



Longcause Community  
Special School

## Teaching and Learning Policy

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**‘Learning for Life through  
RESPECT, DETERMINATION and FRIENDSHIP’**

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### **School context:**

Longcause Community Special School is for children aged 4-16. We specifically cater for the needs of children with communication and interaction difficulties together with cognition and learning. This means that our children usually have a moderate learning difficulty as well as an Autistic Spectrum Condition (ASC). Many of our pupils have associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Attachment, Dyslexia, or other specific Learning Difficulties. Our goal is to provide high quality education for children on the autism spectrum. We respect

and celebrate people on the autism spectrum and are committed to enhancing their life, well-being, abilities and successes. As a result of this we believe that an outstanding school for children with an ASC needs to have strengths in the areas that are very difficult for someone with ASC and our curriculum priorities therefore reflect this.

### **Aims of the policy:**

- To provide clear and coherent guidelines and strategies to impact on learning and ensure that continuity and progression are promoted within the curriculum for all our pupils and the needs of all our pupils are met.
- To recognise the achievement of our pupils and understand that achievement has many facets to be celebrated.
- To establish a coherent and meaningful approach to assessment across the school.
- To ensure that assessment is an integral part of planning for learning.
- To evaluate pupil progress and development and record and report on findings.
- To inform families and the wider community of our pupils' achievements.

Class and subject teachers, supported by their senior leadership team should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances...It can include progress in areas other than attainment – for instance where a pupils needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The SEND Code of Practice: 0 to 25 years

### **Summary of our Curriculum offer**

To be read in conjunction with the [Curriculum Offer](#) and the [Curriculum Policy](#)

### **EYFS**

Our Early Years Foundation Stage (EYFS) is our pupils' first step in their school journey towards developing learning life skills. In our EYFS class we offer a broad and balanced education that meets the individual needs of the child, building on the experiences that they have already had. We understand that in order to build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving is best through play. Our intention is:

- To develop functional communication skills
- To develop social engagement
- To develop readiness to learn
- To develop sense of self
- To develop early play skills

## **Explorers**

The pupils on our Explorers pathway require support with developing their communication skills, often the pupils on this pathway are unable to communicate their wants or needs functionally. This pathway runs from Year 1 to Year 11, however pupils are able to move to a different pathway if this becomes more appropriate to their needs. Pupils on this pathway access subject specific learning at the appropriate level for their cognition and learning needs.

The intent of this pathway is to:

- Develop functional communication skills
- Develop engagement
- Develop readiness to learn
- Develop sense of self

**Our Explorer pathway classes are split into 3 groups with a slightly different daily offer to meet their need:**

**Pre explorers**

**Explorers**

**Explorers Plus**

## **Adventurers**

Our Adventurers pathway is for those pupils who are able to access subject specific learning adapted from the National Curriculum. Pupils will learn a breadth of subjects in order to broaden their Cultural Capital, rather than limiting their experiences. Our curriculum at Longcause aims to foster curiosity and an interest or talent in something which they can continue to do for pleasure. Within each subject, subject leaders have considered the key knowledge that will be taught to ensure that pupils have had depth in each key skill. This will be taught in a cyclical process to ensure that pupils have an opportunity to embed this knowledge rather than us teaching a breadth which we know will be a cognitive overload for our pupils. This process of reviewing and rehearsing regularly will enable them to remember and learn what is being taught. Communication underpins all of our core competencies and our aims for pupils on this pathway is to develop their social communication skills and further develop their engagement and curiosity, alongside academic accreditations as appropriate. Pupils on this pathway will be able to access learning with shared support.

## **Pioneers**

Each pupil within our Pioneer Pathway is following a pathway towards higher level accreditations and independent

personal development as we prepare them to move on from Longcause at the end of Year 11. These pupils can access learning more independently. Our curriculum is fluid and is evaluated and adapted annually to best meet the needs of the individuals within the cohort. This pathway continues the priorities from the Adventurers primary curriculum provision and the intentions to continue to build on pupils' Cultural Capital. Our intention is for these pupils to achieve as per the adventurers but will be encouraged to access further accreditations.

