



ELTHORNE PARK
— HIGH SCHOOL —

Teaching, Learning & Assessment Policy

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Committee - Curriculum

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1. Our Philosophy at EPHS

Our school's mission statement is: 'Achieving Excellence in a Learning Community'. This is not just a mission statement; it is central to our pursuit in offering the best learning experiences to our students and a reflection of our pride in what we can achieve together.

We believe students have the right to experience excellence in the quality of teaching they receive. Students are not passive in experiencing excellent teaching and learning; they take ownership of their learning and work with teachers to create an exciting, supportive and purposeful environment. Central to this is the role of assessment. Excellent teaching and learning can only be realised if assessment has been undertaken effectively, so that teachers fully understand students' learning needs, plan to address identified gaps, and set targets that help students to improve. Likewise, effective assessment needs to take place before students can have full control over their learning, celebrate their successes and also reflect on their mistakes, learn from them and develop further.

At EPHS, our aim is to develop students academically, socially, morally, spiritually and culturally and for every student to be given the opportunity to achieve excellence. We achieve this through promoting our school's value of ensuring students are proud, persevering, principled, participating and prepared.

2. The Elthorne Way for Teaching and Learning

At Elthorne Park High School, we have codified the approaches to teaching and learning that are effective in our setting in 'The Elthorne Way for Teaching and Learning' (Appendix A). This evidence-informed document sets out key principles for effective teaching which can be broken down into eight threads: routines and behaviour for learning; memory and recall; checking for understanding; ratio; adaptive teaching; communication; planning and sequencing of key knowledge; home learning. These form the basis for planning documents shared with staff in their planners (Appendix B), appraisal lesson observation documents (available on staff intranet) and our framework for peer observations and the conversations that follow (Appendix C). Each year, we select the most appropriate thread as our Golden Thread for staff's continuing professional development and make it the focus of training, reading, bulletin updates and appraisal conversations. All members of teaching staff in the school then investigate an aspect of this in the classroom, applying an element of research to their practice and tracking the results, presenting their findings at the end of the year through Elthorne Innovates.

The Elthorne Way for Teaching and Learning was developed by engaging with a range of educational research in order to identify guidelines for effective teaching and learning. Central to this is the Ofsted Education Inspection Framework which builds on relevant research to outline the most effective methods of teaching. Our professional development programme, Elthorne Innovates, is another key way that we use research to update and develop the Elthorne Way for Teaching and Learning. Through identifying a yearly focus on one of the eight threads, we are constantly refining our practice through engaging with the most up to date research. In trialling a new approach or technique in the classroom teachers are also actively involved in conducting their own research before sharing and evaluating their findings with colleagues from other curriculum areas as well as their own.

We recognise that learning looks different in each subject area and for each student so the use of our eight threads as guiding principles for effective teaching can be flexibly applied. For example, building participation ratio in a Science lesson might come through a practical activity, whereas in English it could be present through a section of cold-call questioning, pair work or group discussion. We believe that teachers and departments should retain autonomy to select the most appropriate strategy within each unit of work and individual lesson to best fit their aims, their students and their own style of teaching. Our eight threads provide a checklist of principles to apply in the classroom and a range of evidence-informed strategies that teachers can select from in order to ensure that they are applying these in the most efficient way to meet their aims.

3. Curriculum planning

At Elthorne Park High School we recognise that outstanding teaching and learning can only be delivered using high quality curriculum planning documents. On our website, we publish long term curriculum plans, outlining what is taught each half term and what students will know and be able to do having studied each unit. Alongside this are details of what we are assessing students on. Within departments, Curriculum Middle Leaders provide staff with more detailed medium term planning documents and 'backbone' resourcing which can be used to deliver the curriculum aims. This model of resourcing supports staff workload by providing resources they can use whilst also giving the freedom and autonomy for teachers to deviate from centralised resourcing where it suits the needs of their class or the aims of a specific lesson.

