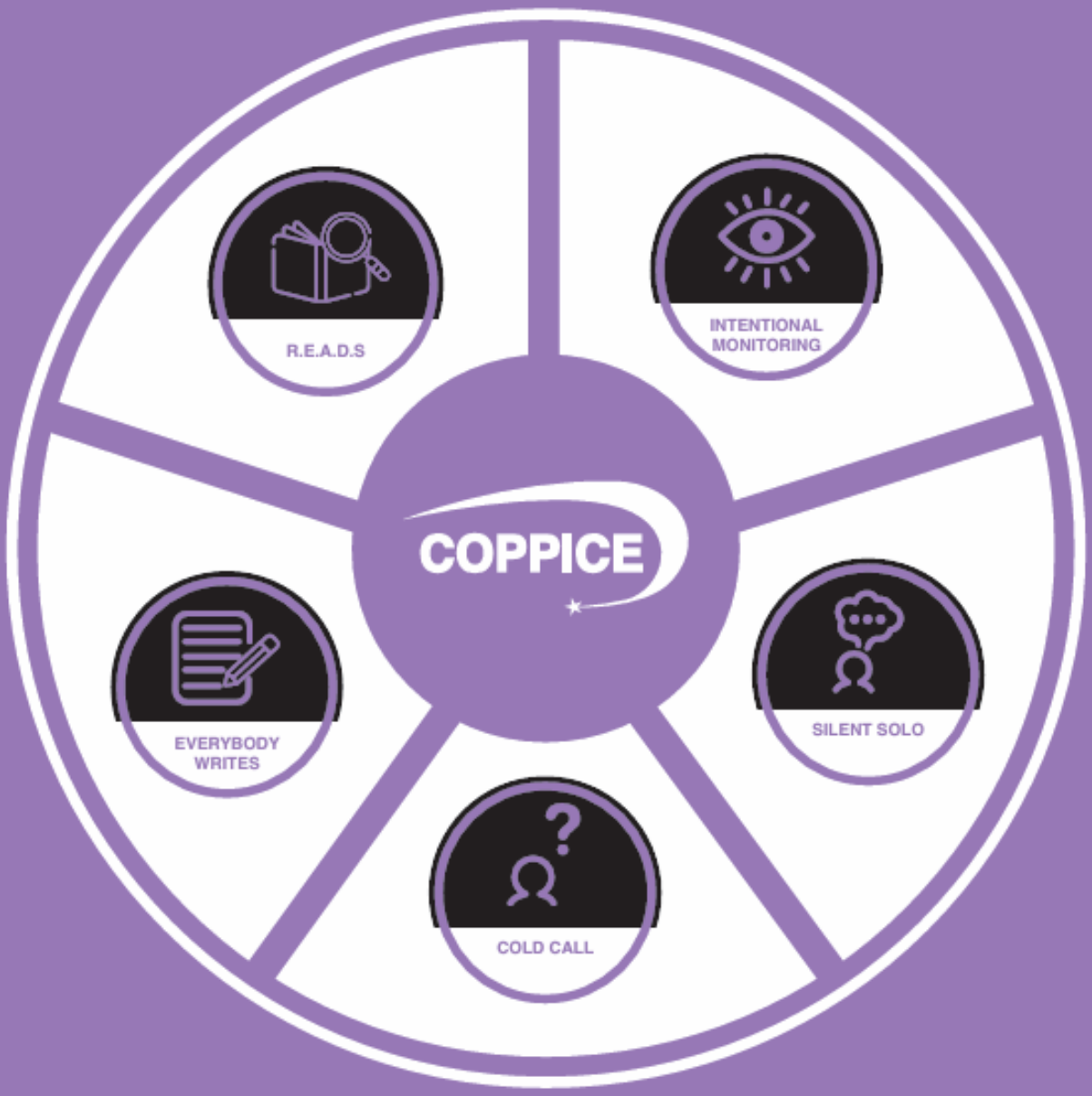


Teaching Principles Handbook

COPPICE

Coppice Teaching and learning: Rationale

The Coppice Teaching and Learning Model is underpinned by two key principles that drive effective classroom practice and improve student outcomes.

1. Consistent Routines Reduce Cognitive Load

When classroom routines are clear, consistent and well established, students spend less mental effort working out how to learn and more mental effort focusing on what they are learning.

Predictable routines reduce unnecessary cognitive load by creating certainty around classroom expectations, transitions, behaviour, and learning activities. This allows students to direct their attention towards understanding new concepts, making connections between ideas, and retaining knowledge over time.

By embedding strong learning routines, we create classrooms where students feel secure, focused and ready to engage in purposeful learning.

2. High Levels of Thinking and Participation Drive Learning

Learning happens when students think. Therefore, our classrooms should be designed to maximise both the thinking ratio and the participation ratio of every learner.

Thinking Ratio refers to the proportion of lesson time students spend actively thinking, processing, recalling, applying and evaluating knowledge.

Participation Ratio refers to the proportion of students actively engaged in the learning, rather than a small number contributing while others remain passive.

At Coppice, we intentionally design lessons that require all students to think hard and participate regularly.

Our aspiration is simple:

In the perfect classroom, 100% of students are thinking hard for 100% of the time.

While this ideal may never be fully realised, it provides a clear direction for our practice. Every strategy within the Coppice Teaching and Learning Model is designed to move us closer to this goal

Consistent Learning routines.

Our Coppice core principles rely on teachers to use the same strategies in all classrooms reducing the cognitive load on students allowing them to concentrate on learning. It requires consistency and high-quality instructions. Consistent routines are important in teaching because they create a stable, predictable, and productive learning environment.

1. Routines create a Sense of Security

- Students know what to expect and what is expected of them.
- Predictability reduces anxiety and helps students feel safe and confident in the classroom.

2. They maximize Learning

- When routines are established, less time is spent explaining procedures and managing behaviour.
- The reduction on Cognitive load frees up students to think deeply. Familiar routines allow students to concentrate on learning rather than figuring out what to do next.

3. It improves Behaviour and Classroom Management

- Clear routines can help prevent confusion and off-task behaviour.
- Students understand classroom expectations and are more likely to follow them consistently.

