



Curriculum Policy

Introduction

Our curriculum is guided by our ethos, our vision and our values.

Our ethos is:

'We believe every young person should be valued and supported to achieve their potential, irrelevant of their starting point.'

The vision of the school is:

'Young people have the knowledge and skills to live happy, fulfilling and autonomous lives within society.'

The school believes in the value and importance of building positive, trusting relationships with young people and in supporting and enabling them to make choices, informed by an understanding of the consequences of their choices. Relationships are at the core of all we do at Break Through School; caring and respecting is what changes the behaviour of young people.

The school aims to work with young people who choose to be at the school. Break Through aims to promote positive attitudes towards learning, so that young people enjoy school and feel safe and comfortable coming to school, acquire a solid basis for lifelong learning.

The school believes every experience is a learning experience and all staff strive to maintain a non-judgemental approach to working with young people.

The school supports learners to embrace different learning opportunities, whether that be gardening, creating artwork or visiting a local place of employment, thus opening up experiences and building their cultural capital.

The curriculum is designed to re-engage young people who have struggled to engage in a mainstream context. Giving individualised attention to each young person allows the staff team to create a programme of learning, and therapeutic and academic support, which maximises the chances of each young person engaging. The school aims to foster confidence and love of learning through a combination of firm boundaries, accessibility and inclusion.

Curriculum aims

Our curriculum aims to:



- provide a broad, rich education that is coherently planned and sequenced so that new knowledge and skills are built on,
- have clearly defined objectives; explicitly preparing all learners for either further/ future learning and employment or reintegration into mainstream education,
- equip all learners with the knowledge and cultural capital they need to succeed in life,
- give learners experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education,
- develop young people's independent learning skills and resilience,
- improve learner motivation and self-confidence, attendance and engagement with learning,
- accurately address typical gaps in knowledge and skills for our learner cohort (the local context),
- have high academic and behavioural expectations of all our young people, addressing social disadvantage and with appropriate levels of challenge and support,
- create a safe and stimulating environment in which positive, professional and respectful relationships are developed between all members of the school community,
- have an ongoing and monitored process in place whereby the specific personal, social and academic needs of each young person are identified in order to help them overcome any barriers to attainment,
- support learners' spiritual, moral, social and cultural development through embedded SMSC opportunities in all subject areas,
- actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom in our curriculum and school culture/life,
- support learners' physical development and responsibility for their own health, enabling them to be active and,
- have high academic and vocational ambitions for all learners through career guidance and careers' information embedded into all curriculum areas.

Roles and responsibilities

The responsibilities relating to the curriculum for different roles are below. For further details, the job descriptions are available.



The Board of Directors

The Board of Directors will:

- monitor the effectiveness of this policy and hold the Head of School to account for its implementation,
- ensure that a robust framework is in place for setting curriculum priorities and targets,
- ensure that the school is complying with any funding agreements,
- ensure that there is a "broad and balanced curriculum" which includes English, maths, and science,
- ensure that proper provision is made for learners with different abilities and needs, including children with special educational needs (SEN),
- ensure that all courses provided for learners below the age of 17 that lead to qualifications, such as GCSEs, are approved by the secretary of state (or ESFA),
- ensure that the school implements relevant statutory assessment arrangements and,
- ensure that all young people attending are provided with independent, impartial careers guidance, and that it is appropriately resourced.

Head of School

The Head of School is responsible for ensuring that this policy is implemented, regularly reviewed, and monitored. At Break Through, the curriculum is overseen by the Head of School.

The Head will ensure that:

- the curriculum offer matches the vision of the school and the needs of the learner cohort,
- the school's reporting to parents, agencies and other stakeholders is timely, of a high standard and a true reflection of all aspects of the curriculum,
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Directors,
- the Board of Directors is advised on whole-school targets in order to make informed decisions,
- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met,
- the curriculum intent (planning) is monitored and, where necessary, developed in line with the aims of this policy,
- implementation of the curriculum is excellent or good, and classroom staff are supported to improve,
- the progress of all young people is recorded and regularly tracked,
- improvement strategies are actioned for all learners in collaboration with teachers and regularly reviewed (Learner Progress Meetings).

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- where necessary, timely and effective intervention strategies are put in place to ensure progress for all, proper provision is in place for learners with different abilities and needs, including young people with SEN,
- requests to withdraw young people from curriculum subjects, where appropriate, are managed, and
- exams are run according to requirements, obligations and our policies, and that the exams' officer is effectively managed.

