

1. Teacher Planning Requirements

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

- Evidence of adhering to the scheme of work for that subject
- Demonstrate that the scheme of work for that subject has been reviewed
- A resource file that is continuously populated with lesson resources, and planning materials per subject
- Planning of interventions per child, with evidence of this being based on the information from the Cohort Breakdown.

2. Progress Tracking

Within each subject, the following, in this order, should be seen:

- Evidence of Baseline Assessment(s) results for Maths and English (BKSB or paper based).
- Evidence of Assessment(s) results – End-of-Half-Term/End-of-Term/End-of-Year/FS Exams (Maths/English)/portfolio units (Vocational subjects) per subject.
- Progress Tracker identifying progress per student, per subject based on scheme of work outcomes
- Termly Reports

3. Teacher Files

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

- Cohort Breakdown identifying key strategies to enable success for every child.
- Class Register (separate plastic wallets for each class taught)
- Scheme of Work for each subject (which should incorporate the assessment plan)
- EHCP Outcomes for each student

4. Assessment Data from Previous Schools

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

- A list of any previous qualifications achieved
- Last major assessment data for English, Maths and Science as a minimum
- Most recent progress report
- EHCP

The Headteacher, Office Lead, and SENCO are responsible for getting the correct data from the student's previous placement.

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

5. Student Setting

When students join The Write Time, as part of their induction process, they are required to complete baseline assessments in English Language and Maths. For details of the specific assessments, please refer to the Baseline Assessment & Setting Folder. This complements the wider assessment of learner need completed by the SENCo and the Speech and Language Therapist.

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

Students will either follow a Functional Skills route or the GCSE route; however, for Year 10 students only, there is flexibility to move between pathways, provided students can demonstrate appropriate progress and level of ability.

In most cases, students will exhibit stronger characteristics in one subject or the other at their point of assessment, possibly being assessed to work at GCSE for Maths, but Functional Skills for English. At this point, the previous attainment will be taken into place, as well as student attitude, and with parents/carers and the referrer, a suitable route will be chosen.

At Key Stage 3 assessments will be organised and run by the SENCo and KS3 lead. Assessments will be marked by the subject teacher.

Assessments take place at the beginning of the academic year and at the end of each half term, and the data is kept on Arbor.

6. Cohort Breakdown

The Cohort Breakdown is a document that enables teachers to ascertain:

- Background Information
- What interests the student, their diagnoses, what additional learning needs they have and useful approaches to supporting the young person and their learning style.
- Possible triggers and possible de-escalation strategies
- Possible teaching strategies
- Medication each student may be on and the possible side effects
- What therapies they have access to

The Cohort Breakdown with the input from the SENCo based on each individual student's EHC Plan. This document will be updated throughout the academic year, with input from class tutors, Outreach and Development Tutors and therapists.

7. Subject Level Progress Assessment

At subject level teacher assessment will be at identified assessment points within the Schemes of Work, ensuring that each subject teacher also meets the requirements for reporting through the school year. These assessment points are marked within the Scheme of Learning and correlate with the teacher progress trackers.

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

For those students who do not start with us at the start of the year, students will complete their diagnostic assessment and will carry on with the predesignated teaching schedule from the generic scheme of work.

The subject teacher is responsible for this.

7a. BKSB

BKSB at The Write Time will be used for three predominant purposes (For KS4 only:

- One key purpose will be to help ascertain whether GCSE or Functional Skills is the most appropriate route using the GCSE Maths and GCSE English screener, as well as Learning Style.
- The second key purpose of BKSB is to act as a source of independent study for students. The schemes of work aim towards GCSE but complement the Entry Level 3 and Level 1 functional skills awards in English & Maths, however, not directly match them.
- The third key purpose of BKSB is for teachers to use paper-based resources as extra material to support their pedagogy in the classroom.
- The SENCo and the Speech and Language Therapist will also carry out assessments with all students to assess their cognitive abilities.

The individual subject teacher is responsible for this.

8. Schemes of Learning

Schemes of Learning at The Write Time have been designed with six objectives in mind:

- To complement external examination requirements
- To allow students to make progress in all their study areas no matter what age or ability.
- To ensure that each scheme of work is accessible for a wide variety of students, adaptable up and down.
- To ensure that British Values are embedded wherever possible throughout each lesson: democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs
- To evidence planning of Maths and English across all subject areas
- To evidence links to careers and employment

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

- Week #
- Theme/Intent
- Prior Learning
- Skills
- Knowledge
- Implementation
- Links to Careers

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

Please refer to the Learning and Teaching folder 2025-2026 for evidence of the above schemes of learning for all Year groups and levels.

All teachers should be aware and take responsibility for ensuring that schemes of learning remain as active documents and are demonstrably updated/improved on a rolling basis at least monthly.

9. Assessment for learning – marking for progress

All AfL marking should be completed in a timely manner so that the learner has an up to date understanding of where they are in terms of their understanding and next steps in learning – marking should never be more than 1 week in arrears. Undertaking assessment and marking with learners during lesson times is encouraged as it promotes interaction and the reinforcing of concepts/knowledge.

Think Pink Go Green (TPGG) is the marking approach we use to encourage student feedback and teacher/student interaction. We combine this with What Went Well (www)/ Even Better If (ebi) so that assessment for learning is used to effectively scaffold further progress:

- Work marked in pink will be comments made by a teacher for students, they provide information about what has gone well (www), and what needs to be improved (even better if (ebi)). These comments will be directly related to the learning objectives of the topic/area of study.
- Teachers will also provide questions, suggestions or further activities or repeat of key tasks in green for the student to develop their understanding. This builds on the ebi comments and develops a culture of student reading and responding to teacher feedback.
- Teachers are encouraged to use a 'stick-in' marking pro-forma with objectives met, www/ebi and next steps as a way of developing consistency in AfL for the learner.

AfL in vocational subjects should be specifically tied to the individual vocational assessment outcomes contained within each unit and make a clear comment as to whether the learner has Emerging, Developing or Secure understanding of those outcomes.

10. Standard of Student Work

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

11. Exam Entry Procedure

For students to be entered for any examination/external assessment at The Write Time, students must fulfil the criteria for being entered for exams. The criteria can be summarised into the following categories:

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

For more details on this, please refer to the 'Exam Entry Procedure for Students'.