St Dunstan's College
SENIOR

PART OF
ST DUNSTAN'S EDUCATION GROUP

CURRICULUM

Policy Owner:	Head of College
ISSR Reference:	Part 1 – Quality of Education Provided
Date of review:	Summer 2026
Approved by:	Local Board
Date of next review	Summer 2027

Version control information

Reason for Amendment	Role	Date	Main changes
New template	Deputy Head Academic	Summer 2026	Transfer to new template - content for RSE, PSHE, Careers, Scholarships and Bursaries and Work Experience removed from the Curriculum policy, into standalone policies

1. Aims

This policy is applicable to staff, students and parents / carers of St Dunstan's College Senior School ('the school') and aims to ensure all parties are clear on the school curriculum and the mechanism by which each aspect is delivered.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act 1996
- SEND Code of Practice 2015
- Equality Act 2010
- Duty to Prevent 2015
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025
- Keeping Children Safe in Education 2026

3. Roles and Responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who in turn delegates the responsibility to the Head of the College.

The Local School Board has a duty to:

- Approve this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of College

The Head of the College is responsible for this policy and its implementation. This includes:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.3 Deputy Head Academic of Senior School

The Deputy Head Academic of the Senior School is responsible for the planning of the curriculum and school structure.

3.4 Heads of Department

Heads of Department are responsible for the creation, and ensuring successful implementation, of Schemes of Learning and Assessments across Years 7 to 13.

3.4 Staff

Staff are responsible for understanding this policy and their role in delivering the curriculum in line with the Schemes of Learning and Assessments provided.

3.5 Students and parents/carers

Students and parents /carers are responsible for engaging with the school curriculum.

4. Introduction to the Senior School curriculum

The school is academically ambitious and forward-thinking in its approach to education. Our values of confidence, curiosity, courage, compassion, and creativity support healthy aspiration and provide a platform for success in its broadest context, including academic success. We are a community of learners who enjoy and benefit from academic rigour, intellectual challenge, and a breadth of subjects through a heuristic approach to teaching. The school seeks to inspire and nurture academic ambition through a vibrant and through-school culture of learning and teaching, underpinned and informed by meaningful assessment. Via the development and delivery of our curriculum, we help students to gain the knowledge, skills, and interests to make realistic and exciting choices about their futures as individuals.

St Dunstan's College provides a full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives students experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education.

The curriculum provision enables students to acquire skills in Speaking, Listening, Literacy and Numeracy.

The curriculum enables all students to have the opportunity to learn and make progress, including those with special educational needs or disabilities (SEND, and including any with an EHC Plan), those for whom English is an additional language (EAL) and the most able. For students whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop. Please see our Policies on Individual Pupil Need, which includes English as an Additional Language (EAL), and Scholarship and Exhibitions for further details.

The curriculum's provision includes the preparation of students for the opportunities, responsibilities, and experiences of adult life in a manner that is age appropriate. The curriculum ensures that students cover the key elements of the National Curriculum and are also provided with enhanced choice and opportunity

beyond it. All curriculum subject matter is appropriate for the age and aptitudes of the students in each school year, including any students with a statement of SEND whose needs are reviewed annually. Our curriculum provision enables all students to have the opportunity to learn and make progress including, as relevant, those with protected characteristics as set out in the Equality Act 2010, namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views. We embrace our wider role in preparing students for their adult life beyond formal education including the opportunities, responsibilities, and experiences of life in British society. Part of our role in that preparation is ensuring that we actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We take our Prevent duties seriously, and challenge extremist opinions or behaviours if these occur.

We aim to develop, in every young person, the values, skills and behaviours they need to achieve in life. All students should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

5. The School Curriculum

5.1 Structure of the curriculum

The school structures its education around four curricula, they are:

- The **Hecker Curriculum**. This is our core academic curriculum with timetabled subject lessons, with subjects available outlined later in this policy and prospectus.

- The **Stuart Additional Curriculum**. This curriculum strand features PSHE (including Relationships and Sex Education) and is organised into three courses: Connected Lives (including sex education); Thinking without Limits (including critical thinking); and Thriving in the Future (including careers). Please see our policies on PSHE (Stuart), and Relationships and Sex Education for further details.

