



All Saints'  
Academy  
Cheltenham

# TEACHING AND LEARNING POLICY



2026 - 2027

# ALL SAINTS' ACADEMY VISION

## WHO WE ARE

In keeping with our Christian tradition, we believe that all of us are uniquely made, valuable, and belong at All Saints' Academy.



## WHY ARE WE HERE

Through community and learning we are formed in character, knowledge and wisdom, to be light in the world through excellence in service and leadership.



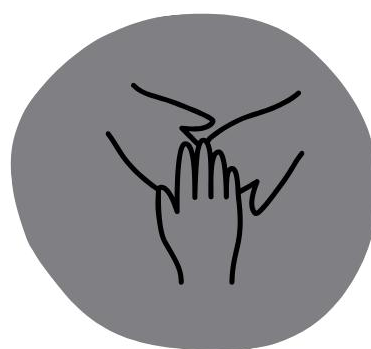
## THE ALL SAINTS' WAY in all we do and say



We put other  
people's needs  
first



We listen to  
understand, aspiring  
to excellence



We take  
responsibility and  
include everyone

“

Jesus told his followers,  
“You are the light of the world.”

MATTHEW 5:14

# 1. All Saints' Academy Vision

At All Saints' Academy, we are a committed professional community of teachers with varied experience, expertise and strengths. Through a culture of collaboration, professional learning and shared responsibility, we seek to develop every teacher's practice so that all students can learn, flourish and achieve their potential. In doing so, we contribute to our vision of being formed in character, knowledge and wisdom, and enable our students to be a light in the world through excellence in service and leadership.

Our objectives are:

- To have a shared model for learning and teaching, rooted in credible cognitive science.
- To provide a comprehensive Professional Development Programme which is inclusive for all who lead learning, including team and individual coaching.
- To provide teachers with regular constructive feedback, in a way which is supportive and not judgmental.

We review the quality of teaching, and teacher development, across the Academy daily through a range of methods, involving the whole team, to accurately assess our strengths and to plan our next stages of development as a team.

## 2. Career Development at All Saints' Academy



***“If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what they we can achieve.” Dylan William, Institute of Education, University of London.***

We believe that the development of a teacher through their career must be characterised by a commitment to continual improvement of their teaching techniques to maximise the learning gains possible in their classroom. “The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers”, (Sutton Trust, 2011).

### Early Career Framework

The Early Career Framework provides high-quality training and induction to our new teachers, utilising the most effective teaching techniques which are rooted in robust cognitive science. At All Saints’ Academy we are committed to supporting Initial Teacher Training with our lead partners at the University of Gloucestershire and Teach First. For Early Career Teachers we lead our own training as founding partners of InvestEd (lead partner for Teach First). Our ECTs receive dedicated ECT induction led by exceptional mentors and our Induction Programme Leader.

### Ongoing teacher training

We are equally committed to providing high-quality personalised training to our teachers through coaching to build on the early career framework. This is focused on collaboration between teachers, who are respected and trusted to share openly in the pursuit of improved student learning outcomes. We protect PD time, resources and support to enable teachers to engage fully and effectively in their ongoing training so that positive change will happen. Progress made in ongoing teacher training is evaluated specifically as part of the appraisal system by line managers.

### Leadership and career specific training

Teachers at All Saints’ Academy can access the range of high-quality NPQ leadership programmes to continue their career progression. Additionally, we support teachers in accessing other career specific training opportunities, such as those linked to specific subjects, safeguarding or special education needs.

Following induction at the Academy, new teachers will work with their line manager to discuss their career development priorities to help provide the most appropriate next stage support.

## 3. Professional Development

### Professional Development

To support our staff with implementation of our teaching model, we provide a mix of training, coaching and formative feedback. These are achieved through INSET training, our Teaching and Learning Communities (TLC), our Team Coaching structure and our Developmental Drop-in (DDI) schedule respectively.

#### INSET Training

All teachers will participate in INSET training, which brings together the whole Academy to focus on learning Academy policy to ensure fidelity and consistency. We also utilise this time to meet statutory requirements in safeguarding, for example.

#### ASA Teaching Standards

The ASA Teaching Standards, found on School IP, set out our shared expectations for high-quality teaching and learning. They have been developed to align with the Academy Learning Model, ensuring that the practices we value are reflected within the standards. The Teaching Standards provide a framework for teachers to evaluate and reflect on their own practice, while also forming the basis of developmental feedback during DDIs, learning walks and coaching conversations. Their purpose is to support continuous professional growth and help every teacher deliver consistently excellent learning experiences for all students.

#### Teaching and Learning Communities (TLCs)

High-quality professional development begins with high-quality input. Teaching and Learning Communities (TLCs) provide teachers with access to evidence-informed research, effective classroom strategies and examples of excellent practice. They establish a shared understanding of the Academy Learning Model and ensure all staff receive consistent messages about what effective teaching looks like.