Deputy Head of School

The Deputy Head of School will support the Head in the day-to-day implementation of the curriculum policy, as detailed above.

Teaching Staff

As Break Through is a small school, each teacher acts as a 'Head of Department'. As such, they are responsible for the coordination, planning and implementation of their subject as well as the tracking of learner progress.

Teaching staff will:

- ensure that the school curriculum is implemented in accordance with this policy,
- be a positive role model,
- follow the feedback and marking guidelines in the appendix (including the use of a grid at the front of each learner book),
- be responsible for keeping up to date with the developments in their curriculum area/s and for amending their planning accordingly,
- evaluate the effectiveness of their schemes of work and medium term plans and amend if they identify areas for development and accessibility,
- ensure that learners engage and achieve with the curriculum and amend planning to achieve this aim,
- specifically ensure that curriculum planning and delivery takes into consideration the needs of the more able learners and those with SEND,
- ensure that teaching assistants are effectively directed to support the learning,
- ensure that a baseline assessment of all learners new to the class is performed within the first three weeks of joining,
- plan termly assessment opportunities to track and keep records of learner progress, as detailed in this policy, and
- identify learners who are falling behind and plan interventions accordingly. Teachers are required to escalate intervention to the SMT in a timely fashion when all in-class interventions have been exhausted.

Special Educational Needs Coordinator (SENCo)

As alternative provision, most young people on roll have an EHC plan. The school also submits applications for EHCP's if the Head Teacher and SENCo deem there is a need. The SENCo leads on both EHCP applications and annual reviews. The SENCo creates



IEP's, including the short term targets, which give direction to the classroom staff as to strategies that will promote progress and engagement.

The SENCo will:

- act as a resource for teachers around planning, delivery and assessment of the curriculum, including some training
- suggest strategies that will promote individual progress and engagement via the IEP's
- through observation and monitoring, ensure that the IEP's are live documents that are regularly reviewed and responded to
- lead on the implementation of the SEN policy and update it biannually
- lead on communications with external agencies and act as quality control for the school in that respect
- be part of the Reading Lead Practitioner group and provide expertise to the reading programmes
- ensure that the SEN Offer (appendix 2) is up-to-date and implemented

Form Tutors

Form tutors at Break Through span pastoral and academic progress and may be teachers or support staff. Tutors have oversight and enhanced responsibility for up to 8 young people assigned to their group.

Tutors will:

- be a positive role model,
- establish and maintain relationships with the young people in their group so that they hold a holistic picture of each learner,
- take regular tutorials with their group (twice a week),
- be responsible for the pastoral needs of the young people in their group,
- contribute to meeting their academic needs,
- intervene with members of their tutor group where there is a need,
- be responsible for the twice yearly collation of school reports for each member of their tutor group,
- ensure that all additional documentation relating to SEN needs, IEP's, section A's etc. is completed in a timely manner and in collaboration with the SENCo, for use by multi-disciplinary teams,
- maintain positive relationships with parents/carers/guardians, and
- keep all logs of communication up to date.



Teaching Assistants

Teaching assistants are attached to a tutor group for a specified period of time (determined by SMT; for instance, for half a term). They go with the tutor group to all sessions.

Teaching Assistants will:

- support teachers, working collaboratively with all classroom staff,
- be positive role models,
- be versatile and adaptable,
- build relationships with parents, carers and guardians,
- support young people with their learning and lead 1:1 sessions with young people,
- contribute to documentation such as IEP's, and
- regularly update display boards.

Curriculum Offer, 'The Break Through Offer'

The curriculum is regularly reviewed by senior management and subject teachers to ensure that it is broad, balanced and the best offer for the cohort of learners at the school.

At Break Through, we teach young people in small (up to 8 young people), mixed-age classes, divided into key stage 3 (years 7-9) and key stage 4 (years 10-11). Groups are formed through careful consideration of the personalised needs of each young person, their attainment and progress and group dynamics.

The core subjects maths, English and ICT are supplemented by a range of vocational and other academic subjects, to enable the delivery of a broad, rich curriculum appropriate to the learner cohort.