4. Supports Independence

- Students learn to manage tasks without constant teacher direction.
- They become more responsible and self-regulated learners.
- It prepares students for the independence required to find success in external examinations

5. Promotes Equity and Inclusion

- Consistent routines benefit all learners, particularly students with additional needs, English language learners, and those who thrive on structure.
- Everyone has access to the same expectations and opportunities for success.

Thinking ratio and Participation ratio

The Coppice core principles aim to get students thinking harder and working harder in class.

In Simple Terms

Thinking Ratio = the amount of time students spend thinking compared to the amount of time the teacher spends talking.

Participation Ratio = the number of students actively involved in learning compared to those who are passive.

The higher these ratios are, the more students are actively engaged in learning, which generally leads to better understanding, stronger critical thinking, greater confidence, and improved academic achievement.

Increasing thinking ratio and participation ratio is important in teaching because it shifts learning from being teacher-centered to student-centered, leading to deeper understanding and better learning outcomes.

1. Improves Understanding and Retention

- When students spend more time thinking, analysing, questioning, and solving problems, they process information more deeply.
- Active thinking helps students remember concepts longer than simply listening to a lecture.
- Through discussions, questioning, group activities, and responses, teachers can quickly identify misconceptions. Teachers can then adjust instruction to meet students' needs.

2. Develops Critical Thinking Skills

- Higher thinking ratios encourage students to evaluate evidence, make connections, and solve problems independently.
- These skills are essential for academic success and real-life decision-making.

3. Increases Engagement and Motivation

- When participation is high, students become active contributors rather than passive observers.
- Active participation makes lessons more interesting and helps students feel responsible for their own learning.

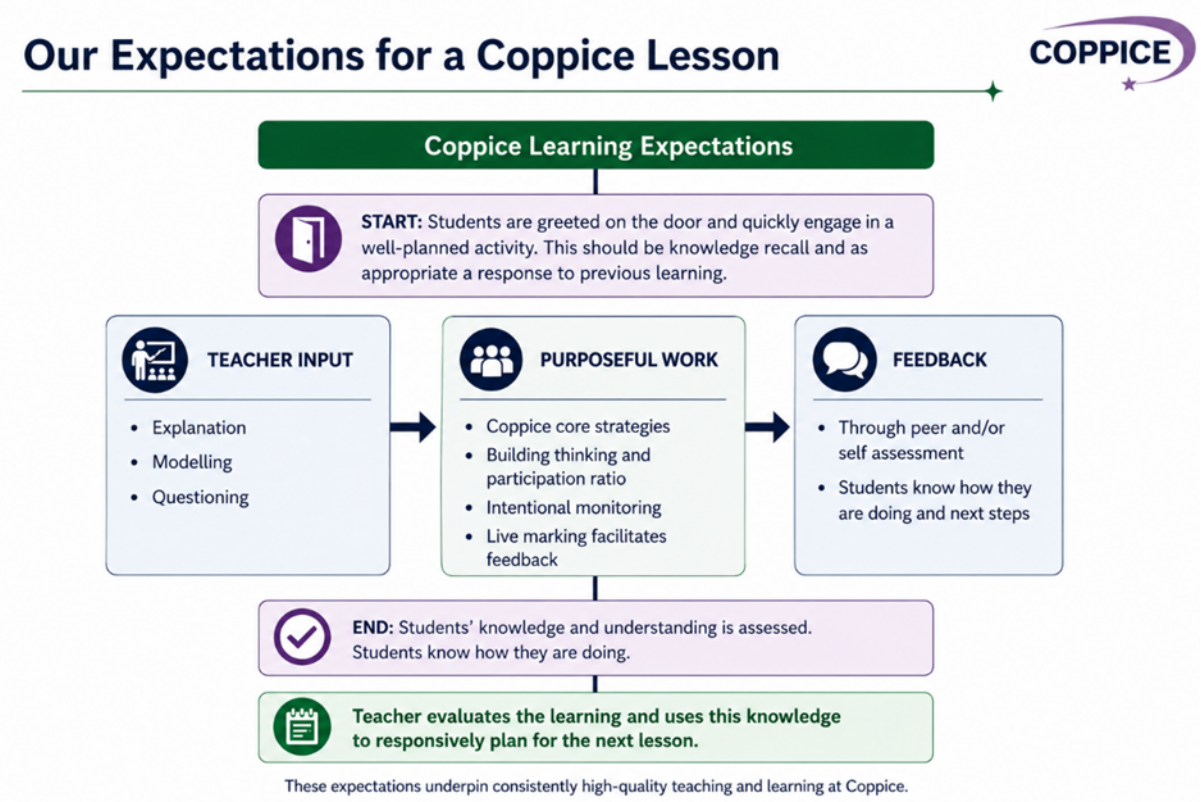
4. Promotes Inclusive Learning

- Increasing participation ensures that more students are involved, not just the few who regularly volunteer answers.
- When participation is high, teachers time is freed up to intentionally monitor progress, identify gaps and adapt teaching to meet the needs of all the learners in the class.

5. Encourages Ownership of Learning

- Students who think actively and participate regularly take greater responsibility for their progress.
- They become more independent learners rather than relying solely on the teacher for answers.

Coppice lesson structure.



Lesson Structure: Check In, Check Up, Check Out

At Coppice, we believe that effective lessons follow a consistent structure that prepares students to learn, supports them throughout the learning process, and ensures they leave with a clear understanding of their progress.

Check In: Meet and Greet

The lesson begins before students enter the classroom.

Teachers should be positioned at the door to welcome students into the learning environment. This provides an opportunity to:

- Check uniform and equipment.
- Ensure students are prepared and ready to learn.
- Establish a calm and purposeful start to the lesson.
- Set high expectations from the very beginning.

A positive greeting matters. A smile, a friendly welcome, and the use of students' names help build strong relationships and foster a sense of belonging. Research suggests that hearing one's name captures attention and strengthens interpersonal connections.

The meet-and-greet also serves as a valuable relational touchpoint, allowing teachers to nurture positive relationships with students while monitoring and moderating corridor behaviour.

Most importantly, it creates a clear transition from social time to learning time, ensuring students enter the classroom focused and ready to engage.