TLC sessions are the first step in the professional development process. They introduce and model new techniques, explain the evidence behind them and provide opportunities for discussion and deliberate practice. These sessions are then followed by implementation in the classroom, supported through team and individual coaching, reflection and feedback, enabling teachers to embed new approaches into everyday practice.

#### Development Drop-ins

DDIs are regular scheduled mini-observation sessions arranged between teachers to provide feedback on the technique they are working to improve. The DDI process provides essential and frequent feedback to teachers to accelerate their development.

Teachers Leadership Group on the impact of the professional development programme on our teaching quality. This helps to evaluate the impact of the programme and guides future decisions. share what they would like the observer to notice for them in advance of the DDI event.

A short written feedback is then recorded during the DDI by the observer which is then accessed by the teacher. Teachers can follow up with a discussion if the feedback is not clear, but this is not an expectation. The DDI records also provides essential summary feedback to senior and middle leaders and the Teaching and Learning Coaches.

### 3. Professional Development

#### Coaching

Coaching is one of the most effective forms of professional development because it supports teachers to turn evidence-informed strategies into consistent classroom practice. While professional development introduces new ideas, coaching helps teachers embed them through regular practice, feedback and reflection.

At All Saints' Academy, all teachers take part in **team coaching** within their faculty, providing regular opportunities to reflect on practice, share expertise and collaboratively refine teaching. Alongside this, **individual coaching** is available for colleagues who would like personalised support with a particular aspect of their practice or where learning walks and DDIs identify an opportunity for tailored coaching to accelerate development. This ensures every teacher receives the right level of support at the right time.

Coaching is collaborative, developmental and focused on continuous improvement. By refining one or two high-impact techniques at a time, teachers develop lasting habits that enhance teaching quality and improve outcomes for all students.

#### Additional Personal Training

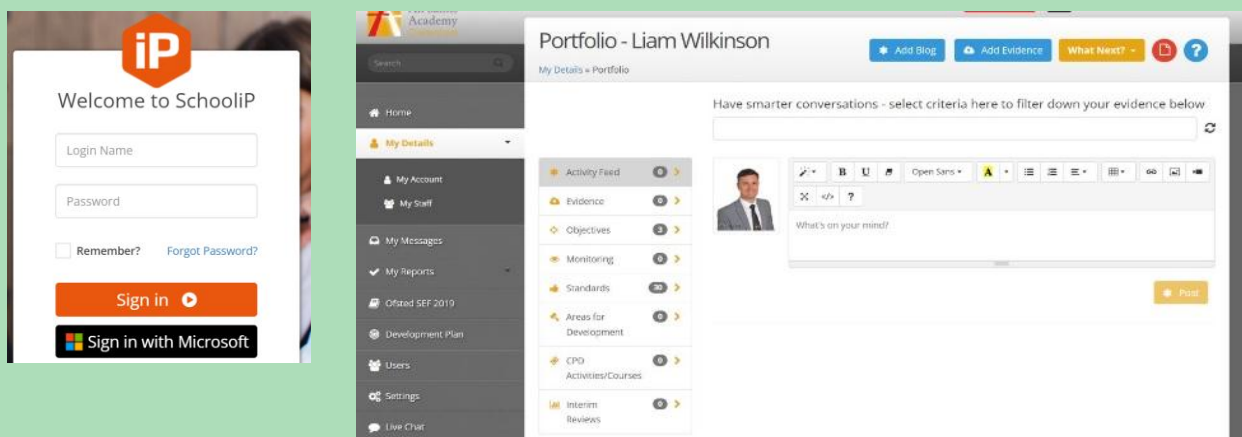
All teachers can request further training to pursue leadership or specialised training. This is done through appraisal discussions and should be aligned with the development priorities of the Academy as well as personal career ambition.

### 3. Professional Development

#### Recording ongoing professional development

All professional development is recorded on to School IP. This helps teachers to maintain records of progression made in teaching practice and professional skills and experience. This supports teachers in receiving recognition as part of the appraisal process.

To access School IP you should go to <https://login.schoolip.co.uk/> and use the “sign in with Microsoft”, when you are logged in to your Academy pc.



#### **Coaching – Self Reflection**

This is where records from your group coaching conversations are saved. From the “Home” page you can add a self reflection record for yourself.

#### **Strengths and Areas for development:**

This is the place where feedback from your DDI observations are saved for you to monitor and respond to.

#### **CPD Activities/Courses:**

This is the place to add any external courses you have completed. You may choose to retrospectively add courses/qualifications that you have completed in the during your career (or specifically while at ASA). If you are unsure which courses may be relevant, please consult LW.

#### **Evidence:**

This is the place to add any relevant evidence you might like to have considered for your appraisal and could relate to your appraisal objectives.