- The **Forder Co-Curricular Programme**. Based around the development of character, further details can be found in our Co-Curricular policy.

- The **Usherwood Pastoral Programme**, focusing on developing positive mental health, compassion, and an understanding of neurodiversity. Further information can be found in our Pastoral Care policy.

5.2 PSHE and the Stuart additional curriculum

The curriculum ensures that students receive Personal, Social, Health and Economic education which reflects the school's aim and ethos and encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Act(a).

Personal, Social, Health, and Economic education takes place within the senior school curriculum in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHE delivered mainly through the Stuart Additional Curriculum and Tutor/Form time. This is enhanced by a wide range of opportunities and activities that include assemblies, Co-Curricular and academic societies, charity and community engagement, lectures and seminars and school visits.

Further detail may be found in our PSHE and Relationships and Sex Education policies.

5.3 Higher education and careers

The notion of 'a career for life' is becoming less normal. Many people will change multiple times during their working life, spending less time in each role and devoting more time and energy transitioning from one job to another. In addition, the nature and types of careers available are changing; many careers did not exist ten years ago. A significant range of careers or roles that will be important in the future are unlikely yet to exist. A curriculum that ensures the acquisition of skills and values as much as knowledge and information is therefore essential.

Students have access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps them to understand and focus their potential. This education is provided across the curriculum.

Preparing students for the world of work and higher education is a responsibility the school takes very seriously. Skills relevant to, and knowledge and awareness of, the world of work are woven into the Usherwood and Stuart Additional curriculum. Sixth Formers have access to impartial and independent information, advice and guidance about careers and higher education choices through their attendance at Higher Education Fairs, Open Days and Conferences. There is a Director of Futures who acts as the school's dedicated Higher Education/UCAS advisor.

Alternative Higher Education or career pathways are valued and supported equally too. Applicants for overseas universities will be supported by the school. Costs incurred during the application (for testing, application, travel etc.) will be borne by the applicant. As with UCAS, the Director of Futures has oversight of international applications. Tutors have responsibility for collating references where required.

Further details of our careers programme, including information on student guidance on Higher Education, training and careers can be found in our careers policy.

5.4 Physical education & games

Students participate in both the PE & Games programmes. PE is referred to as 'Sport and Exercise Science' (SES). These programmes present an opportunity to encourage students to enjoy and achieve their potential not just in sport and outdoor activity, but when they go back into the classroom and on into their chosen careers. Breadth, balance, a phased approach to physical development and careful management of competition are features of the PE curriculum, with students accessing a range of activities to support them to find sports that they enjoy, and to promote lifelong involvement in physical activity.

The PE (SES) curriculum is supported by an extensive Co-Curricular programme. The weekly Games programme focuses on development of, and competition in, the core sports in rotation, and other sports as appropriate, championing a gender-neutral approach. In the Sixth Form, students may also choose from a wide range of activities that run alongside the core sports. Extensive use is also made of a daily (Senior School) timetabled Forder period after lunch to use coaches and staff from outside the department to run clubs in sports and physical activities not offered in lessons.

5.5 Curriculum structure by section

5.5.1 Lower school – Key stage 3 (Years 7, 8 and 9)

In the Lower School, students take a broad range of compulsory subjects (in alphabetical order): Art and Design (including Photography), Biology, Chemistry, Computer Science (from Year 8 onwards), Design Engineering (from Year 9 onwards), Drama (including Dance in Year 7), English, Geography, History, Latin & Classics (in Year 7 this is a mixture of Latin and Classical Civilisation, and students choose whether to continue with either Latin or a second MFL option into Year 8, with Classical Civilisation picked up by students not studying Latin in Year 9), Mathematics, Music, Physics, Games, Religion Philosophy and Ethics (RPE), the Stuart Additional Curriculum (which includes Thriving in the Future, Connected Lives, Thinking without Limits, and covers British Values and aspects of PSHE), Sport and Exercise Science (SES), as well as the Usherwood Pastoral Care Curriculum.