Long term curriculum plans are provided to students in the simplified form of an Assessment Overview (see Appendix A) in order to help them track their progress through the curriculum. These are printed and tagged or stuck into each exercise book that students use. Highlighting which pieces of work students will receive feedback on in particular subject areas allows students to keep these in mind throughout the year and organise independent study and revision where appropriate.

Delivering outstanding student outcomes means taking into account how lessons match the requirements of the Ofsted framework and teachers should keep these in mind whenever they are planning lessons. The criteria for Outstanding Quality of Teaching are:

- ✓ Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- ✓ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- ✓ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- ✓ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- ✓ Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- ✓ Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- ✓ Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

4. Assessment

Assessment plays a vital role in monitoring student progress and ensuring that high quality teaching and learning is able to take place. Without high quality assessment, excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress.

The most regular form of assessment is the day to day assessments that teachers do in the classroom. This assessment can be done orally or in written feedback; a combination of both is encouraged. Sometimes students will need instant feedback that assesses their thinking when, at other times, it is best that students receive detailed written feedback.

The common pieces identified by Middle Leaders for teachers provide feedback to students on each year within different subject areas are specified on Assessment Overviews (Appendix D). These are kept in the front of student books so that they can reference them throughout the year.

5. Feedback

Assessment for learning is at the core of outstanding lessons because it enables teachers and students to identify what has been learnt and what are the next steps that need to be taken in order for students to progress further.

Planning and delivering outstanding formative assessment

The best quality formative assessment will:

- be timely, providing feedback quickly
- state clearly what a student has done well, linking praise to specific National Curriculum or exam board criteria
- highlight what improvements are required to move the student forward to the next level or grade
- set an action that the student must carry out to prove that they are engaging with their target
- plan time for students to action their targets as part of normal classroom routine.

Teachers should always use the common language of **WWW (what went well)** and **Actions** when writing formative assessment comments on students' work.

Frequency of feedback from teacher to student

Subject area	Feedback provided at Key Stage 3 (per year)	Feedback provided at Key Stage 4 (per year)	Feedback provided at Key Stage 5 (per year)
English	12	12	12
Maths	12	12	12
Science	12	12	12
Modern Foreign Languages	12	12	12
Design Technology	10 (twice per rotation)	12	12
History	12	12	12
Geography	12	12	12
Religious Studies	6	12	12
Music	6	12	12
Art	6	12	12
Physical Education	6	12	12
Information and Communication Technology	6	12	12

PSHCE marking and feedback guidance should be in line with other subjects which teach 1 hr per week. i.e. one piece of detailed feedback with action per half term.

The Green Pen of Progress at EPHS

An important part of our commitment to effective formative assessment is students' use of the green pen of progress where, in order to make learning visible, students respond to feedback in green ink. In responding to the feedback, students are expected to undertake actions that will further develop their knowledge, understanding and / or skills in a certain area that was deemed to be less developed than others in the assessment. It is the teacher's responsibility to ensure that students are given the opportunity to act on feedback. When giving feedback and setting up acting on feedback tasks it may be helpful to consider the following questions:

- Am I giving enough time in lessons to act on my feedback and so consolidate learning?
- Does my feedback allow the student to engage in conscious practice within the subject discipline?
- Is my feedback focussed on developing excellence in the knowledge, understanding and skills which are inherent to my subject discipline?
- Does my feedback promote excellence in literacy and numeracy?
- Is my feedback personalised to the specific student and stretching them regardless of starting points?
- Is my feedback given in language which allows the student to act on it independently?
- Does my feedback promote a learning dialogue between the student and myself?
- Do the students also receive feedback on what they have done well, so they can see their progress?
- Am I checking that the student is responding to feedback and accelerating their progress in this way?

Teachers need to explicitly model the role of feedback so students understand that we are all learners at EPHS. Moreover, teachers need to plan opportunities for students to experience challenging tasks that require students to use what they have practised when acting on feedback. This helps make learning visible. The more visible the learning is to the students, the more students experience the value of hard work and practice and the more confident and independent they grow as learners.