#### **Objectives:**

This is where your objectives are recorded at the start of the year in your appraisal meeting with you line manager. These are set on your account by your line manager during your meeting. Further guidance for appraisal is shared in the appraisal policy.

#### **Interim Reviews:**

This is the place to add your records of line management conversations throughout the year, aside from first and last where you set or close your appraisal objectives. Again, these are recorded by your line manager during your meeting.

## 4. The learning model

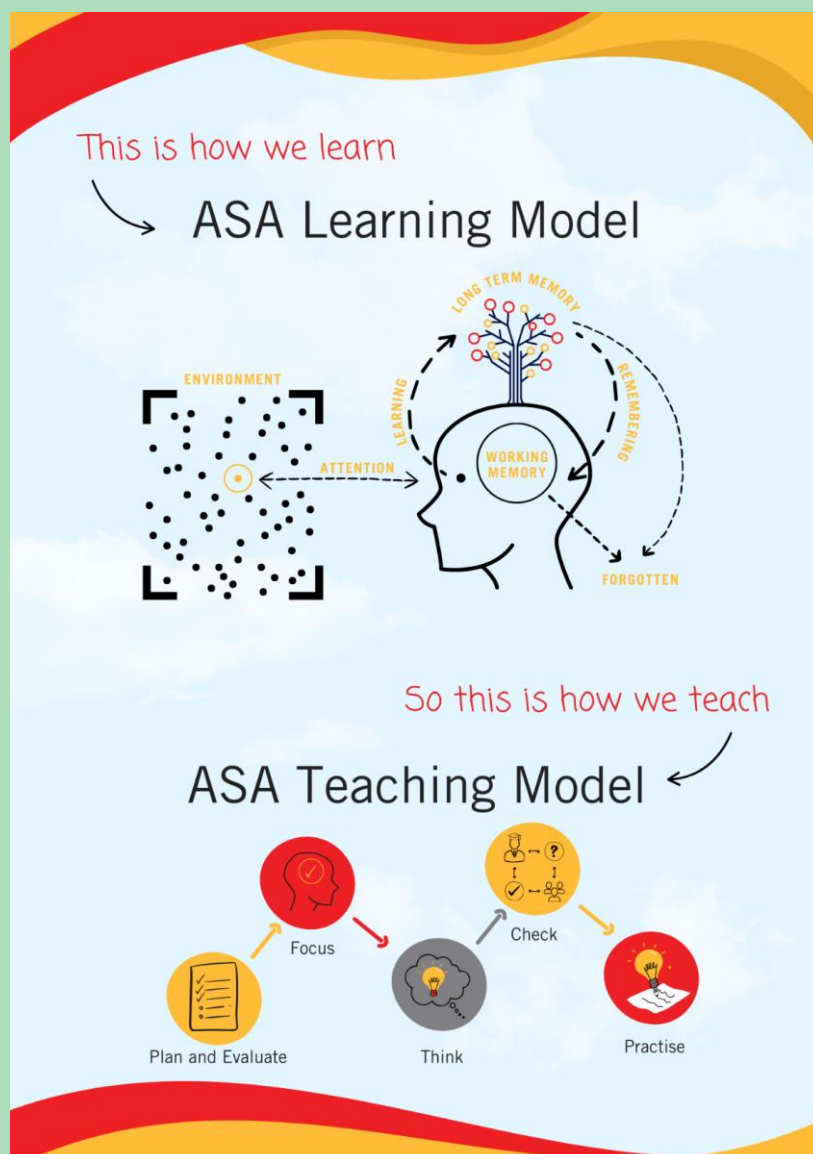
The starting point for the expected standards for teaching is the National Teacher's Standards (DfE). Additionally, we have considered credible cognitive science models of how learning works. Our learning model is based on the work of Daniel Willingham (Why don't students like school?) and Barak Rosenshine (Principles of Instruction). This provides the foundation for the type of teaching we want to use with our students to optimise learning.

We utilise Sherrington's/Caviglioli's Teaching Walk Thrus platform (<https://walkthrus.co.uk/>) to provide clarity on how to perform techniques well in the classroom.

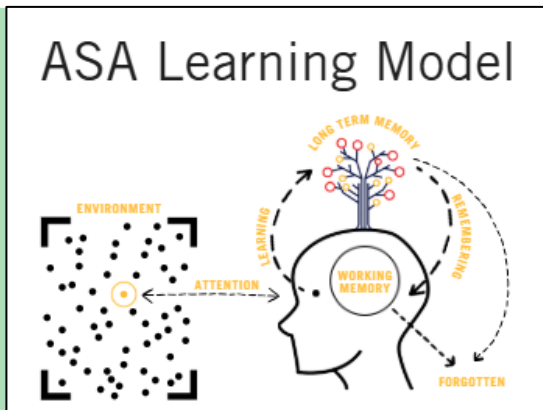
**All staff have free access to this resource: Login: [walkthrus@asachelt.org](mailto:walkthrus@asachelt.org) , password: ASACPD2026!**

To help our students to better understand how they learn and therefore how we teach them we explain the fundamentals of cognitive science to them and then the techniques we use so that they know the best way to participate in the learning experience.