In Year 7, students study one Modern Foreign Languages (MFL) from a choice of French, German or Spanish. In Year 8 and 9 students may choose any two from French, German, Latin or Spanish or remain with one language from French, German, Spanish or Latin. In Year 9, all students with either continue with Latin (if chosen at the end of Year 7) or study Classical Civilisation.

Students who wish to study both Latin and Classical Civilisation at GCSE should study Latin in Years 8 and 9, with sufficient elements of the Classical Civilisation course covered through Year 8 and 9 in preparation for the start of the GCSE courses in Year 10.

5.5.2 Middle school – Key stage 4 (Years 10 and 11)

Departments choose between GCSE or IGCSE, and between different exam boards, depending on what is in the best interests of students. Students follow a core of (in alphabetical order): English Language, English Literature, Mathematics, and three Sciences (either as Double or Triple Science), as well as PSHE as part of our Stuart Additional Curriculum (PSHE including RSE), Games, and our Usherwood Pastoral Care Curriculum. Students in addition choose three options from Art, Business, Classical Civilisation, Computer Science, Design Engineering, Drama, French, Geography, German, History, Latin, Music, Religion Philosophy and Ethics (RPE) and Spanish. The expectation is that students begin Year 10 studying nine or ten subjects, to include either Double or Triple Award Science. The most able Mathematicians will have the opportunity to study Further Mathematics in Year 11 as an additional qualification to GCSE Mathematics. Native linguists in French, German or Spanish can complete (I)GCSEs in addition to the aforementioned subjects providing they are deemed to be at a suitable standard by the MFL department, including engaging with formal assessments.

5.5.3 Sixth form – (Years 12 and 13)

Students in our Sixth Form study A-Levels as the core academic component of the St Dunstan's Diploma. Students begin Year 12 studying four A-Level subjects and are given the opportunity to choose whether to drop one of them following internal assessments and consultation at the start of the second half term of Year 12. This option is exercised as part of our flexible and choice driven St Dunstan's Diploma framework that ensures ongoing student engagement in the co-curriculum and with broader educational courses and learning outside of their chosen A-Level subjects. All students will take part in the Diploma Research Programme, which includes the option to study the Extended Project Qualification (EPQ), throughout Year 12.

The Diploma is an exciting, empowering, challenging, flexible, and inclusive framework for all Sixth Formers. The vast majority of Sixth Formers achieve successful transition to post-school opportunities of their first choice having completed at least three A-Levels alongside a bespoke programme of often certificated elective courses, having maintained strong and positive engagement with their wider Co-Curricular and educational development.

Sixth Form students also engage with timetabled Stuart and Usherwood curriculum lessons. Further details on the St Dunstan's Diploma may be obtained from the Head of Sixth Form.

All A-Level subjects are taught as Linear A-Levels. The school does not enter students for AS Level qualifications in Year 12. The only Year 12 qualification a student may take, if they choose to, is the EPQ as part of their Diploma Research Programme. The A-Level subjects offered are (in alphabetical order): Art & Design, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Design Technology, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religion Philosophy & Ethics, and Spanish. Native linguists can complete (I)GCSEs in addition to the aforementioned subjects providing they are deemed to be at a suitable standard by the MFL department, including engaging with formal assessments. Native linguists are not permitted to complete A Level languages in addition to their aforementioned subjects unless they have chosen to take them as part of their A Level selection.

Timings of the school day can be found in Appendix I.

The number of periods allocated to each timetabled subject varies by subject and from year to year. See Appendix II for details.

5. Digital education

High levels of digital literacy are promoted by the availability of laptops, desktop computers, tablets and other computing technology in the Senior School, so that digital learning is embedded most effectively according to the need of use of individual subjects.

Students across the school, understand that technology can be found everywhere and not just in the Computing Suite at school. They are familiar with a broad range of digital skills and technology and how they encounter them in everyday life.

In Years 7 to 13 digital literacy is taught as part of the Stuart curriculum, from Year 8 to 9 all students follow a Computer Science curriculum which provides the foundations needed for students to continue with Computer Science IGCSE or A Level from Year 10 onwards.