Due to the needs of our pupils, at Longcause School we give a particular emphasis in our curriculum to the development of:

- Social Communication Skills
- Life Skills
- Social, Emotional and Mental Health skills, including Sex, Relationship and Health Education.
- Sensory and Physical Development, including PE, Swimming, Cycling, individual Therapies and Interventions.
- Work related and Vocational Skills.
- Reading
- Functional literacy and numeracy skills

### **Learning Area Climate**

- The school environment has Autism friendly spaces, which are free from visual clutter, where any potential sensory overstimulation is minimised.
- Class adults are a good role model, punctual, well-prepared, organised and set appropriate standards.
- All sessions begin on time, teachers should be in class ready to meet pupils as they enter the room.
- Learning areas are organised, tidy with easy access to resources in line with our pupils' specific needs, particularly those relating to sensory processing.
- Displays have a clear purpose offering opportunities that demonstrate and support learning, encouraging and celebrating effort and a growth mindset and be conducive to the specific learning needs of our pupils with Autism.
- Learning sessions have a clear structure where learning is planned for and all adults are deployed to support effectively.
- Staff are mindful of any Health and Safety issues that arise and report as appropriate (see Health & Safety Policy). Risk assessments should be undertaken where necessary.

### **Pupil welfare and wellbeing**

Taken from the [Behaviour and Emotional Support Policy](#):

As a school we believe:

- Trust and connection is the foundation of our community- everything is about relationships.
- Everyone needs to be truly heard.
- In an integrated Therapeutic approach: Care, Welfare, Safety and Security.
- In the principles and practices of PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Acceptance creates psychological safety- the focus is on acceptance of internal experience.
- Trust- Safety in a relationship is the foundation/basis before you can build any form of social learning.
- Behaviourally challenging pupils are challenging because they're lacking the skills to not be challenging.
- Our pupils will often have lagging skills which can and do vary according to the environment and situation.
- A shared problem solving and restorative approach is most effective.
- That situations should be 'unpicked' in order to find a solution and empower our pupils to learn.
- Unsolved problems are usually highly predictable so can be solved proactively.
- Expected behaviour should be encouraged as often as possible in order to counterbalance and break into a cycle of unexpected behaviour.

- That using an individual's passions and motivators are, at times, helpful in reinforcing desired and expected behaviours.
- A non-punishment approach is the best way forward for our pupils.
- We teach there are consequences to our actions.
- All behaviour is a form of communication.
- Providing families with opportunities to receive early help interventions to alleviate anxieties .

### **Key Language**

- Expected/unexpected behaviour
- Safe/unsafe behaviour
- 'There seems to be a problem, let's see if we can solve it together'
- 'Help me to understand...'
- 'I'm wondering...'
- 'If...'
- I'm here, we are here, you are not alone
- I'm not going to let you hit him/ I don't want you to hit him
- Tell me more.....

For our pupils, we encourage the following values:

- **Respect**
- **Determination**
- **Friendship**

As a staff team, we encourage these values through our authenticity, transparency and connected relationships. At all times we encourage pupils to show **safe behaviour** and to be **kind to others**.

## **Planning**

Subject leaders plan a sequential progressive scheme for their subjects, adapted from the National Curriculum with appropriate coverage, content, structure and sequencing. This scheme spirals through the year and again each year to ensure the benefits of reviewing daily, weekly, monthly, termly and yearly in order to store learning into long term memories. All schemes include low stakes quizzes, quizlets or mind maps to capture progress.

Planning for classes is done by the teacher by taking the schemes and pitching the lessons as appropriate to the children in their class.

Planning must include:

- Component and composite skills
- Review or recap of prior learning
- teacher instruction and modelling (I)
- modelling and scaffolding (we)
- deliberate practice (you)
- Final review at the end of the lesson

Planning should be available to all adults entering learning areas with the use of class adults' time should be planned clearly and their work communicated to them, including the available resources that they may need.