Starters

Effective starters should be:

- Short and purposeful.
- Low stakes, allowing all students to participate confidently.
- Designed to activate thinking and engage students immediately.
- Focused on preparing students for the learning that follows.

The most effective starters draw on:

- Retrieval practice.
- Recall of prior knowledge.
- Key concepts from previous lessons.
- Essential knowledge and vocab required for the current lesson.

Given what we know about memory and the forgetting curve, retrieval-based starters are a highly effective way of strengthening long-term retention and improving future performance.

Starters should also provide an opportunity to identify and support students who may have missed previous learning, helping them reconnect with the curriculum and participate fully in the lesson.

Teaching Phase

The teaching phase forms the main body of the lesson.

During this stage, teachers should apply the Coppice Core Principles to create a classroom where students are thinking deeply and working hard.

High-quality teaching is characterised by:

- Clear explanations and modelling.
- Purposeful questioning.
- Frequent checks for understanding.
- High levels of student thinking and participation.
- Opportunities for guided and independent practice.

Teachers should spend much of this phase intentionally monitoring students as they work. By moving around the classroom, checking understanding, identifying misconceptions, and providing timely feedback, teachers ensure that all students remain on track and are challenged appropriately.

Monitoring is not simply supervision; it is a deliberate and active process that informs teaching and supports learning in real time.

Check Up: Intentionally Monitor

Throughout the lesson, teachers should continuously:

- Check understanding.
- Monitor participation.
- Identify misconceptions.
- Provide feedback and support.
- Adapt teaching in response to student needs.

Intentional monitoring allows teachers to assess learning as it happens and ensures that students receive the guidance they need to be successful.

Check Out: End and Send

Every lesson should conclude with an opportunity to evaluate learning and prepare students for what comes next.

By the end of the lesson:

- Students' knowledge and understanding should have been assessed.
- Students should know how well they have learned.
- Teachers should know how well students have learned.
- Assessment information should inform future planning and teaching.

An effective plenary enables students to reflect on their learning, consolidate key knowledge, and identify next steps.

The lesson should end calmly and positively, with students ready to engage successfully in their next lesson.

The Coppice Lesson Cycle

CHECK IN

Meet and Greet

Prepare students to learn.

CHECK UP

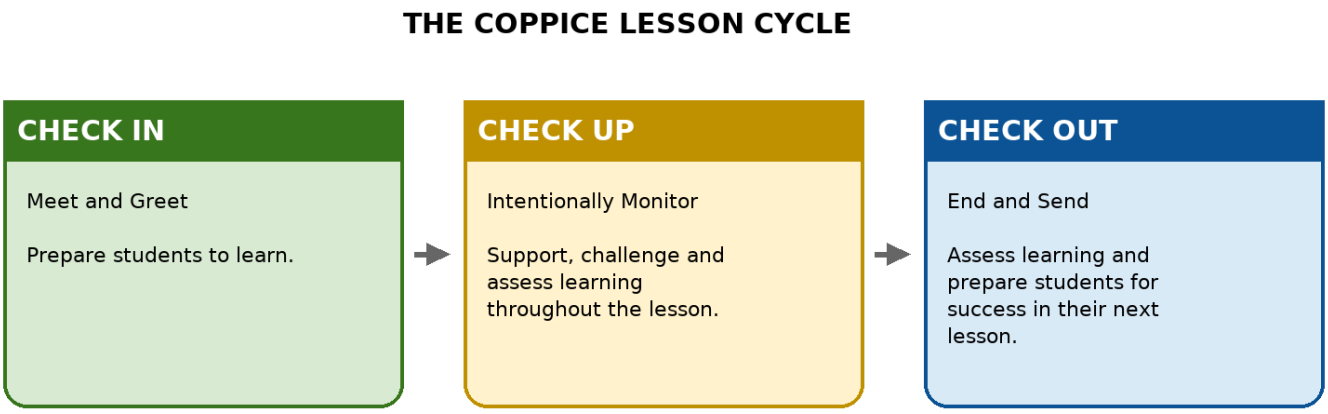
Intentionally Monitor

Support, challenge and assess learning throughout the lesson.