4.1 The Break Through Offer:

Curriculum	Skills	Key Stage 3	Key Stage 4	Qualifications
Age		11-14	14-16	15-16
Year Groups		7-9	10-11	At year 11
English	Linguistic	✓	✓	GCSE/Functional Skills
Maths	Mathematical	✓	✓	GCSE/ Functional Skills
Science	Scientific	✓	✓	BTEC L1 Applied Sciences/ Land-Based Studies
History	Human and Social	✓	✓	GCSE/ Entry Level
Geography	Human and Physical	✓		-
ICT	technological	✓	✓	BTEC L1
Art	aesthetic and creative	✓	✓	BTEC L1 and L2
Physical Education	physical	✓	✓	BTEC L1
Cookery	aesthetic and creative, technological	✓	✓	BTEC L1 and L2
PSHE & RSHE	human and social, scientific, technological	✓	✓	-
Horticulture	Scientific, physical, human and social	-	✓	- contributing to BTEC L1 Land-based Studies
Floristry	Scientific, physical, human and social	-	✓	BTEC L1 and L2
Hair and Beauty	Scientific, physical, human and social	-	✓	BTEC L1 and L2
Multi-skills construction (via Flower Skills)	Scientific, physical, human and social	-	✓	BTEC L1 and L2 (Via Flower Skills)
D of E	Human and Social	-	✓	Bronze award

The qualifications, underpinning our curriculum, are reviewed on an annual basis to ensure they meet the needs and aspirations of our young people.

Accredited qualifications are an important way of recognising achievement, celebrating learner progress and laying solid foundations for further development in Post-16 provisions.



The SEN Offer Multi-skills construction (via Flower Skills)

A majority of the young people who attend Break Through have an EHC plan. The school has IEP's for all young people and these are regularly reviewed.

Appendix 2 gives the SEN Offer for the school. At tier one, this shows how aspects of Quality First Teaching meet the four Areas of Need. At tier two, in-class or other interventions are offered by the school and tier 3 gives further interventions, including from other professionals.

Relationships, Sex and Health Education

Statutory Relationships, Sex and Health Education is taught as part of PSHCE Education, and throughout the curriculum. Further details can be found in the RSE and PSHCE Education policies.

Careers' Education, Information and Guidance

Careers' Education, Information and Guidance helps young people to develop the knowledge, confidence and skills that they need to make well-informed choices and plans that are thought-through and enable them to progress smoothly into further learning and work, now and in the future. At Break Through School, we ensure that high quality information and guidance enables our learners to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them. We aim to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of learners. In addition, we aim to ensure that our careers' education:

- is embedded in all subject planning,
- empowers young people to plan and manage their own futures,
- responds to the needs of each learner,
- provides comprehensive information and advice,
- raises aspirations,
- actively promotes equality of opportunity and challenges stereotypes, and
- helps young people to progress and transition.

This year, work experience, visits by learners and to the school have been hampered by restrictions as a result of the COVID-19 pandemic.

We use a dedicated careers' worker and the 'Fast Tomato' online platform with our learners, as well as a programme of 1:1 sessions and enrichment workshops. In addition, we run careers' modules as part of the PSHCE Education curriculum.

Planning - Intent

The curriculum is planned for the two secondary level key stages; 3 and 4. Learners learn together in mixed-year tutor groups of up to 8, staying with their group for each subject, as a general rule. Furthermore, the tutor groups are organised with a

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consideration of ability and group dynamics. For the benefit of young people in year 11, towards the end of their qualifications, the KS4 groups can be rearranged so that there is a discrete year 11 group.

Each subject teacher/leader has regularly-updated schemes of work and medium term planning.

The schemes of work give more information about each topic covered, including context and cross-curricular links.

Break Through's medium-term plans give the detailed objectives and assessment strategies that are used when teaching each topic or subject. Teachers use these documents as a basis for planning their lessons on a weekly basis.

The schemes of work give more detail including; context, resources used, success criteria, cross-curricular links and how the topic teaching incorporates learning around British Values and SMSC.

The curriculum is regularly and frequently reviewed by senior leaders and subject teachers to ensure that it is the best offer for the cohort of learners at the school.

Planning at Break Through school:

- takes into consideration the needs, learning styles and ability of all learners including those that are more able, and those with SEND,
- includes lesson objectives,
- incorporates regular opportunities for formative assessment (which informs planning),
- shows progression in the learning of knowledge and skills, builds on previous learning and has clearly defined end points,
- gives learners the opportunity to develop thinking and reasoning skills,
- is relevant to the learners and addresses social disadvantage,
- is personalised and pays attention to the strategies detailed in young people's IEP's,
- equips learners with knowledge and cultural capital,
- incorporates opportunities for reading and,
- incorporates spiritual, moral, social and cultural education and an exploration of British Values

Delivery - Implementation

Overall Approach

Young people at Break Through have come to the school through referral from other schools or from being otherwise out of mainstream education provision. In delivering learning therefore, it is a priority for the school to re-engage young people with learning in an educational setting.