We communicate our learning model to them using the codified icons, seen on the poster below.



## 4. The learning model



### How Students Learn Best Schema: Building Knowledge

Learning happens when new knowledge is connected to what students already know. These connected networks of knowledge are called schemas. The richer a student's schema, the easier it is to understand, remember and apply new learning. Every time students recall information or perform a complex skill, they draw on their long-term memory.

### Thinking Drives Learning

As Daniel Willingham (2009) states, "*Memory is the residue of thought.*" Students are most likely to remember what they think about. Effective teaching therefore focuses students' attention on the key knowledge and ideas we want them to learn.

### Working Memory is Limited

Working memory is where conscious thinking takes place. It is used to process new information alongside knowledge retrieved from long-term memory. Because working memory has limited capacity (our **cognitive load**), learning is more successful when teachers:

- Break learning into small, manageable steps.
- Minimise unnecessary distractions.
- Combine words with carefully chosen visuals (dual coding).
- Capture transient information (e.g. modelled examples, worked solutions or notes) so students can focus on thinking rather than remembering everything at once.

### Retrieval Strengthens Memory

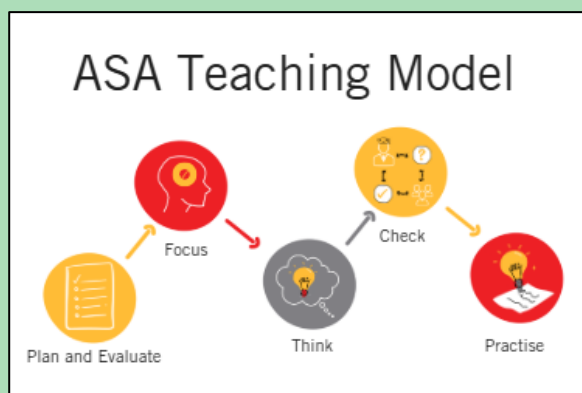
Forgetting is natural. Learning becomes more durable when students regularly retrieve previously learned knowledge. Retrieval is most effective when new learning is linked to prior knowledge and revisited frequently in different ways and over time.

### Attention Requires Effort

Attention is essential for learning but is easily diverted. Students are more likely to sustain attention when distractions are minimised, learning is appropriately challenging, and they experience success.

Strong prior knowledge also reduces cognitive load, making it easier to engage with new learning.

## 4. The teaching model



### Our Teaching Model

Our teaching model is rooted in the evidence of how students learn. Each stage is informed by cognitive science and is designed to support the processes that lead to successful learning.

Together, these five stages provide a simple framework for planning, delivering and evaluating high-quality teaching. While they often follow a logical sequence, effective teachers move flexibly between them throughout a lesson in response to students' needs.

- **Plan & Evaluate** – Design learning that builds schemas and manages cognitive load.
- **Focus** – Secure students' attention and prepare them to learn.
- **Think** – Create opportunities for students to think deeply, because thinking is what leads to learning.
- **Check** – Monitor understanding, identify misconceptions and adapt teaching accordingly.
- **Practice** – Strengthen retrieval and embed learning in long-term memory through purposeful practice.

In simple terms: **Focus enables thinking; thinking creates learning; checking ensures it is accurate; practice makes it stick.** Planning and evaluation underpin every stage, ensuring teaching is carefully designed and continually refined to maximise student learning.

### 1. Plan and Evaluate

Effective learning begins with careful planning. Identify the essential knowledge, concepts and vocabulary that students need to learn, anticipate misconceptions and plan how learning will be checked throughout the lesson. Evaluation informs future planning, ensuring teaching responds to students' needs.

#### Teacher actions:

- Identify the key learning.
- Sequence learning into manageable steps.
- Anticipate misconceptions.
- Plan opportunities to check understanding and respond to feedback.

### 2. Focus

Before students can learn, they must pay attention. Create a calm, purposeful environment, minimise distractions and make the learning intention clear. Activate prior knowledge so students can connect new learning to existing schemas.

#### Teacher actions:

- Gain students' attention before teaching using 'I expect to see STAR behaviours in 3 -2-1'.
- Establish clear routines and expectations.
- Reduce distractions.
- Review prior learning and introduce the learning goal.

## 4. The teaching model

### 3. Think

Learning happens through thinking. Present new knowledge in small steps, explain and model clearly, ask purposeful questions and provide opportunities for all students to think deeply about the learning.

#### Teacher actions:

- Explain and model new learning.
- Break complex ideas into manageable chunks.
- Use questioning to promote thinking 'Everyone thinking...'
- Encourage discussion, reasoning and explanation.
- Support thinking with visuals, examples and scaffolds where appropriate.