CHECK OUT

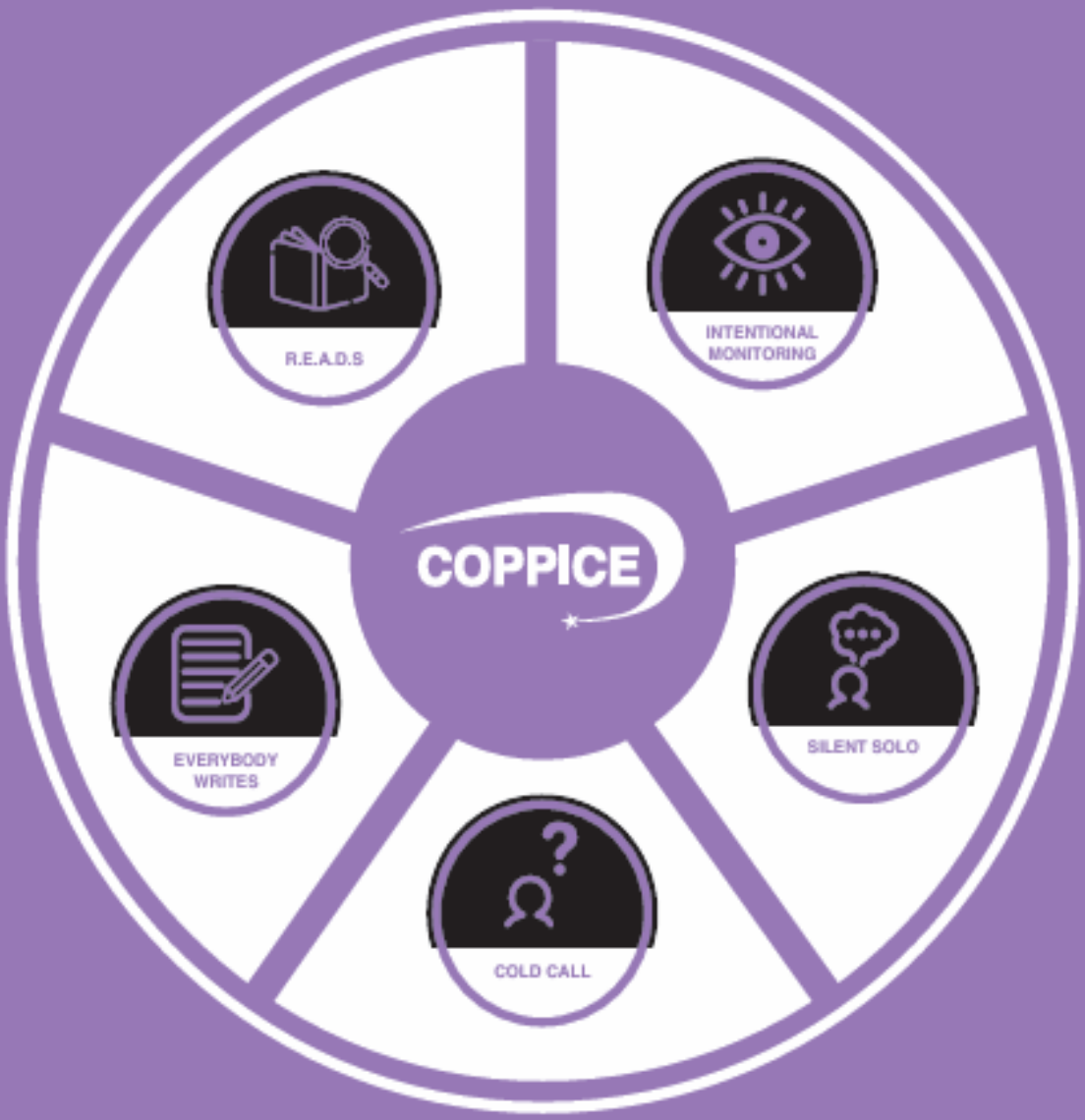
End and Send

Assess learning and prepare students for success in their next lesson.



COPPICE CORE

Our **Principles.** Our **Practice. Every lesson, every day.**



WRITE THINK ANSWER MONITOR LITERACY

The Coppice Core

The Coppice Core consists of the key teaching and learning strategies that underpin purposeful classroom practice across the school. These strategies provide a consistent approach to learning, ensuring that all students are actively engaged, challenged, and supported in every lesson.

The Coppice Core establishes shared routines and expectations that promote high levels of participation, independence, accountability, and academic achievement. Through consistent application, these strategies help create calm, purposeful classrooms where learning can flourish.

The Coppice Core comprises five key elements:

Silent Solo

A period of sustained independent work in which students work in silence to think deeply, demonstrate understanding, and develop the concentration required for successful learning and examination performance.

Everyone Writes

A structured opportunity for all students to organise their thoughts through writing, develop ideas, and make their thinking visible. This ensures that every student actively engages with the learning.

Cold Call

A questioning technique in which the teacher selects students to respond, promoting universal participation, accountability, and high levels of thinking across the classroom.

Intentional Monitoring

The deliberate and systematic process of gathering evidence of learning, identifying misconceptions, and responding to students' needs through adaptive teaching, feedback, support, and challenge.

READS

A whole-school framework for reading that supports students in reviewing prior knowledge, exploring meaning, identifying key discussion points, debating interpretations, and summarising understanding.

Together, these five elements form the foundation of teaching and learning at Coppice. They provide a common language and shared approach that ensures consistency for students while supporting high-quality teaching in every classroom. By embedding the Coppice Core in daily practice, we create the conditions for all students to think deeply, participate fully, read effectively, and achieve their potential.

THINK

Our **Principles.** Our **Practice. Every lesson, every day.**



SILENT SOLO

In every lesson, students will work independently and silently on a focused task.

Silent Solo

A Silent Solo is a period of sustained independent work in which students work thoughtfully, willingly, and without distraction. It requires students to give 100% of their attention to a challenging task and sustain their effort for a significant duration. Silent Solo provides students with the opportunity to think deeply, listen to their inner voice, and develop the independence and concentration required for examination conditions.

Expectations

All departments will use a dedicated Silent Solo slide, incorporating the whole-school Silent Solo symbol.

The slide should include:

- Clear, high-quality instructions.
- The expected outcome or success criteria.
- The planned monitoring route or laps for the teacher.
- Instructions should be carefully scripted to ensure clarity and consistency.

During Silent Solo

- Students work in complete silence for the duration of the task.
- Teachers should remain in the Perch Position after giving instructions until all students have started their work successfully.
- Teachers should avoid unnecessary interruptions once the task has begun, allowing students to maintain focus and cognitive flow.

Task Design

Silent Solo tasks should:

- Be of significant duration (typically around 20 minutes).
- Be academically demanding and require sustained concentration.
- Draw together multiple aspects of the lesson, topic, or unit of learning.
- Often be summative in nature, enabling students to demonstrate understanding independently.

Monitoring

Once all students are engaged in the task, teachers should move into intentional monitoring.

For Silent Solo, this should take the form of planned laps of the classroom, allowing teachers to:

- Check that all students remain focused and productive.
- Monitor the quality and accuracy of work.
- Identify misconceptions and address them at an appropriate point.
- Provide stretch and challenge where needed.
- Maintain a strong presence while preserving the silence and independence of the task.

Intentional monitoring should be purposeful, consistent, and unobtrusive, ensuring that students remain fully accountable for their learning throughout the Silent Solo.

WRITE

Our **Principles.** Our **Practice. Every lesson, every day.**



EVERYBODY WRITES

All students write independently every lesson to refine ideas and thinking.

Everyone Writes

Everyone Writes is a structured opportunity for every student to think through writing. It enables students to organise their thoughts, develop ideas, rehearse their thinking, and make their understanding visible. Unlike Silent Solo, Everyone Writes activities are typically more open-ended and formative in nature, allowing teachers to gain insight into students' thinking and understanding.

Expectations

All departments will use a dedicated everyone writes slide, incorporating the whole-school everyone writes symbol.

- The slide should include:
- The expected outcome or success criteria.
- Instructions should be carefully scripted to ensure clarity and consistency.
- Students should be expected to write continuously for the allotted time, focusing on capturing and developing their ideas rather than producing a polished final response

Purpose

Everyone Writes ensures that all students participate in the thinking and learning process. It provides a low-stakes opportunity for students to:

- Organise and clarify their thinking.
- Generate, develop, and refine ideas.
- Make connections between prior and new learning.
- Practise disciplinary vocabulary and written communication.
- Prepare for discussion, feedback, or more extended written tasks.