### **Effective Teaching means:**

- Thorough preparation
- Shared learning objectives which are understood by the pupil
- Teachers demonstrate a secure and confident knowledge of the curriculum and subject areas in which they are teaching.
- Teaching and planning is in accordance with the curriculum policy and pathway for pupils and class staff enable pupils to make progress within it.
- Clear expectations of what pupils are expected to achieve by the end of the session
- Open-ended, thought provoking, challenging questions of the children where appropriate
- Support for the learning of pupils with differing abilities and differing learning styles
- An atmosphere where children are prepared to take risks
- Innovative teaching
- Appropriate pace to the session
- Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference
- A programme of educational visits to reinforce and stimulate learning
- Sessions where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Opportunities to develop cross curricular skills, including Reading and Phonics
- Opportunities to review and reflect on the learning
- Thinking time before answering questions
- Developmental feedback and constructive criticism of pupil's work
- Reasons and motivation to learn – when the children understand the 'why' behind the 'what' they are learning

Unsatisfactory Teaching (if any one of the following is present) means:

- The teacher's knowledge of the areas of learning or subjects is not good enough to promote demanding work
- Teachers are not implementing the curriculum as intended in order to impact on positive outcomes for pupils (see curriculum policy and individual subject intent statements)
- Basic skills such as phonological awareness are not taught effectively
- A significant minority of pupils are not engaged in the session
- Sessions are poorly planned and organised and time is wasted
- There are weaknesses in managing the class; (a lesson is not deemed unsatisfactory if pupils demonstrate disruptive/challenging behaviour if the way this is managed in line with Behaviour and Emotional Support Policy).
- Pupils do not know what they are doing
- Pupils are not making progress and learning is not taking place.

## **Quality of Education**

Quality of Education refers both to learning within the classroom, in addition to the learning opportunities that are provided through a range of interventions available. All pupils have the opportunity to acquire new knowledge or skills or develop their ideas to increase their understanding. This may include transference of previous skills in new contexts, or through applying previously learnt skills in different ways to enhance the development of learning into their long term memory.

We will see:

- Pupils respond appropriately to their learning, they are motivated and show a sense of achievement and enjoyment on this completion.

- Pupils are able to apply strategies they have learned in the classroom and transfer their learning to other situations, especially those in real life contexts both within the school and within opportunities beyond the school within the community.
- For those pupils that it may be relevant, that they understand what they are doing, how well they have done and how they can improve further.
- Pupils use carefully planned resources well and appropriately.
- Pupils are able to regulate their arousal levels using a range of strategies provided to them by the school and are able to use this to guide their own learning and behaviour.

## **Continual Professional Development**

- At Longcause appropriate CPDL should be used to update and inform.
- Class staff should have regular and relevant training to provide them with a good level of subject knowledge and understanding of the subjects for which they teach, including for the teaching of reading and synthetic phonics.
- Good practice should be shared through both the whole school and teacher meetings.
- Lesson observations should serve to be continually supportive of colleagues. Formal feedback will be given to the teacher in a collaborative approach, which is constructive and impactful.
- Staff training and support will continue to be a specific focus within the School's Improvement Planning for the development of Teaching and Learning.
- Effective use will be made of 2:30 finishes to enable specific subject leaders to provide training to the school and/ or groups of staff about pertinent aspects of their subjects.
- Staff who are new to the school will have the opportunity for further training through our Induction process, this will include but is not limited to, Autism training.
- Staff training days are carefully planned in a collaborative manner to ensure that staff have up to date training.
- Autism training remains a focus throughout the year for new staff and existing staff members, particularly through staff training days.
- Subject leaders and other members of staff are encouraged and supported to access external training across the Plymouth City Council through subject specific hubs.
- ECT and unqualified teachers who have a teaching responsibility have further opportunities for training and support through our mentoring scheme. Please refer to our ECT plan and timetable for further information regarding this.

## **Assessment**

Assessment should show clearly what a pupil knows, understands and can do. At Longcause it is at the heart of learning and teaching.

*'Assessment needs to be holistic and consider wider outcomes such as higher education, employment and independent living. Schools should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. Assessment should reflect the extent to which a pupils can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development.'* CAWL, 2015

### **Types of assessment:**

There are two main types of assessment used to create a more holistic pupil profile.