Self Assessment, Peer Assessment & Whole Class Feedback

Outstanding teaching and learning will encourage students to become more reflective and a good way of developing skills of reflection is to carry out self or peer assessment. Self or peer assessment should not be confused with self or peer marking. The latter is about asking students to grade their peers. The former involves students engaging with the set criteria and suggesting improvements.

Self or peer assessment will only work if the criteria is accessible to students. Best practice would be for students to rewrite the generic mark scheme in their own words. Although self and peer assessment is a valuable skill to develop in our students, the teacher should still check the accuracy and quality of the students' judgements to ensure the comments are helpful and meaningful.

Another method of feedback which can benefit students as well as positively impacting staff workload is 'whole class feedback.' Teachers can use a sample of student work to identify common errors and misconceptions and spend time in class addressing these at a whole class level. Students can then be encouraged to identify where this can be applied within their own work and it can form the basis of GPOP. (See Appendix D for an example from English.)

Quality Assurance of marking and feedback


Subject leaders will carry out book looks and learning walks which form part of their self-evaluation. Departments also undertake collaborative book looks in order to share best practice. Senior Leaders carry out book and folder looks in accordance with the Quality Assurance calendar to monitor the quality of marking, feedback, presentation and teaching and learning as expected and outlined in this policy. Regular learning walks are also undertaken, and books, folders and other records of assessments (eg: online work) will also be monitored as part of this process.


6. Presentation of Work

At Elthorne Park High School, we expect students to show pride in their work. Students are provided with the guidance below on a yellow sheet which is glued or tagged in to the front of each exercise book. Teachers are mindful of the need to build time into their lessons for students to organise their exercise books and regularly check that work these expectations are met.

Be proud of your work.

Complete and present your work to a high standard






Presentation sheet and Assessment Overview are stuck or tagged neatly into the front of books.

.....

Each piece of classwork or home learning has an underlined title.

.....




c/w


There is a date on the right hand side and c/w (classwork) or h/w (home learning) in the left hand margin of each piece of work.

.....

Sheets are stuck or tagged in neatly and in the right order. They do not overhang the edge of a page.

.....






Acting on feedback, self assessment and peer assessment are completed in **green** pen.

.....

All lines are drawn with a ruler.

.....



Title: Neat Work

Work is tidy and handwriting is clear. There is no graffiti and pages should not be removed from exercise books.

7. Inclusive teaching

As an inclusive school, all students at EPHS should have access to the curriculum and experience outstanding teaching and learning.

Ensuring inclusive teaching and learning for all involves setting an appropriate learning objective which will stretch and challenge all students in the class. Where appropriate, learning tasks are modelled, scaffolded and broken down into individual steps in order to ensure they are accessible to students who may find work particularly challenging. Similarly, in order to ensure that all learners are stretched, 'challenge plus' activities are used to encourage students to think harder about key curriculum content where they may have already completed main learning activities.

Identifying students with specific learning needs or challenges accessing the curriculum is a key part of ensuring an inclusive learning environment. PP/SEND/EAL information as well as reading age data (collected yearly across Year 7, 8 and 9) is used by teachers to inform planning, monitoring and intervention. It also forms a key part of arranging seating plans to ensure all students have the best possible chance of success. For example, a student with ADHD may benefit from being sat in an area of the room which enables the teacher to regularly check in on their learning and monitor progress and focus.

If teachers have a teaching assistant in their class, then the role of the TA must be clearly defined and planned in advance. The TA should be given specific work to do with students and regular conversations should take place between the teacher and the TA on how to best support the learning of targeted students.

8. Home learning

Home learning enhances the learning that takes place during lesson time. Research shows that where home learning is appropriate and supports students' academic learning, it has a significant impact on accelerating progress. Since 2019 we have been using the online platform Show My Homework to support students to manage their home learning more effectively and expect homework to be uploaded by 3.30pm on the day it is set.

Students will be set a mixture of shorter, 'prep'-style tasks as well as longer home learning tasks. These tasks should usually act as 'preparation' for the learning to come in the lesson, but could also be a task to reinforce learning before moving on to the next steps.