Task Design

Everyone Writes activities are typically:

- Formative rather than summative.
- Open-ended, allowing students to explore and articulate their thinking.
- Used at any point within a lesson to check understanding, deepen thinking, or prepare students for discussion and application.
- Short to medium in duration, depending on the intended outcome.

Examples may include:

- Responding to a question or stimulus.
- Explaining a concept in their own words.
- Generating ideas before a class discussion.
- Reflecting on learning.
- Drafting or planning a longer response.

Teacher Role

During Everyone Writes, teachers should intentionally monitor student responses to assess understanding, identify misconceptions, and gather evidence of learning. This information can then be used to inform questioning, feedback, and subsequent teaching.

Everyone Writes reinforces the principle that thinking belongs to all students and that every learner should have the opportunity to engage actively with the content through writing.

ANSWER

Our **Principles.** Our **Practice. Every lesson, every day.**



COLD CALL

Teachers ask purposeful questions that all students should be ready to answer.

Cold Call

Cold Call is a questioning technique in which the teacher selects the student who will answer a question, rather than relying on volunteers. When used consistently and effectively, Cold Call increases participation, accountability, and engagement by ensuring that all students think about the question and are prepared to contribute.

Purpose

Cold Call helps to:

- Increase the ratio of thinking and participation across the classroom.
- Ensure that all students remain actively engaged in learning.
- Check understanding from a broad range of students.
- Promote a culture of high expectations and universal participation.
- Develop students' confidence in speaking and contributing to classroom discussions.

Expectations

- Cold Call should be used routinely and consistently across lessons.
- Teachers should make it clear to students when Cold Call is being used and display the whole-school Cold Call symbol on the board.
- The consistent use of Cold Call helps to normalise the strategy, reducing anxiety and building confidence over time.
- Students should understand that everyone is expected to think and that anyone may be asked to contribute.

Effective Questioning

Questions should be:

- Carefully planned and purposeful.
- Targeted appropriately to assess understanding and promote thinking.
- A mixture of closed, retrieval-based questions and more open-ended questions that require explanation, reasoning, or evaluation.
- Adapted or scaffolded where necessary to support students in achieving success.
- Ambitious and appropriately challenging, maintaining high expectations for all learners.

Teacher Practice

When using Cold Call, teachers should:

- Ask the question first, allowing sufficient thinking time before selecting a student.
- Ensure all students have the opportunity to think before an answer is requested.
- Listen carefully to responses and use follow-up questions to deepen understanding where appropriate.
- Create a supportive environment in which mistakes are viewed as part of the learning process.
- Provide guidance and support when a student is struggling rather than moving immediately to another student.

Culture and Climate

Cold Call should never be used as a “gotcha” strategy designed to catch students out. Instead, it should promote a culture of participation, thinking, and intellectual safety, where students feel confident contributing without fear of making mistakes.

The aim of Cold Call is not simply to generate answers, but to ensure that every student is thinking, every student is accountable, and every student has a voice in the learning process.

MONITOR

Our **Principles.** Our **Practice. Every lesson, every day.**



INTENTIONAL MONITORING

Teachers actively move around the room, giving live feedback and guidance.

Intentional Monitoring

Intentional Monitoring underpins effective teaching and learning. It is the process through which teachers actively gather evidence of student understanding, engagement, and progress, enabling them to respond in real time to pupils' needs.

Through intentional monitoring, teachers identify misconceptions, gaps in knowledge, strengths, and areas for development. This information is then used to adapt teaching, provide timely support, increase challenge, and ensure that all students make progress.

Purpose

Intentional Monitoring enables teachers to:

- Identify misunderstandings and misconceptions quickly.
- Assess the depth and accuracy of student learning.
- Recognise when students require further support, guidance, or challenge.
- Maintain high levels of engagement and accountability.
- Inform responsive teaching and intervention.

Where It Happens

Intentional Monitoring should be evident throughout every lesson and is embedded within our core teaching practices.

- During Silent Solo, teachers should carry out planned laps of the classroom to monitor learning systematically.
- During Everyone Writes, teachers should also circulate and review students' work to assess understanding and identify next steps.
- During Cold Call, intentional monitoring occurs through careful listening to student responses and analysing the quality of thinking demonstrated.

Monitoring should be proactive rather than reactive, allowing teachers to anticipate and address barriers to learning before they become embedded.

Planning for Intentional Monitoring

Intentional Monitoring should be informed by:

- Information contained within the Purple Folder.
- Seating plans and prior knowledge of students.
- Identified focus students and priority groups.
- Assessment information and previous learning.

Teachers should identify first-call students as part of their planning. This should be evident in classroom practice, particularly during questioning and checking for understanding.

Live Marking

During classroom laps, teachers should engage in live marking using red pen. Live marking should be purposeful and focused on moving learning forward.

All live-marking comments should require a student response. Students should respond to teacher feedback in green pen, creating a visible dialogue that demonstrates improvement and engagement with feedback.

Effective live marking may include:

- Checking presentation
- Addressing misconceptions.
- Prompting students to refine or extend their thinking.
- Directing students to improve the quality of their work.
- Providing immediate challenge where appropriate.

Key Principle

Intentional Monitoring is not simply about checking compliance; it is about understanding learning. By continuously gathering and acting upon evidence from the classroom, teachers ensure that support, challenge, and feedback are targeted effectively, enabling every student to achieve success.

LITERACY

Our **Principles.** Our **Practice. Every lesson, every day.**



R.E.A.D.S

A literary focus is embedded throughout the curriculum.

READS

READS is a set of agreed principles that establishes a consistent approach to teaching literacy across the curriculum. It provides a common framework that supports students in accessing, understanding, and engaging critically with a range of texts in every subject.