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All teachers delivering lessons prioritise relating to young people, within behavioural and professional guidelines and in accordance with the ethos, vision and values of the school (see section 1).

Personalised and differentiated lessons are delivered to tutor groups of no more than 8 young people, with the teacher assisted by one or more teaching assistant. The school pedagogy is based on personalised need and recognised approaches to teaching young people with Special Education Needs, particularly SEMH.

Please refer to the SEN Offer in appendix 2. All teachers use Quality First Teaching as a first tier approach and add to this both teacher-led, class-based interventions and out of class interventions. The school uses a multi-agency approach and interventions are informed by the Individual Education Plans, informed by EHCP's, where a learner has one. IEP's are regularly reviewed – bi-weekly by teaching staff and at least termly by the SENCo.

Quality First Teaching, QFT

Quality First Teaching (QFT) aims to engage and support the learning of all young people in the class, and places a strong focus on learner participation in learning.

The key characteristics of QFT are:

- Highly focused lesson design with sharp objectives
- High demands of learner involvement and engagement with their learning
- High levels of interaction for all learners
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for young people to talk both individually and in groups
- An expectation that learners will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate learners

Teachers at Break Through take account of these characteristics, in particular,

- modelling, in which a teacher thinks aloud to help learners to understand underlying structures, processes and conventions
- explaining, which helps learners to understand abstract concepts and events that are outside their own experiences, and
- questioning, which can help promote higher-order thinking skills and structure the development of learner knowledge and understanding.



Assessment and Reporting – Impact

Rationale

At Break Through, we assess in order to:

- inform planning,
- ensure that the school is providing targeted, individualised learning for each learner,
- identify and plan for gaps in knowledge and skills,
- identify special educational needs that have not been identified already,
 - identify and support more able learners,
- enable nuanced conversations about learners' understanding of topics and areas of learning so that they can appreciate their own progress, their learning and how they learn;
- monitor progress through the school as a whole, looking at specific subjects and year groups in order to improve our provision;
- report and inform young people, parents, teachers, agencies and other stakeholders of progress, strengths and areas for improvement; • support transition, particularly at the end of KS4; and
- demonstrate the success of our approach.

How the school assesses

Initial assessment

The school aims to ensure that each new learner undergoes an initial baseline and diagnostic assessment in maths, English and ICT within the first weeks of enrolment. Additionally, young people undergo a baseline assessment at the beginning of the academic year.

For these assessments, the school uses BKS^B, an online learning platform, at both GCSE and functional skills levels.

BKS^B diagnostic assessment analyses gaps in understanding and knowledge. This provides a basis for individualised learner programmes and targets in the three subjects and is shared with young people in a formative and motivating way.

Other subjects have a less formalised, but still comprehensive approach to initial assessment. The initial assessments from BKS^B serve to inform assessment in other subjects. All learners working towards GCSE's, level 1 or 2 or entry level qualifications have teacher-led initial assessment in class within the first two weeks of joining the school. This assessment, often using questions from past papers from the appropriate specification, provides in-depth information of learner 'knowledge gaps' and enables teachers to plan their lessons to address these.



Ongoing Assessment

Formative Assessment

Formative assessment, or assessment *for* learning (AfL)

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there', (Assessment Reform Group, UK 2002)

It enables the teacher to improve and tailor learning and helps learners identify their strengths, and areas for improvement. Additionally, it encourages independent learning. Examples of approaches used at school are:

- 'think, pair, share',
- questioning strategies,
- plenaries during which learners reflect on their learning,
- peer (where appropriate) and self-assessment,
- observation of activity and work completed
- explicit objectives for the learning session and knowing what being successful in the session means, and
- reflective conversations between classroom staff and learner, particularly at the end of a topic or when a learner has hit a milestone.

Summative Assessment

Assessment *of* learning, or summative assessment results in an evaluation of learner achievement in the form of a level or grade. At Break Through, young people have summative assessments at the end of a topic (around 3 times per academic year) – for example by using questions from past papers that match the topic or skill that has been taught and by using BKSb for maths, ICT and English. This feeds into a termly progress report of each young person, ensuring that the needs of all young people are met.

Learner progress is discussed in regular intervention meetings (every three weeks) with the SENCo, DSL and Deputy Head. Any learners falling behind are noted and suitable interventions are planned.