Ultimately, it is the responsibility of the subject teacher to decide what homework tasks will best help students prepare for or further consolidate classroom learning. The frequency of homework is shown below:

Year group	Frequency (per fortnightly cycle)	Approximate time per homework task
7 & 8	1 (2 for core curriculum areas)	30 mins
9	1 or 2	45 mins
10 & 11	2	60 mins
12 & 13	One hour for every hour of lesson time	60 mins

Flipped Learning in the Sixth Form

In the Sixth Form, students will experience the Flipped Classroom model which will complement traditional ideas regarding homework. This model will prepare students for the demands of university and the wider world.

The monitoring of homework is, initially, the responsibility of subject teachers. Appropriate sanctions must be given for students who fail to do their homework (N4 notification followed by S8 detention, see behaviour policy for more details). Coupled with this, students should be rewarded, using a range of options as stated in the behaviour policy, when it is clear that they have made an excellent effort into producing quality work. Subject leaders carry out regular work scrutinies to monitor standards of homework. Book looks and folder checks (carried out by CMLs with SLT line managers) provide an additional layer of monitoring.

Teaching in the classroom The Elthorne Way

Previous version from 2019: [Teaching in the classroom The Elthorne Way](#)

At Elthorne Park...	So that...
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1. Memory & recall

Teachers help students to remember important things they have learnt

We begin lessons with a short recall starter which requires students to retrieve prior learning . We aim to link prior learning to the current unit of work.	We help our students to remember long term the content they have been taught last lesson, last week, last month, last term and last year. We help students to make connections between topics and build schema.
Teachers identify key component points that are required to allow students to understand complex ideas (or be successful in complex activities).	All students can effectively build upon prior knowledge, concepts and skills over time without overloading working memory.

2. Adaptive teaching

Teachers ensure all students have challenging and accessible objectives and resources

We set and share challenging yet achievable learning objectives for all with appropriate scaffolding where required. The work given to students is demanding. The most able students in the group are directed to Challenge Plus tasks which stretch high ability students.	Students are given the opportunity to think deeply about challenging ideas and concepts. Students of all abilities are able to access all of the learning for every activity. The most able students in the group are stretched in ways that are challenging, engaging and which promote intellectual curiosity and a love of the subject.
We ensure that we know our students : their abilities, strengths, needs and personalities, including planning for PP progress. This should also be reflected in a seating plan which supports behaviour for learning.	Students of all abilities make excellent progress appropriate to their ability.

3. Communication

Teachers select and prepare clearly communicated teaching materials to support learning and facilitate effective communication between students

We present the subject matter clearly and provide effective modelling, explanations or worked examples where necessary.	Students can encode new concepts in ways that are clear and memorable.
Teachers promote reading and give students opportunities to develop reading accuracy and fluency. Teachers are aware of reading ages and offer appropriate support. Teachers check that students with low reading ages can read the text for any given activity. If teachers observe students leaning on others to help them read then they need to support these students through reading along with them. Teachers report concerns so that interventions can be put in place.	Students have opportunities to read and are given appropriate support with their reading. All teachers are working together to promote and develop reading.
Teachers promote effective discussion about the subject matter being taught. There is a 'no	Students can rehearse ideas before sharing with the rest of the class. They improve their exploratory talk, while paired

opt-out' culture in the classroom. Students are given opportunities to explain their learning to others.	discussion can help to close the vocabulary gap between 'word poor' and 'word rich' students.
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4. Ratio

Teachers help all students to think hard and engage with work in lessons

We require students to think hard consistently in lessons (high think ratio).	Students remember more. Students are more likely to recall the subject matter at a later stage if they have thought hard about it (<i>"memory is the residue of thought"</i>)
We expect high levels of engagement from all students (high participation ratio)	Students maximise learning time and have more opportunities to practise and to think hard about new content.