READS consists of five key elements:

R – Review prior knowledge and make a prediction

E – Explore text meanings and clarify understanding

A – Identify Anchor Points to stop and discuss

D – Debate alternative meanings and competing views

S – Summarise to consolidate understanding

Purpose

READS supports students in becoming active, strategic readers by encouraging them to engage with texts before, during, and after reading. The framework helps students to:

- Activate prior knowledge.
- Develop vocabulary and comprehension.
- Monitor and clarify their understanding.
- Engage in discussion and critical thinking.
- Retain and consolidate key information.
- Application in the Classroom

READS is not a stand-alone reading strategy or an additional task to be completed alongside our core teaching practices. Instead, it is a literacy framework that strengthens and informs their application.

The principles of READS should be embedded within established routines such as:

- Cold Call, through discussion, clarification, and debate.
- Everyone Writes, through prediction, summarising, and reflection.
- Silent Solo, through independent reading, annotation, and comprehension activities.
- Intentional Monitoring, through checking understanding and addressing misconceptions.

Teachers should select and emphasise the elements of READS that best support the purpose of the reading task, recognising that not every component will be required in every lesson. Over time, consistent use of the framework will help students develop confidence, fluency, and independence as readers across the curriculum.

Key Principle

READS provides a shared language for reading across the school. By embedding these principles consistently, we ensure that students are equipped with the knowledge, habits, and strategies required to access complex texts and deepen their understanding in every subject area.



Inclusion

Inclusion pathways at Coppice

At Coppice, we are committed to delivering an inclusive curriculum and adapting our teaching to ensure that all students achieve success. We recognise that students learn in different ways and may require varying levels of support to overcome barriers to learning. To ensure that every student can access, engage with, and make progress within the curriculum, we use a four-wave model of intervention.

Universal Provision

High-Quality Teaching for All

Universal provision forms the foundation of our approach. Through high-quality, adaptive teaching, teachers create inclusive learning environments that meet the needs of all students. This includes clear explanations, effective modelling, appropriate scaffolding, regular assessment for learning, and responsive teaching strategies. Universal provision is what teachers do every day to ensure that all students can succeed.

Universal + Provision

Additional classroom adjustments

At the Universal+ stage, some pupils may require additional classroom, pastoral, or wellbeing adjustments to help them access learning successfully alongside their peers. These adjustments build upon high-quality universal provision and are designed to remove barriers to learning while promoting independence and participation.

Pupils on the Universal+ pathway will be issued with a **LINC Passport**. This personalised document is developed collaboratively with the pupil and outlines areas where additional support may be beneficial, and practical strategies that staff can implement within the classroom. The passport ensures that pupils' voices are central to the support they receive and provides teachers with a consistent set of approaches to enhance engagement, learning, and wellbeing across all lessons.

Targeted Provision

Additional Individualised Support

When a student is not making expected progress through universal provision alone, targeted support may be implemented. This involves additional interventions and personalised strategies designed to address specific barriers to learning. Targeted provision is the extra support that the inclusion panel agree to put in place to help students who require more focused assistance to achieve their learning goals.

Targeted+ Provision

Highly Personalised and Specialist Support

For a small number of students with more complex or significant needs, support may need to extend beyond what can be provided through classroom-based strategies and targeted interventions. Targeted+ provision includes highly personalised programmes, specialist interventions, and, where appropriate, support from external agencies. This ensures that students receive the tailored support they need to make sustained progress and achieve their full potential.

Through this graduated approach, Coppice ensures that every student receives the right level of support at the right time, enabling all learners to thrive within an inclusive educational environment.

Universal Intervention: Teacher Checklist

1. Clear Routines

- Are my classroom entry and exit routines clearly defined and consistently applied?
- Am I consistently applying my TLAC strategies and routines?
- Am I consistently applying the whole-school behaviour policy?
- Is my seating plan purposeful, well thought out, and consistently enforced?

2. Adaptive Teaching

- Are tasks suitable for the least able pupils, with appropriate adaptations to ensure inclusion?
- Are tasks suitably challenging for the most able pupils, with adaptations to ensure inclusion?
- Have tasks been chunked into manageable steps?
- Have I modelled high-quality examples or good practice?
- Do I know and understand the individual needs of pupils (purple folder)?
  Have I adapted my tone, body language, and approach to meet individual learner needs?

3. Inclusive Classroom Environment

- Are my instructions accessible to all pupils (considering reading age, SEND, and prior knowledge)?
- Have I taken steps to reduce cognitive load (e.g. clear visuals, limited instructions, scaffolding)?
- Have I explained why we are doing the task and how it supports learning (metacognition)?
- Is the learning environment fit for purpose—calm, inclusive, and free from unnecessary distractions?

4. Quality Assessment for Learning (AfL)

- When did I last check for gaps in knowledge or individual learning needs?
- Have I used assessment information to plan support or close identified gaps?

Purple Folder

All staff should maintain a Purple Folder to support intentional monitoring, adaptive teaching, and inclusive classroom practice. The Purple Folder should provide staff with a clear overview of the needs, progress, and attainment of pupils in every class they teach, enabling informed planning and timely intervention.

For each teaching group, the Purple Folder should include:

A current seating plan

Target grades for all pupils

Current attainment data for all pupils

Identification of key pupil groups, including:

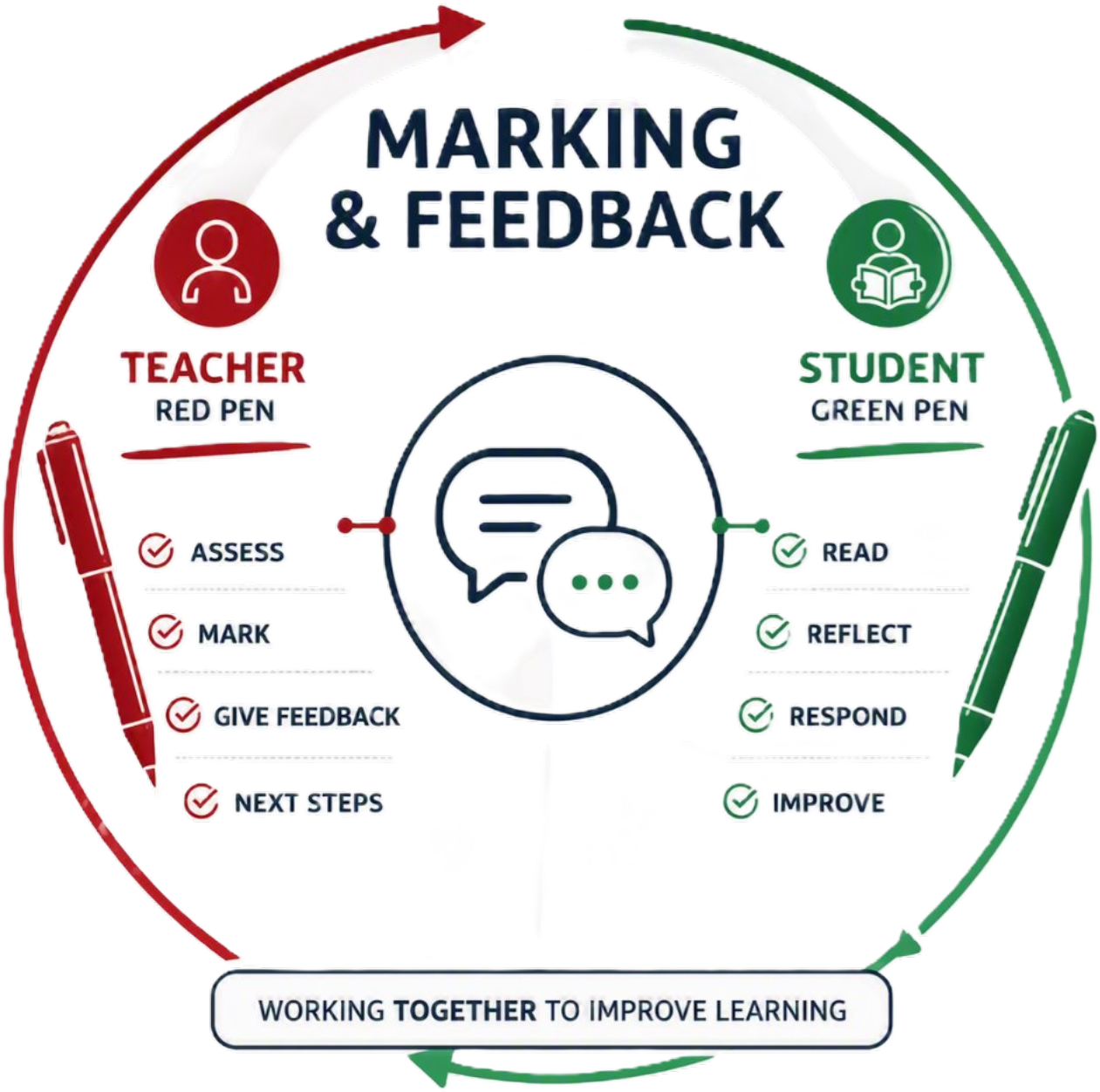
- Pupil Premium (PP)
- English as an Additional Language (EAL)
- Special Educational Needs and Disabilities (SEND)
- Looked After Children (LAC)
- Pupils with an Education, Health and Care Plan (EHCP)

In addition, the folder should contain:

- Pupil Passports detailing individual strengths, needs, and recommended classroom strategies
- LINC Passports outlining agreed adjustments and support strategies developed in collaboration with pupils
- A Purple Folder Summary Sheet providing an overview of key information, priorities, and actions for each class

The Purple Folder should be reviewed and updated regularly to ensure that teaching is responsive to pupils' changing needs and that all learners are supported to achieve their full potential through high-quality inclusive practice.





Assessment and Feedback at Coppice: Teacher Quick Guide

Our Philosophy

Assessment is at the heart of effective teaching and learning. Its primary purpose is to improve learning, not simply collect data. The most valuable assessment happens in the classroom through responsive teaching, purposeful feedback, and adaptive planning.

At Coppice, we prioritise:

- Intentional monitoring of learning
- Live marking and immediate feedback
- Adaptive teaching in response to assessment
- Meaningful opportunities for students to improve
- Workload-efficient assessment practices
- Inclusive assessment for all learners, including those with SEND

Everyday Assessment Expectations

Teachers should continuously assess learning through:

- Questioning
- Discussion
- Observation
- Review of student work
- Retrieval practice
- Low-stakes checks for understanding

Assessment information should be used to:

- Identify misconceptions quickly
- Adapt teaching in real time
- Provide immediate feedback
- Inform next steps in learning

Assessment Schedule

- Common Formative Assessments
- Minimum of one per half term
- Used to check understanding and identify misconceptions
- Must inform future teaching
- Students should receive feedback and opportunities to improve

Common Summative Assessments

- Two per term in every subject
- Outcomes recorded on Arbor
- Feedback must include next steps for improvement
- Evidence of assessment, feedback and student response should be visible in books/folders

Effective Feedback

Feedback should be:

- Timely
- Specific
- Actionable
- Most importantly focused on improvement

Students should know:

- What they achieved
- What they did well
- What needs improving
- What they need to do next

Student Response

- Students must act on feedback using green pen through:
- Corrections
- Improvements
- Reflection
- Extension activities

Dedicated Improvement and Reflection Time (DIRT) should be provided where necessary.

Live Marking

Live marking should be a routine part of lessons. Teachers use red pen to provide:

- Immediate feedback
- Misconception correction
- Challenge and extension

Every live-marking interaction should generate a student response.

Peer and Self-Assessment

Peer and self-assessment should be:

- Explicitly taught and structured carefully
- Linked to clear success criteria

Students should use green pen to:

- Reflect on learning
- Identify improvements
- Respond to feedback

Evidence in Student Books

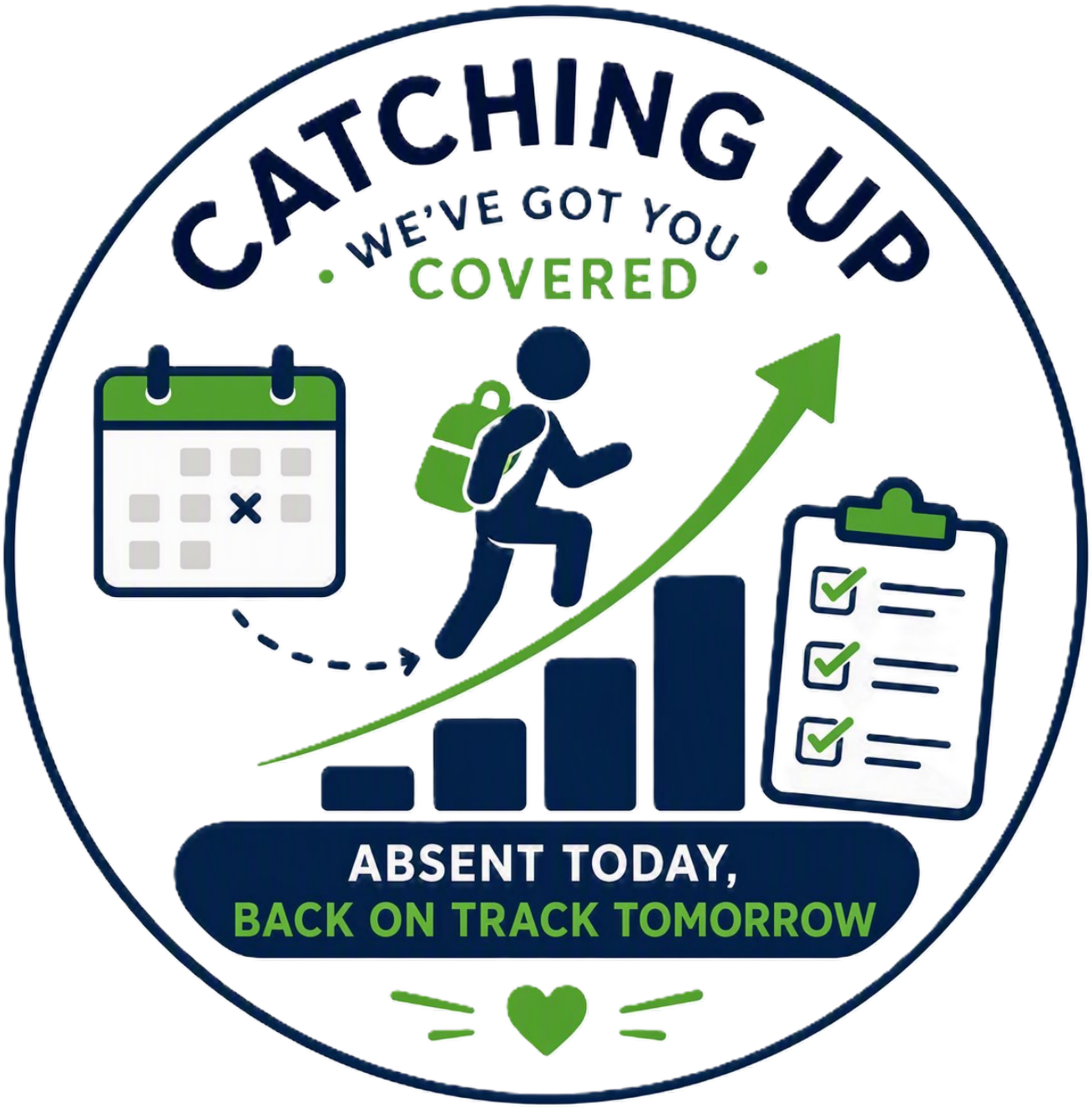
Books should demonstrate:

✓ Clear presentation with titles and dates underlined
✓ Regular retrieval practice
✓ Evidence of assessment, feedback to common assessment tasks, assessment outcomes and improvement activities
✓ Student responses in green pen
✓ Progress over time
✓ Learning rather than excessive copying
✓ Worksheets/resources securely attached

Students are expected to respond to all feedback and demonstrate improvements in their work.

Remember:

Assessment is most effective when it informs teaching, improves learning, and helps students know more, remember more, and achieve more.



Addressing Gaps in Knowledge Following Absence

When a pupil returns to school after a period of absence, teachers should take a proactive, supportive and structured approach to addressing any gaps in learning. Staff should not assume that pupils will be able to catch up independently.

Key Principle

The aim is not simply to fill gaps in knowledge, but to support pupils in re-engaging confidently with the curriculum and participating successfully in current learning. Any intervention should be proportionate and should not negatively impact the learning of the wider class.

Effective Classroom Practice

lessons begin with retrieval and recall activities linked to previous learning. These provide valuable opportunities for teachers to identify pupils who may have missed prior lessons and to assess their understanding before new learning is introduced.

1. Identify and Assess Gaps Promptly

Teachers should:

- Monitor pupils returning from absence carefully during the first lesson back.
- Use informal questioning, retrieval activities, low-stakes quizzes or short tasks to establish what learning has been missed.
- Review the key learning objectives from previous lessons and identify any essential knowledge or skills that require further support.
- Focus on understanding where intervention is most needed before providing additional support.

2. Prioritise Essential Learning

Teachers should:

- Identify the knowledge and skills that are critical for future learning.
- Focus on securing foundational concepts rather than attempting to replicate every lesson missed.
- Avoid overwhelming pupils with excessive catch-up work.
- Prioritise “keep-up” strategies that enable pupils to access current learning successfully.

3. Provide Structured Catch-Up Resources

Where appropriate, teachers should provide access to resources that support independent catch-up. Many departments already utilise platforms such as Teams, Seneca and MathsWatch to facilitate this process.

Resources may include:

- Lesson summaries.
- Guided notes or presentations.
- Recorded explanations or instructional videos.
- Key vocabulary lists.
- Scaffolded activities that provide step-by-step support.

These resources help pupils develop independence while ensuring learning is appropriately supported.

4. Utilise Targeted Support

Where necessary, teachers may:

- Allocate time for focused catch-up activities.
- Provide brief teacher explanations to address key misconceptions.

- Pair pupils with an appropriate peer mentor to support understanding and organisation.
- Offer additional clarification during lessons when misconceptions emerge.

Targeted support helps pupils reconnect with learning quickly and reduces the likelihood of misunderstandings becoming embedded.

5. Adjust Expectations Where Appropriate

In some circumstances, temporary adjustments may be required to support successful reintegration into learning. These may include:

- Extended deadlines.
- A reduced workload focused on essential learning.
- Alternative tasks or assignments where appropriate.

Such adjustments ensure that pupils are not disadvantaged by their absence while maintaining high expectations for learning and progress.