### 4. Check

Checking understanding of all students throughout the lesson helps identify misconceptions before they become embedded. Assessment should inform immediate teaching decisions and ensure all students are ready to move forward.

#### Teacher actions:

- Use regular checks for understanding using think-pair-share, cold calling or show-me boards.
- Ask questions that reveal students' thinking.
- Address misconceptions promptly.
- Adapt teaching in response to what students know and can do.

### 5. Practice

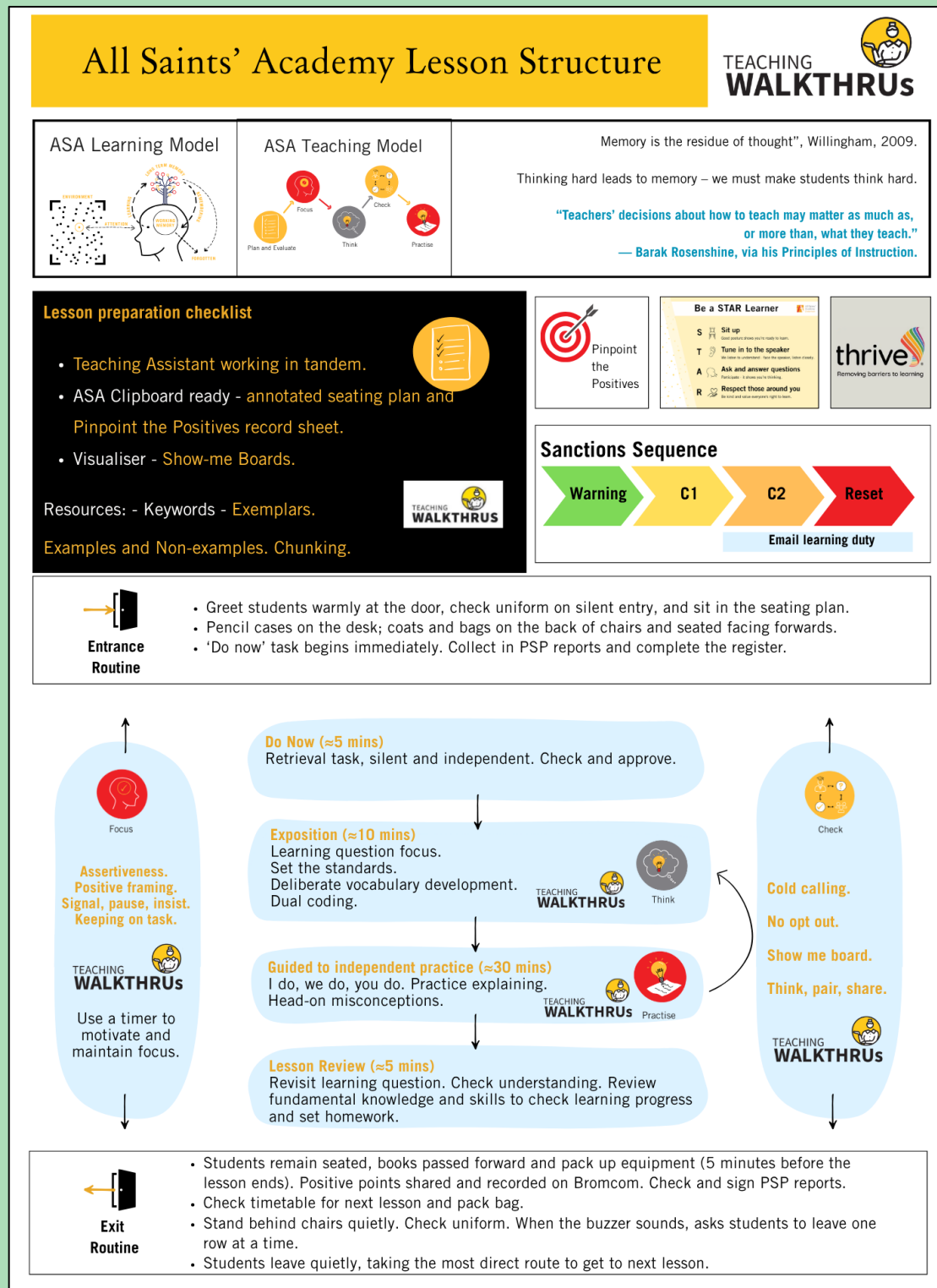
Students remember more when they retrieve and apply learning repeatedly over time. Practice should be purposeful, moving from guided to independent application and revisiting previous learning to strengthen long-term memory.

#### Teacher actions:

- Provide guided and independent practice.
- Use retrieval practice regularly.
- Revisit learning over time.
- Encourage students to apply knowledge in different contexts.
- Provide feedback that helps improve future performance.