5. Checking student understanding

Teachers check student understanding within lessons and across units of work, addressing misconceptions, providing feedback and intervening where required

Teachers check for understanding through skilful monitoring and questioning, predominantly using 'cold-call' questioning , and other forms of in-lesson assessment.	Teachers can address misconceptions in a timely manner. Students do not 'opt out' and lessons are not dominated by more confident students.
Teachers use assessment well. They provide timely feedback on selected assessed pieces of work which are identified in curriculum plans, in accordance with the frequency set out in school policy. Teachers explain What Went Well and provide clear Actions for Improvement, using a range of approaches including whole-class feedback . Teachers may assess a paragraph, or a short section of a longer assessment task, in a way that does not create unnecessary burdens on staff. Students respond to their Actions for Improvement in lessons using the Green Pen of Progress (GPOP) .	Students know how to make improvements to their work and make excellent progress in their learning. Students are able to reflect on their progress during a lesson and consider their next steps. Teachers reshape lessons in response to student progress.
We intervene in a timely manner to improve the performance of students who are most in danger of falling behind. Teachers can articulate what plans they have put in place to improve the performance of the lowest-performing 20% of students in their class.	We help students to keep up with curriculum content and not fall behind . Our young people feel valued and supported.

6. Planning & sequencing of key knowledge

Teachers plan and sequence teaching of particular disciplinary knowledge within and across lessons

Teachers follow curriculum plans which are ambitious and well sequenced .	All students have a consistent and shared learning experience through carefully considered implementation of curriculum intent.
We ensure that there is a clear thread of learning in the lesson with well-chosen activities that are logically sequenced. Teachers can justify their activity choices.	Students are able to grasp new concepts. Lesson time is used efficiently to maximise progress and activities enable students to learn effectively.
Teachers demonstrate expert subject knowledge ...	Students can be challenged effectively. Teachers are aware of key component points and can increase difficulty in a way that is gradual and accessible.
...and inspire their students through a clear passion for their subject .	Students take advantage of super curricular opportunities promoted by their class teacher.
Teachers are aware of what disciplinary knowledge students need in their subject area and share strategies with their students.	Students know how to think, study and revise like an expert in a particular subject area.

7. Routines & Behaviour for learning

Teachers manage behaviour in the classroom so that all students can learn

We follow the EPHS arrival routine , where teachers 'straddle' and greet students at the door.	We can check in with students as they arrive and the lesson can get off to a positive start with as little learning time lost to transitions as possible.
We have high expectations of students' behaviour and follow the behaviour policy effectively, using Action / Action / Sanction in a timely and appropriate manner.	We achieve the best possible learning environment for our students.
Teachers have high expectations of students' work and insist on high standards of presentation.	Students take pride in their work and can see clearly the progress they have made over time.

8. Homelearning

Teachers use independent homelearning to support learning and build independence

Teachers set home learning tasks that consolidate learning or prepare for future learning . Teachers aim to set self-correcting homework where possible, or homework that can be corrected in class.	Students have opportunities to work independently to further or broaden their knowledge, skills and understanding outside of lesson time.
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Effective Teaching and Learning at Elthorne Park High