- **Formative** – On-going, accurate assessment carried out by teachers and supported by class adults both formally and informally throughout the school day. **Assessment of learning.**
- **Summative** – This occurs at defined periods of the academic year. At Longcause, this forms part of our Teaching and Learning Monitoring and Evaluation calendar. **Assessment for learning.**

#### **How we assess:**

At Longcause we believe that knowing what each child has achieved and what their next steps are is crucial to helping them to succeed. In order to know this, we regularly assess the children. This happens in different ways:

- Through questioning and discussion, teachers find out what children know each lesson
- Low Stakes Quizzes at the beginning and end of all new blocks of learning for some subjects
- Quizlets and mind maps for capturing progress in some subjects
- Through the engagement model framework
- Through observations of pupils
- Using the Autism Education Trust framework
- The British Picture Vocabulary Scale assessment to assess pupils understanding of vocabulary and identify misconceptions
- Assessments once a year using SSRT Reading age tests which give us a reading age and comprehension age, which helps us to identify the progress made throughout the year, and relate the pupils' reading to AREs.
- Evidenced based English and Maths schemes
- Assessing of phonics progress using the RWI scheme
- Accredited outcomes at the end of KS4 where appropriate for individuals

As a result of accurate assessment, teachers are able to adapt their lessons and the curriculum to make sure they are fully meeting the needs of the children. Additional support would be put in place for any specific needs identified.

#### **How we track pupil progress:**

At Longcause we track pupil progress in a range of methods (see Appendix 3):

- EHCP outcomes
- Personal Development Plan targets as small steps to meet EHCP outcomes
- Pupil progress meetings
- Subject progress meetings
- The Longcause Big 10
- The Autism Education Trust framework
- Attention Level trackers
- Core vocabulary trackers
- Speech and language plans
- Low Stakes Quizzes
- Book looks
- Seesaw photos, comments and videos
- Subject specific trackers where appropriate
- Observations

The Longcause Big 10, are the 10 key factors that we agree can be barriers for children making progress and then we can monitor and evaluate where there is a need for further intervention or support.

1. Safeguarding
2. Healthy lifestyle
3. Mental health
4. Positive relationships in school
5. Engagement in learning
6. Intervention measures

7. Self regulation
8. Transitions
9. Communication and interaction
10. External / environmental factors

The AET framework we have divided into the four areas of the SEND Code of Practice as follows:

Area of the Code of Practice	AET framework sub category
Communication and Interaction	Communication and Interaction Interests, routines and processing
Cognition and Learning	Learning and engagement Independence and Community Participation
Social Emotional and Mental Health	Emotional understanding and self awareness Social understanding and relationships
Sensory and Physical	Sensory Processing Healthy Living

All subject leaders are accountable for pupil progress across the school in their subject and we have trackers for some subject areas as appropriate. We use a range of measures for assessment led by the subject leaders and it is subject dependent. We know that pupils at Longcause do not always perform for assessments, so we are also using teacher judgement for progress.

Subject leaders are analysing the progress from the trackers, where they are used as well as then triangulating this with book looks, drop ins and talking to individual teachers.

*‘The successful implementation of the new National Curriculum requires a radical cultural and pedagogical change...where the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.’*  
CAWL, 2015

