obscures understanding and impedes action and progress.

Provide Immediate Feedback

Comments made at the point of writing are more beneficial to pupils and reduce the mark load since marking work with pupils facilitates dialogue about the work and encourages pupils to discuss their language choices. Prompt return of work means that comments are more meaningful and likely to be acted upon. However, it is important to note that this level of marking and feedback is not expected on every piece of work.

A Whole School Approach to Marking

Immediate – Praise - Prompt – Response

Immediate Mark work at the point of writing where possible, or as soon as possible after the task is completed. Aim to return to the marked work in the next lesson.
Praise Comment on some way in which the pupil has made effective use of language for the purpose of the task, linking the style of writing to the subject needs and learning objectives.
E.g. Good use of causal connectives like 'consequently' has made your argument stronger and clearer.
Prompt Identify one language feature which the pupil needs to develop. Explain exactly what needs to be done to improve this.
E.g. Try to make your work sound more scientific by using the key words or choosing words like 'I predict....' instead of 'I think.'
Response Expect pupils to have checked their work before handing it in, using their self-check prompt sheet. Give one clear piece of advice for improving the writing and expect pupils to take action.
E.g. Re-read your second paragraph. What was the main point you were trying to make? Rewrite the topic sentence so that this point is clear to the reader.

Marking Code and Symbols:

MEANING	SYMBOL IN MARGIN	AND	SYMBOL IN TEXT
New Paragraph	NP	AND	//
Capital letter required	CL	AND	Underline letter
Missing or incorrect Punctuation	P	AND	⬭
Spelling mistake	Sp	AND	Underline spelling (Correct once)
Missing word or letter	MW or ML	AND	^
Rewording necessary to improve expression	Exp?	AND	~~
Copied work	©	AND	~~
Add in a point which you forgot to include	+	AND	+
Well-written section- clear and well expressed	☺	AND	✓✓

✓ Next to a line – means you can find it in the line
✓ Against a vertical pen line – means you can find it in a section
✓ At the end – means this is a problem throughout
✓ Purple pen for make a difference time
✓ Green pen for staff marking

Monitoring Pupil Literacy

This can be done with a teaching group, as a department exercise or as a cross curricular exercise.

✓ Scan the written work of a representative sample of pupils across the class, subject or across the curriculum for the current term, noting patterns of strength and weakness.

✓ Monitor the reading diet of pupils and intervene to keep it active and varied.

✓ Sample the work of a cohort across the subject or curriculum to identify patterns, such as type and frequency of extended writing opportunities and look for ways of broadening the range of writing genres and tasks.

✓ Sample work across the key stage to see whether the cross- curricular targets are being met to inform the setting of the next set of priorities.

Assessment for Learning
This should build on and inform an integral part of work in response to The Literacy Strategy which aims to improve standards across the curriculum. AFL gives pupils the ability to move onto the next level or grade and this can be facilitated by improved communication skills.

AFL encompasses:

Formative Assessment
Day to day marking should be formative with an emphasis on helping pupils to improve their work. Pupils need to consider their work and learn from comments written by the teacher. Work should be planned to allow pupils to learn from their mistakes and develop new skills.

'Inside the Black Box – Raising Standards through Classroom Assessment' states: 'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils.'

The study concluded that:
- ✓ For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to achieve.

- ✓ Opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning.

- ✓ The dialogue between pupil and teacher should be thoughtful, reflective, focused to evoke and explore understanding and conducted so that all pupils have an opportunity to think and to express their ideas.

- ✓ Tests can be an invaluable guide to learning but the exercises must be clear and relevant to learning aims. The feedback should give each pupil guidance on how to improve, and each must be given opportunity to help work at improvement.