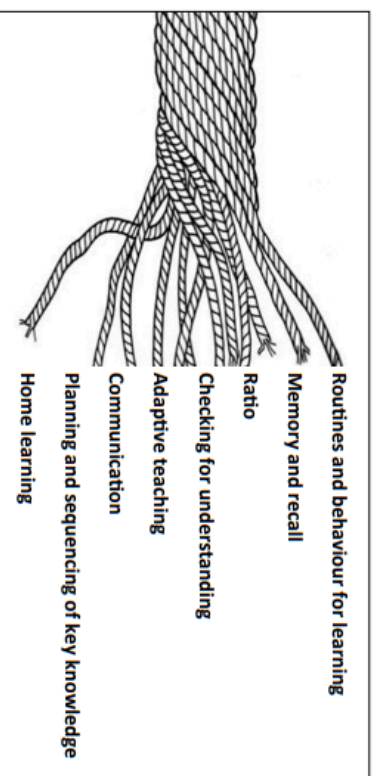
Relationships

Routines

Reactions

Routines and behaviour for learning	Memory and recall	Ratio	Checking for understanding	Adaptive teaching	Communication	Planning and sequencing of key knowledge	Home learning
<ul style="list-style-type: none"> Straddle to monitor student conduct, check uniform & ensure a positive start to lessons Ensure students follow the Elthorne Essentials at all times throughout the lesson Use action/action/sanction when reminding students of expectations 	<ul style="list-style-type: none"> Start each lesson with a short activity retrieving useful prior knowledge Select appropriate disciplinary knowledge from across the curriculum to revisit during lessons Model strategies to help students remember important knowledge they need to retain 	<ul style="list-style-type: none"> Select classroom activities with 'high participation ratio' so that all students are actively involved in learning (e.g. cold call questioning, mini-whiteboards.) Teach lessons with activities that include a 'high think ratio' encouraging students to think hard about key curriculum content 	<ul style="list-style-type: none"> Regularly check student understanding of key curriculum content through in-class questioning, mini-plenaries and discussion Provide regular written feedback (including whole class feedback) providing comments about what Went Well and Actions for improvement 	<ul style="list-style-type: none"> Ensure we know our students: their abilities, strengths, needs and personalities, including planning for PP and SEND progress Set and share challenging yet achievable learning objectives for all with appropriate scaffolding and challenge plus where required 	<ul style="list-style-type: none"> Use visuals to support instructions, content and context Explicitly teach key vocabulary with a focus on higher frequency words that can be used across subjects Embed opportunities for students to discuss their ideas (e.g. turn and talk, whole class discussion) 	<ul style="list-style-type: none"> Consistently follow ambitious and well sequenced curriculum plans Regularly retrieve key knowledge students need to remember Plan and teach lessons with a clear thread of learning Demonstrate expert subject knowledge and a passion for our subjects 	<ul style="list-style-type: none"> Use home learning to consolidate learning or prepare for future learning Set regular home learning in line with the frequency stated in our policies Monitor students' completion of home learning and intervene where necessary

The 8 threads of effective Teaching and Learning at Elthorne Park High:



Top 10 teaching strategies for all students with additional needs:	
1. Have high expectations for all	2. Know the students in your lessons and their needs
3. Check the environment and seating plan is suitable for all students	4. Check the readability of resources against student reading ages
5. Give direct, concise and ordered instructions and check they are understood	6. Break tasks down into small chunks and provide checklists where necessary
7. Use writing frames, scaffolds and sentence starters	8. Prepare students in advance for any changes in routine
8. Disapprove of behaviours not students. Give opportunities to de-escalate	10. Differentiate GPOP to allow all students to extend their learning

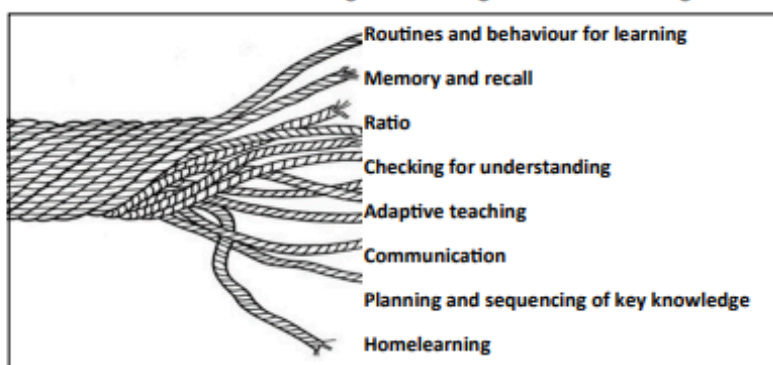
Teaching and Learning conversation prompts

At Elthorne Park High we use the Elthorne Way for Teaching and Learning to outline the fundamentals of outstanding teaching. The following conversation prompts provide an outline for having a rich discussion about the choices teachers have made and how they relate to our 8 threads of effective Teaching and Learning.