# 4. The Lesson Structure

The lesson structure outlines the key phases that underpin every lesson at All Saints' Academy and is designed to fit a typical 60-minute lesson. Each phase is supported by evidence-informed strategies from *Teaching WalkThrus*. While teachers should be familiar with all of these approaches, they should select those that best support the learning, alongside Academy-wide expectations such as Signal–Pause–Insist and Pinpoint the Positives.



## 5. Evaluation of the quality of teaching

Our learning model combines the core National Teaching Standards with knowledge of latest research. They provide us with:

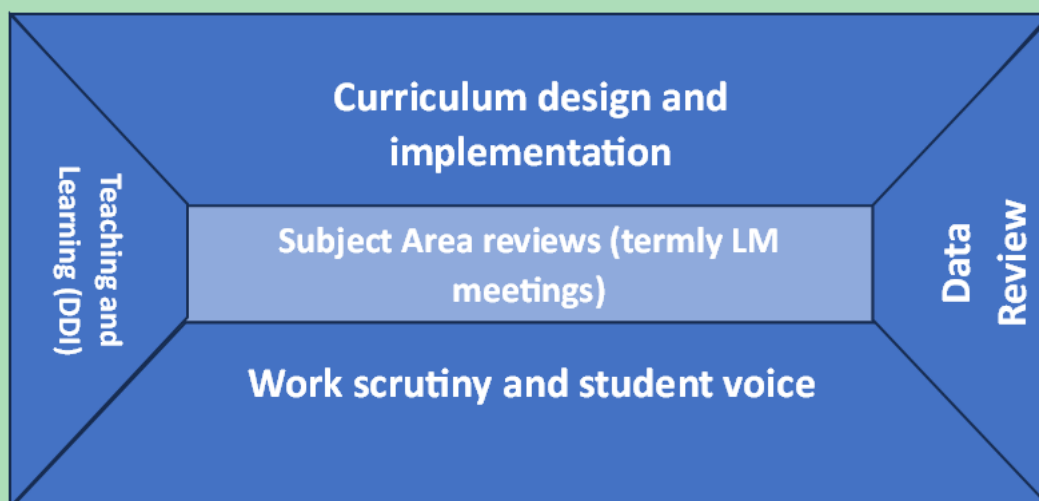
- a shared understanding of how we learn
- a clear expectation of what we want our teaching to be like
- a common vocabulary for discussing teaching and improving our teaching skills

Assessing the quality of teaching is done through a combination of observing teaching and speaking to teachers, looking at student work, speaking to students and evaluating outcomes.

### **Subject Reviews**

Subject reviews are continuous, with key review points throughout the academic year.

They include the four pillars: 1. Curriculum design and implementation; 2. Developmental Drop-ins; 3. Work scrutiny and Student voice; 4. Data review.



### **1. Curriculum design and implementation**

The curriculum is designed to meet the learning needs of students at All Saints' Academy. It should build on the learning done in the previous phase and prepare students for the next phases of learning and training. We review the intentions, fidelity and impact of the curriculum implementation.

### **2. Developmental "Drop-ins" (DDI)**

DDIs are regular scheduled mini-observation sessions arranged between teachers to provide feedback on the technique they are working to improve. The DDI process provides essential and frequent feedback to teachers to accelerate their development.

Teachers Leadership Group on the impact of the professional development programme on our teaching quality. This helps to evaluate the impact of the programme and guides future decisions. share what they would like the observer to notice for them in advance of the DDI event.

## 5. Evaluation

A short written feedback is then recorded during the DDI by the observer which is then accessed by the teacher. Teachers can follow up with a discussion if the feedback is not clear, but this is not an expectation.

The DDI records also provides essential summary feedback to senior and middle leaders and the Teaching and Learning Coaches.

### **3. Work Scrutiny and student voice**

We complete an analysis of the quality of student learning seen in books/folders in response to the curriculum plan and teaching. This will be done as part of DDI visits or specific student group reviews (e.g. SEND, Disadvantaged, etc).

Student voice discussions happen with a selection of students, with their work, to consider what they have been learning, how well they have understood it and what they can recall.

### **4. Data Review**

Following the completion of learning cycles, all students complete assessment. The outcomes of this assessment is discussed to assess the impact of the teaching.

Subject reviews therefore draw in information from across the year and has contributions from the wider leadership team and rather than a “moment in time”.

Key conversations happen between the Line Manager and the Head of Faculty in each area to analyse the review information at end of cycle Subject Review meetings. The outcomes of this are recorded in School IP with strengths and development areas identified.

The Associate Principal and AVP Teaching and Learning analyse the strength and development trends across the Academy. The AVP Teaching & Learning then responds with adjustments in professional support to the teaching team.

### **Reporting to trustees**

The Associate Principal/AVP Teaching and Learning reports to the Standards and Steering committee with a summary of the quality of teaching and learning.