Recording and reporting of assessment data

Recording

- Summative assessments are recorded on a grid in the front of each learner book, along with their initial assessment data in every subject. Over time, this data offers learners, parents/carers/guardians and classroom staff a record of progress. This is also used formatively, for instance in conversations between classroom staff and learner.
- The grid informs the learner of the grade they are working at, their target and predicted grades and strategies for improvement (the 'how').



- Initial and summative assessments are also recorded on a class spreadsheet (for each teacher), giving an overall learning journey for each learner. Levels and grades are recorded for both Functional Skills and GCSE's.
- The spreadsheet record also has sections for behaviour for learning (BfL) and intervention strategies. The spreadsheet provides a basis for the termly reports for all subjects.
- The strategies enable all learners to progress whether this is to further push more able learners or to show interventions for learners who are falling behind.

Reporting

Progress and assessment data is reported to all stakeholders at the school, for example leaders, parents/ guardians/carers, agencies, further education colleges, learners and classroom staff.

Data is reported in the following ways:

- To learners, in tutor time and 1:1 sessions, and in class time (with discussion),
- to the SMT (senior management team), including the directors, in learner intervention meetings every three weeks,
- to the SMT, on a termly basis in the form of a progress report for each learner,
- to parents, carers and guardians at parents' evenings, in mid-year and end of year reports and informally at other times, and
- to agencies, based on the agreement made with the school. Agencies receive progress and attainment information such as end of year reports and progress updates as part of annual reviews, PEP strategy meetings, CP meetings and on request.

Reading

Rationale and Aims

Young people at Break Through have frequently missed education. Initial assessment upon joining the school has shown that reading ages of our learners are almost universally lower than their actual age.

Improving reading and reading comprehension, and enjoyment of reading, are therefore priorities at Break Through.

The aim is not only to motivate reluctant readers but to encourage them to become intrinsically motivated to read.

Reading Sessions

Break Through has instituted a whole-school reading programme, called morning read.

Daily reading sessions occur at the same time every morning and aim to cultivate a habit of reading, mostly silently. The idea is that at a set time everyone stops what he

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or she is doing and reads for fifteen minutes. It is a shared experience and gets people talking about books and reading while conveying a strong message that the school believes in reading.

Successful strategies within the our Reading Programme include:

- emphasising the power of choosing what to read,
- incorporating movement (as long as others are not disturbed)
- providing comfortable areas in which to read
- using discussion groups to review the reading
- breaking the reading down into smaller chunks
- reading to learners, whilst they follow the text
- *everyone*, including staff members, reading during DEAR time

The programme is regularly reviewed and personalised strategies employed, with reference to the IEP's of individual learners.

Reading Lead Practitioner (RLP) Group

The RLP group at school consists of a senior manager, the English lead/teacher, the SENCo and others. This group supports the morning read programme for the whole school as well as reading strategies more generally.

Assessment of Reading Levels

Reading levels are assessed separately from other assessments but feed into reports, the SEF, SIP and English assessment. Reading levels area assessed termly and by a specialised team to ensure consistency.

Inclusion

Our curriculum offer is tailored to the individual needs of our young people. Our broad and balanced curriculum focuses on functional learning, accredited courses/qualifications and incorporates vocational and life-skills to support and promote independence and transition.

Inclusion as it relates to individual needs is underpinned by the following principles at Break Through:

- All learners are equally valued. Equality, however, does not always mean treating learners in the same way, but according to their individual needs.
- Individual needs are to be seen in the context of learners learning in different styles rather than in the context of "deficit" models of ability and learning.



Teachers have high, appropriate expectations for all young people based on the information that is brought with them from their previous placement, the induction process and our initial and diagnostic assessments. This includes Boxall assessments for social, emotional and behavioural development. We use this information and our professional skills to set ambitious, personalised targets and plan challenging work for all young people.

Four targets are given on each Individual Education Plans, IEP's and these are reviewed termly. The targets, from EHCP's where a young person has one, are in the areas of learning, speech and language, from the Boxall profile and a personal target set with the young person.

In this way, a complete picture of each young person's journey is built up over time and incorporates learners with low prior attainment, those from disadvantaged backgrounds and learners with English as an additional language (EAL).

Further information can be found in our inclusion policy, equality policy and in our SEN policy and information report.

Monitoring arrangements

The Board of Directors monitor the quality of education through the annual Self Evaluation process and through regular reports and communication with the Head of School and Deputy Head.