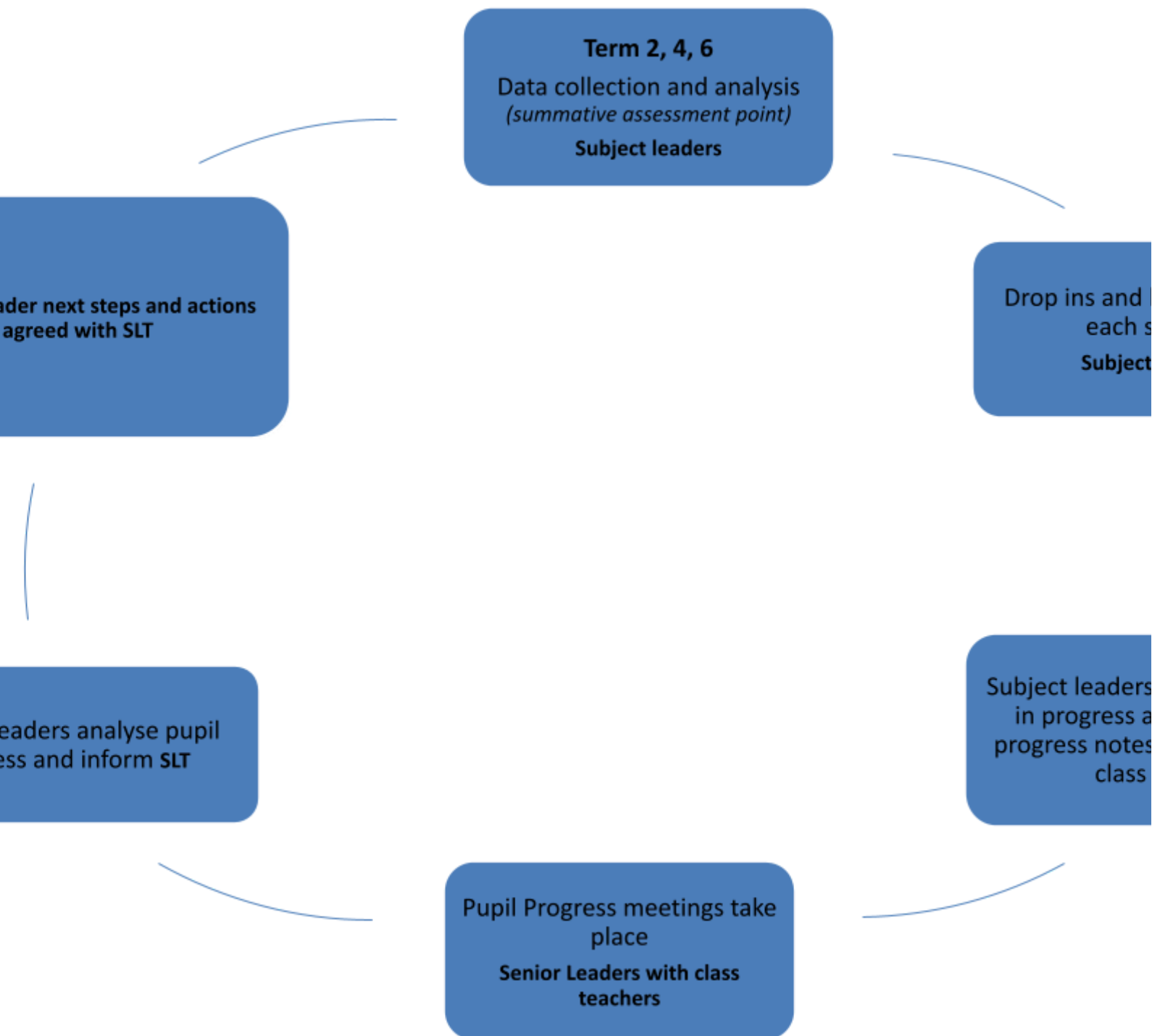
Class teachers track and monitor progress against the Autism Education Trust Framework using a RAG rated system.

#### **Recording and reporting:**

- Evidence of progress for practical subjects e.g. PE, DT, Catering, Art and Expressive Arts are captured on SeeSaw.
- Progress is RAG rated on subject trackers at the start and end of each term.
- Subject leaders use the assessment data collected to gain an overview of progress and attainment in their subject area and make an impact where progress is not as expected
- Subject leaders meet with Senior Leaders three times per year for a subject leader progress meeting
- Class teachers meet with Senior Leaders three times per year for a Class Pupil Progress meeting
- Professional dialogue between subject leaders and class teachers regarding individual progress
- Reporting on progress to families happens three times a year through digital reporting
- Parent consultation evenings are held over the course of the year
- Report to Governors three times a year on progress

#### **How is progress evidence triangulated:**

- Class teachers meet with senior leaders each term to share their class pupil progress reports
- Subject leaders carry out drop ins to ensure that their schemes are being implemented as intended
- Subject leaders analyse and interpret their progress data and meet with senior leaders three times per year
- Subject leaders and class teachers have professional dialogues prior to subject meetings re progress
- Book looks are carried out termly by subject leaders and senior leaders.
- All of these additional supports form part of the teachers' judgement alongside the children's daily learning, work in their books and formative assessment
- Observations
- Senior leaders drop ins regularly
- Coaching and monitoring by subject specialists