## 6. Setting of cover work

Maintaining consistent high standards of teaching and learning when the main teacher is not present provides obvious challenges. It is, however, our objective to minimise the disruption to learning when this happens. Our shared understanding of learning and common approaches learned from *Walk Thrus*, supports us in keeping consistency. Where possible we seek to utilise our internal cover supervisor staff.

### **Planned absence**

Planned absence is where a teacher knows in advance that they can not attend their lesson, such as when a teacher is on a school trip, personal appointment or training event. Absence requests should be made well in advance and follow the process set out by the cover manager. This will always need to be agreed by the line manager first, before moves to be confirmed or refused by the Principal (or Vice Principal). Planned absence can only be approved where a cover teacher can be provided and not cause significant disruption.

Cover should be set by the class teacher and planning guidance will be stored in the ASA Staff Cover Teacher Team folder under the name of the staff member. Where appropriate, teachers may use high-quality Oak National Academy lessons to provide structured and accessible cover work.

Planned cover should:

- Include a 'Do Now' Activity and a range of lesson tasks (not just one task for the whole lesson).
- Focus on reviewing known information and skills, rather than introducing new content.
- Focus primarily on the practice phase of teaching.
- Be accessible to a non-specialist teacher.
- Provide a model example for staff to assess work, or worked solutions.
- Not include formal (end of cycle) assessment, unless being covered by a member of the same subject team.
- Provide a seating plan

Where a teacher is absent for a prolonged period, cover should be planned under the direction of the Head of Faculty. This may include the introduction of new content where necessary to ensure continuity of curriculum delivery. The Head of Faculty should ensure that any new content is appropriately sequenced, resourced and supported so that students continue to make progress in the absence of their usual teacher.

### **Unplanned absence**

Unplanned absence is where a teacher is unable to teach their class at short notice, such as following the sickness protocol or emergency childcare on the day. In this situation we would expect a teacher to prepare and share an appropriate instruction to the Head of Faculty.

If the teacher is unable to, then the Head of Faculty will set appropriate cover work for the class.

To help assist the Head of Faculty in these situations, some general cover work suitable for each class will be prepared by all colleagues in advance and shared with the Head of Faculty for access in an emergency. Teachers will replace this after it has been used with an alternative cover resources.

The phone number to call for unplanned absence is 01242 711 330 and we are expected to call this between 6.30am and 7.00am to leave a message explaining the situation concisely. This helps the cover manager to make early contact to agency staff, if needed.

A member of the senior leadership team will call you back prior to 8am to understand the details and to support with putting cover in place for the day, as required.

**Cover work should be on Teams by 7.45am so that it can be reviewed by the Head of Faculty.**

## 7. Whole Academy Literacy- Reading

*“The average marks of pupils who read books rose by 0.22 points overall, which is the equivalent of 3 months’ worth of additional secondary school academic growth.”*

*Jerrim, J., Lopez-Agudo, L. A., & Marcenaro-Gutierrez, O. D. (2020). Does it matter what children read? New evidence using longitudinal census data from Spain. Oxford Review of Education.*

Our reading programme provides time, guidance and resource to support ALL students in daily reading in the Academy. Students who are behind their age-expected levels are given support according to their needs from intensive one-to-one phonics support to small group reading.

### Morning Reading sessions

There are 4 sessions a week, with 3 different focuses. Students should be encouraged to bring in their reading material, especially for the reading-for-pleasure session; if they don’t, books will be provided to tutor groups for use.

Videos and resources to aid reading will be in Teams: Tutors- Literacy 25-26

Pixl also has a wide range of resources that can be used to support during the reading sessions:

<https://auth.pixl.org.uk/members/#!/feature/1/49894208>

### **Years 7-10:**

#### Sessions 1 and 3: Reading for Understanding

Tutors will model high-quality reading aloud to students from a given class reader. Discussion questions, which have been provided, should be explored during the sessions and tutors should focus on ensuring understanding of unfamiliar vocabulary.

#### Session 2: Reading for Practice

Students will read aloud from the same book and practice their reading skills using various strategies including, but not limited to: individual aloud reading, echo reading and choral reading (examples of which can be found in the folder).

#### Session 4: Reading for Pleasure

Students and tutors will independently read a book, magazine, newspaper or academic article they have selected. Years 7 and 8 will have the opportunity, should they wish, to read their Accelerated Reader books during this session and quiz on any completed ones. Tutors should monitor reading and model silent reading themselves. At the start of this session, tutors could show the book recommendation video to their tutor groups, which will be shared centrally.

Students in Years 7 and 8 who are reading at below age expectations may be taking part in reading intervention during this time. Lists and locations will be shared with tutors once initial reading tests are completed.

Students who are still reading below expectations in Years 9, 10 and 11 will also participate in reading interventions, many of which will be during this time. If students are required for interventions, tutors will have the information in advance.