The Senior Management Team, including the SENCo, undertake regular, focused learning walks, lesson observations and book looks to ensure a good standard of teaching, learning and assessment. Progress is similarly tracked, in addition to termly Learner Progress Meetings with the Deputy Head for each teacher.

This policy will be reviewed every year by the Head and Deputy Head. At every review, the policy will be shared with and approved by the Board of Directors.

Links with other policies and guidance

This policy has due regard to the guidance of exam board specifications of the qualifications we deliver. It reflects requirements for curriculum, inclusion and equality as set out in the Independent Schools' Standards Regulations (ISSR's 2014), in the Special Educational Needs and Disability Code of Practice 2014 and in the Equality Act 2010.

The policy also refers to the curriculum-related expectations and responsibilities of the board of directors set out in the Department for Education's Governance Handbook.

This policy links to the following policies and guidelines for the school:

SEN policy and information report



Accessibility Plan

Equality Policy

British Values Policy

RSE Policy

PSHCE Education Policy

Inclusion Policy

Appendix 1

Feedback and Marking Guidance

Rationale

Break Through aims to ensure that all young people enrolled at the school receive feedback and have their work marked in such a way that it leads to improvements in learning. Through this guidance, we aim to develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment – for each learner. **Aims**

This guidance aims to:

- standardise marking across subjects
- enable learners at the school to have a clear understanding of their current level (at the time of marking), their predicted grade and their target grade
- facilitate learners' understanding of how they can improve on their current level/grade
- establish learning conversations between learners and classroom staff

Marking in Learner Books

Key principles in marking:

- All work should be fully-marked in a timely fashion.
- Classroom staff are to use green pens for marking. Learners use purple pens for peer marking and when they are writing feedback.
- Classroom staff are to be consistent in using 'WWW' for 'What Went Well' and 'EBI', 'Even Better If'. These comments can be co-constructed with the learners.
- 'EBI' marking comments should include a prompt (e.g a reminder, a question, a scaffold or an example) to support the learner to respond to the marking.



- All marking needs to be *positive, informative and constructive*. Comments should be specific rather than generalised and be linked to work, rather than behaviours
- Feedback and marking will be written or presented in a way that makes it as *precise, accessible and meaningful* as possible for the young person. The emphasis will be on their achievement and what the 'EBI' is in order for the young person to further improve/ move on in their learning.
- The focus of the feedback will be the learning objectives (or agreed success criteria), or 'non-negotiables' such as spelling or punctuation (relevant to the learner's ability) and agreed school presentation expectations.
- Comments can also refer to verbal contributions made in class.
- Marking will encourage the learners to be aware of 'how' and 'what' they are learning, and support them to become increasingly independent in making improvements to their own work.

Who Marks?

Marking will usually be carried out by the teacher. However, in some circumstances, teaching assistants may/should support the teacher with marking e.g. via marking mental maths test papers or providing learners with instant feedback on their work when supporting them in a small group. The teacher remains responsible for marking and assessment of the learners in their class.

Work may be marked by a peer to encourage both a supportive partnership and a more critical approach to learning by learners themselves. If peer marking is to be used, the teacher carefully directs and scaffolds it to ensure a productive and useful experience for all learners.

Again, led by the teacher, it is an aspiration that work may be self-marked by the learners themselves. This is to encourage independent learning and self-reflection.

Marking as part of Assessment and Reporting

All marks and formative assessment comments serve as a permanent record for the young person. Marking may be shared with outside professional agencies and parents/carers/guardians during meetings in support of the young person's education.

Marking Codes at Break Through

a) Who worked with the learner and level of support given.

- (I) Independent
- (S) Supported by TA
- (W) Scribed
- (CT) Class Teacher
- (R) Reading support
- (OA) Other Adult e.g. SLT



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- (PA) Peer Assessment
- (SA) Self-Assessment
- (VF) Verbal feedback

b) Learning Objectives

- N Learning objective not met
- P Learning objective partially met
- A Learning objective met

c) Other Annotations

- √ Correct answer or good point made
- __• Incorrect answer or point
- (M) Correct Method, incorrect final answer
- (Maths) (G) Grammar error. Find it and put it right.
- (P) Missing or incorrect punctuation, including capital letter and full stops. Find it and put it right.
- (Sp) This word is spelt incorrectly or is the wrong homophone Up to 3 spellings corrections identified for the learner to put right. ^ Missing word. Find it and write it
- // New paragraph needed. Find it and indicate with
- // (ww) Wrong word written. Find it and put it in.
- (?) Not written clearly or well. Need to be re written.