## Pupil Progress Basket of measures

<u>Pathways</u>	<u>Subjects</u>	<u>AET Framework</u>	<u>Longcause Big 10</u>	<u>Speech Therapy plans</u>	<u>Core vocabulary tracker</u>
EYFS	Reporting on EYFS once a year	✓	✓	✓	✓
Explorers Primary	English Maths Science PE Catering Life Skills RSHE Computing Online Safety History Geography Art Expressive Arts DT RE	✓	✓	✓	✓
Explorers secondary	English Maths Science PE Catering Life Skills RSHE Computing Online Safety History Geography Art Expressive Arts DT RE	✓	✓	If appropriate	If appropriate (i.e. not completed at primary)
Adventurers Primary and Secondary	English Maths Science PE Catering Life Skills RSHE Computing Online Safety History Geography Art Expressive Arts DT RE Positive Relationships MFL				

**Impacting on Pupil Progress -  
Pupil Progress information  
monitoring and evaluation cycle**

	Weekly Virtual visit				
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Subject	Scheme of work	Entry and/or Exit Quiz Or Mind map	Never heard the word	Quizlet at the end of the lesson	Subject tracker - component skills progress Y/N Start and end?	Progress statement Y/N Frequency? In books or on seesaw	Books - Y/N Which colour? Marking? Detailed or M, S, P, I	Seesaw - what to capture and how often?	Subject leader drop ins
English	RWInc phonics				Sounds tracker - 3 x year  Vocab test - 3 x year  Reading assessment - 1 x year	✓ - Once a term in books	✓ - Yellow lined + Get Writing books  Marking - M, S, P, I with detailed comment when progress made.		✓ Daily coaching
	Comprehension	Tracker to be updated at the beginning and end of each term			Vocab test - 1 x year  Reading assessment - 1 x year  Tracker half termly	No	✓ - Yellow lined + Yellow small (spelling) + Comprehension module book + red spelling books  Marking - M, S, P, I		✓ Coaching from Grace
	Literacy and Language	Tracker to be updated at the beginning and end of each unit			Vocab test - 3 x year  Reading assessment - 1 x year	No	✓ - Yellow lined + Yellow small (spelling) + red spelling books  Marking - M, S, P, I		✓ Coaching from Grace

					Tracker per unit				
	ARK	Entry and exit quiz			Tracker per unit	No	✓ - Yellow lined <b>Marking</b> - M, S, P, I		✓ Coaching from Grace
<b>Maths</b>	White Rose				✓	No	✓ - Blue small/big squared books <b>Marking in books-</b> M, S, P, I. Detail in marking to provide information as to what resources have been used to support e.g. concrete, pictorial representation, manipulatives etc.		✓ Coaching and Monitoring from Gail
<b>Science</b>	Longcause Science Curriculum	✓	✓	✓	✓	No	✓ In books Against each objective (numbered) showing support given, scaffold used - if not obvious	To show practical work	✓
<b>Computing</b>	Teach Computing and own scheme	✓			✓	If uploading every week with detailed marking - no progress statement needed.		✓ - weekly updates on what has been done in the lesson and what support.	✓

<b>Online Safety</b>	Own scheme and Natterhub	✓				On SeeSaw at the end of the unit for Natterhub rest have weekly detailed information recorded on Seesaw.		✓ - Seesaw with Learning aim	✓
<b>LLfL - life Skills</b>	Bespoke curriculum for Longcause	For some schemes- for others this is practically based	No		✓	Either detailed marking on seesaw, or end of term progress statement on seesaw.	No books- seesaw  Marking- (If not writing progress statements) Detail in marking to provide information as to what support, scaffolds were used and what progress has been made.	Weekly	✓
<b>LLfL - RSHE</b>	Bespoke curriculum for Longcause with coverage of Statutory RSHE	✓	✓	✓	✓	No	Pink lined books- narrow and wide  Marking- M, S, P, I. Detail in marking to provide information as to what support has been given.  Weekly quizlet marked.	No	✓
<b>PE</b>	Bespoke curriculum for Longcause based on the				✓	Weekly video evidence relating to skill practised in that lesson		✓	✓