Students will be rewarded for taking an active role in daily reading and their interventions.

## 7. Whole Academy Literacy- Reading

### **Year 11: Reading for Revision**

Students will have a specific subject to focus on each week during their reading time. They will have a piece of text which is subject-specific to help them revise, consolidate or extend their learning on a part of their GCSE course. Heads of Faculty are aware of this and will have prepared resources for your students.

Resources will be provided to tutor groups the week before to allow tutors time to pre-read the text ready for the Tuesday guided reading session. Revision resources that are created should be kept in students' black folder for use.

#### **Session 1- guided reading and summarising**

Tutors will model high-quality reading aloud to students from the text provided , stopping as appropriate for students to verbally or in writing, summarise the key ideas in the text.

#### **Session 2- group reading and discussion**

Students will continue to read through their revision resources aloud to the class. This session should start with individual students reading sections aloud to the group and then completing it in smaller groups. The session should finish with students discussing and identifying the most significant, prominent ideas from the text they need to remember.

#### **Session 3- writing about reading**

Students should create a revision resource based on the reading completed during the week. This could be a small set of revision cards, mind map, revision song or any other useful resource.

Reading will not take place for Year 11 during mock examination weeks. If students are in these sessions, due to not having exams they should use them to revise independently.

### **Sixth Form**

At least two pieces of set independent work per term for each subject will be extended, academic reading.

Students studying functional skills will have a class reader.

DEAR (Drop Everything and Read) will take place once a half term for all students. Resources should link to subject and provide the opportunity for discussion after.

DEAR timetable will be shared with staff in advance.

## 7. Whole Academy Literacy - in lessons

### Reading

Students and tutors are actively involved with daily reading and students are frequently hearing good-quality reading aloud.

Reading should be incorporated into lessons wherever possible and when it is relevant and supports learning. Students should have regular opportunities to read aloud from appropriate sources, including the board, textbooks, worksheets and subject-specific texts. Consistent reading strategies should be used across the Academy to support all students, particularly reluctant and weaker readers, to develop confidence, fluency and comprehension.

There are students who, for specific reasons, should not be asked to read aloud in lessons- this information will be on Bromcom and should be followed.

### Vocabulary

Key Tier 2 and Tier 3 vocabulary should be deliberately identified and developed within curriculum planning and teaching. New vocabulary should be explicitly introduced, with teachers providing clear explanations of meaning, pronunciation and usage, and drawing attention to word parts, morphology and etymology where this supports understanding. Students should have opportunities to hear, say, read and use new vocabulary, with deliberate practice and retrieval supporting students to develop secure understanding and accurate use of subject-specific language. Vocabulary should be revisited regularly within and across lessons to strengthen students' developing schema and enable them to use new terminology confidently in their speaking and writing. Subject-specific vocabulary should be visible in teaching areas where this supports learning, and key vocabulary should be considered as part of effective pre-teaching and support for students with SEND.

WalkThrus- Deliberate vocabulary development

<https://sites.google.com/view/walkthrus/teaching-walkthrus/explaining-modelling/deliberate-vocabulary-development>

## 7. Whole Academy Literacy - in lessons

### Oracy

Students should have regular opportunities to practise explaining key concepts and ideas orally before completing written work. This supports the development and strengthening of schema by enabling students to articulate, connect and organise new knowledge before committing it to writing. Faculties should plan regular, purposeful oracy opportunities within schemes of learning, with these identified on curriculum resources and designed to have maximum impact on students' learning. Teachers should use appropriate strategies, such as Think-Pair-Share, Practice Explaining and consistent oracy sentence stems, to support students to discuss, articulate and develop their understanding.

WalkThrus- Practice Explaining: <https://sites.google.com/view/walkthrus/teaching-walkthrus/practice-retrieval/practise-explaining>

Think-Pair-Share: <https://sites.google.com/view/walkthrus/teaching-walkthrus/questioning-feedback/think-pair-share>

### Extended Writing

While extended writing will look different across subject areas and disciplines, there is a whole-academy approach to the process of planning, writing and editing, adapted appropriately to the demands of each subject. Faculties should provide students with regular opportunities to develop and demonstrate their written understanding, with key extended writing opportunities identified within curriculum resources.

#### Planning:

Students should have opportunities to develop and organise their ideas before writing. This may include oral rehearsal, discussion, mind maps, lists or other subject-appropriate planning strategies.

#### Writing:

Students should be given sufficient time and space to write with a clear purpose and appropriate expectations for the quality and depth of their response. Teachers should model effective writing and provide clear success criteria, supported by examples and non-examples of responses, so that students understand what successful writing looks like. Appropriate guidance and support should be provided while enabling students to develop independence in their writing.

#### Editing:

Students should have opportunities to reflect on and improve their writing, using the task, success criteria and subject-specific expectations to identify and make appropriate improvements.