Routines and behaviour for learning <ul style="list-style-type: none"> How did you ensure student engagement at the start of the lesson? What strategies did you use to remind students of expectations? How did you address any off task behaviour? 	Memory and recall <ul style="list-style-type: none"> Why did you select this particular activity for your recall starter? How did you select the knowledge you wanted students to retrieve in your starter and throughout the lesson? What strategies did you use to support students to remember what they were learning in this lesson in the long term? 	Ratio <ul style="list-style-type: none"> How did you ensure that all students were actively engaged in learning throughout the lesson? How did you ensure that all students were appropriately challenged to think hard during the lesson? 	Checking for understanding <ul style="list-style-type: none"> How well did students understand the curriculum content that you were teaching? How did you know? What was the last assessed piece of work this class have completed? Is it in line with their Assessment Overview?
Adaptive teaching <ul style="list-style-type: none"> What was the learning objective for this lesson? Was it appropriately challenging for all? What scaffolding did you put in place to support all students to meet your learning objective? Who were the PP, SEND, High prior-attainment or low prior-attainment students in this lesson? How did you adapt your teaching to meet their needs? 	Planning and sequencing of key knowledge <ul style="list-style-type: none"> Where did this lesson fall in your long term curriculum plan? What have students covered recently? How did the learning in this lesson link to what students have been working on? How does it link to what they will study next? How did you ensure there was a clear thread of learning throughout the lesson? 	Communication <ul style="list-style-type: none"> How did you select resources which helped to communicate curriculum content? How did you ensure that the resources you used were appropriate in terms of format, reading age, accessibility etc.? What was the key vocabulary used in this lesson and how did you highlight that to students? Were you able to encourage students to refine their thinking through discussion? 	Home learning <ul style="list-style-type: none"> What was the last piece of home learning you set for this class? How do you check home learning and draw on student's work in your lessons? What strategies do you use to ensure students are completing their home learning?

The 8 threads of effective Teaching and Learning at Elthorne Park High:



Teaching and Learning conversation opportunities:

- Appraisal lesson observations
- ECT, PGCE, Teachfirst mentor lesson observations
- Middle Leader learning walks
- Quality Assurance lesson visits
- Peer lesson observations

What am I going to study in English in Year



1	Creative Writing (Fiction Writing)
2	<i>I, Coriander</i> —Sally Gardner (Prose)
3	<i>Oliver Twist</i> —Charles Dickens (Nigel Bryant adaptation) (Drama)
4	Nature poetry (Poetry)
5	Protest (Persuasive Writing)
6	<i>A Midsummer Night's Dream</i> —William Shakespeare (Drama)



Which are the key pieces of work that my teacher will provide feedback on this year?

Term	Assessed pieces of work
Autumn 1	<ul style="list-style-type: none">Flash fiction short story<i>I, Coriander</i> mini-checking point
Autumn 2	<ul style="list-style-type: none"><i>I, Coriander</i> Checking Point 1<i>I, Coriander</i> Checking Point 2
Spring 1	<ul style="list-style-type: none"><i>Oliver Twist</i> Checking Point 1<i>Oliver Twist</i> Checking Point 2
Spring 2	<ul style="list-style-type: none">Comparative poetry Checking Point 1Comparative poetry Checking Point 2
Summer 1	<ul style="list-style-type: none">Persuasive Writing Checking Point 1Persuasive Writing Checking Point 2
Summer 2	<ul style="list-style-type: none"><i>A Midsummer Night's Dream</i> Checking Point 1<i>A Midsummer Night's Dream</i> Checking Point 2

THE ELTHORNE ROUTINE

PREPARING TO LEARN I NEED TO...





**GREET MY TEACHER
POSITIVELY AT THE DOORWAY.**



**GO STRAIGHT TO MY SEAT.
STAY QUIET.**



**PUT MY PENCIL CASE AND
EXERCISE BOOK ON THE TABLE.**



**WRITE AND UNDERLINE
THE DATE AND TITLE.
LABEL MY WORK WITH
C/W FOR CLASSWORK.**



**DO MY RECALL STARTER
ACTIVITY.**

Achieving excellence in a learning community