	NC								
<b>Catering</b>	Bespoke curriculum for Longcause based on the NC				N	On SeeSaw Weekly		✓	✓
<b>RE</b>	Bespoke curriculum for Longcause based on the NC and Plymouth scheme					Fill in at the beginning and end of scheme. Book.	✓ M,S,P,I and comment on learning detailed enough to support the teacher in writing progress statement. Books and seesaw	As per scheme Capture discussions, practical, trips and evidence that can't go in books.	✓
<b>Geography</b>	Bespoke curriculum for Longcause based on the NC	✓	✓	✓	✓	No	✓  Orange Books  M, S, P, I as a minimum.	Where necessary  For trips	✓
<b>History</b>	Bespoke curriculum for Longcause based on the NC	✓	✓	✓	✓	No	✓  Red books  M, S, P, I as a minimum.	For trips	✓
<b>DT</b>	Bespoke curriculum for Longcause based on the NC	no	✓		✓	On SeeSaw at the end of the unit	✓ (same book as Art)	✓ weekly if possible. If not possible at least a video	✓



								at the end of term.	
<b>Art</b>	Bespoke curriculum for Longcause based on the NC	no	no	no	✓	No Progress dated on the ladder of learning aims in art books when covered.	✓ Black A3  Support letter only, unless appropriate  Progress dated on the ladder of learning aims in art books when covered.	✓ Seesaw only required when it is a practical topic/lesson i.e. sculpture, a painting or drawing topic would be captured in books only.	✓
<b>Expressive Arts</b>	Bespoke curriculum for Longcause based on the NC				✓	On SeeSaw at the end of the unit		✓ Seesaw photo/video to capture practical lessons, weekly; with LA and comment.	✓
<b>Positive Relationships</b>	Bespoke curriculum for Longcause based on the AET framework	N/A	N/A		✓	On seesaw at the end of the unit	N/A	Learning aim Videos/photos or Comment if needed to explain learning	✓
<b>MFL</b>	Bespoke curriculum for Longcause	N/A	N/A		N/A	N/A		Termly updates for families - Dojo	

<b>Weekly virtual visit</b>	Bespoke curriculum for Longcause	N/A	N/A		N/A	N/A		N/A	✓
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## Marking

Codes in green pen

M = modelled

S = supported

P = prompted

I = independent

## Roles and responsibilities- monitoring and evaluating this policy

### The governing board

Key governors responsible for the curriculum will monitor the effectiveness of this policy and hold the Headteacher and leadership team to account for its implementation.

### The Headteacher

The Headteacher is responsible for ensuring that the policy is adhered to, and that:

- The aims and objectives of the policy are clearly communicated to all those who have responsibility for providing marking and feedback for pupils. This is mostly teachers, subject leaders and teaching assistants.
- That those staff for who it is relevant, have regular training and opportunities to develop.
- The governing board know the monitoring process and aware how this is managed in the school.
- Monitoring of marking and feedback on seesaw has happened in accordance with the school evaluation calendar and that they have been provided with feedback for each subject by subject leaders.

### Other staff

Other staff will ensure that feedback and marking are used in accordance with this policy.

- Subject leaders are responsible for their subjects across the school. Subject leaders will monitor the effectiveness of marking and feedback for each class in the school for their subject(s) and will provide timely and effective feedback to teachers in regards to strengths and next steps. Times for this will be built into the school evaluation calendar.
- All subject leaders will be responsible for providing feedback to the Head teacher regarding progress for their subjects, including strengths, impacts and next steps.
- Subject leaders are responsible for providing feedback and monitoring the impact of their feedback to teachers.
- Pathway leaders are responsible for monitoring the marking and feedback on seesaw for their entire pathways across all subject areas. This will be achieved through informal seesaw monitoring by Pathway leaders, in addition to teacher meetings having this specific focus termly.
- Class teachers and teaching assistants are responsible for ensuring that their marking and feedback is in accordance with this policy.
- Class teachers are also responsible for ensuring that the marking and feedback provided by teaching assistants in their class is in correlation with this policy and that where identified, teaching assistants are provided the necessary support in order to improve to meet this.