Students develop the ability to:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems and understand several key algorithms that reflect computational thinking

- Use two or more programming languages, at least one of which is textual (Python), to solve a variety of computational problems; make appropriate use of data structures, design and develop modular programs that use procedures or functions

- Understand simple Boolean logic and some of its uses in circuits and programming; and how numbers can be represented in binary, and be able to carry out simple operations on binary numbers

- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. Students are given opportunities throughout the Lower School to develop multiple products for a specific purpose and audience including digital artwork and animation projects.

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.

Further details of our digital education, including how constructive and good use of digital devices and platforms are promoted, can be found in our IT policy.

6. Homework

Appropriate homework is set across all ages. Its purposes include:

- Providing an opportunity for students to consolidate and develop their understanding of lesson work.

- Providing an opportunity for students to demonstrate understanding and/or misunderstandings of curriculum content.

- Providing an opportunity for feedback in response to student understanding or misunderstandings of curriculum content.

- Providing an opportunity for students to encounter information prior to a lesson, in order to enhance the pace and nature of learning in that subsequent lesson (“flipped learning”).

- Enriching the curriculum by providing an opportunity for curious students to go beyond the curriculum.

- Promoting independent study skills, organization, and self-discipline.

Homework activities are broad in type and may be used to review prior learning, prepare for future learning or to prepare for an assessment and examination.

6.1 Setting and time allocation of homework

All homework is explained in class to students and then also explained and posted on Teams. Where helpful students may also use planners to record their homework.

All homework is set for all students on Mondays in the Lower and Middle School, students have a minimum of one week to complete the tasks set. In recognition and support of the fact that students' commitments and home lives outside of school are diverse, the school does not seek to dictate when each homework is to be completed. Instead, tutors support students in their own planning and organisation of a schedule for managing their own homework.

In the Sixth Form homework is set throughout the week with deadlines a minimum of two days from initial setting. Form tutors and the Sixth Form team support students with organisation and independent learning through the study skills programme.

Homework does not need to be identical for all students, and the students are advised of these timings and frequency.

Lower School*	
Overall	Year 7: 4hr 15m per week Years 8 & 9: 4hr 30m per week
Bedrock	45 min/week (6×15m blocks/fortnight)
Maths English	45 min/fortnight (3×15m blocks/fortnight)
Modern Foreign Languages Latin	45 min/fortnight (3×15m blocks/fortnight)
Each science (×3)	30 min/fortnight (2×15m blocks/fortnight)
Geography, History, Religion, Philosophy and Ethics, Music and Computer Science	30 min/fortnight (2×15m blocks/fortnight)
Enrichment	30 min/fortnight
Drama, Design Engineering, Art	1 project/term

*Note: In Year 7 students follow a staggered homework timetable, detailed as follows:

- There is no homework set in weeks 1 & 2 of the Michaelmas term
- For the remainder of the Michaelmas term students follow a staggered homework timetable and only complete homework for Bedrock, Sciences, Maths, English and Modern Foreign Languages. Broken down as follows
    - Week A: Bedrock, Maths, Biology, Physics,
    - Week B: Bedrock, English, Chemistry, Modern Foreign Languages
- From the Lent term onwards Year 7 students follow the above Lower School timetable.

Middle School	
Overall	6 hours per week
Bedrock	45 min/week
Each subject (×10)	30 min/week per subject (4×15 min blocks/fortnight)
Enrichment	30 min/fortnight
Coursework subjects	As needed to support completion

Sixth Form:
4-5 hours a week per subject to be completed during independent study time within school hours as well as independently outside of school.

6.2 Enrichment opportunities

All subjects set centralised enrichment tasks for students both in term time and during holidays. During the term time students are expected to engage with 30 minutes per fortnight of enrichment work, students are free to choose the tasks they wish to engage with and are encouraged by form tutors to try a range of subjects throughout the course of the academic year.

Enrichment tasks are designed to challenge or extend learning beyond the requirements of the curriculum. They should encourage and support curiosity, ambition and interest in students' independent learning.

7. Enrichment

St Dunstan's College is an academically selective school and as such all our students are expected to achieve highly, in line with their potential. Lessons are planned by teachers across the school to include a range of more able students and optional enrichment tasks are set by all subjects to give students the opportunity to engage beyond the curriculum in their areas of interest. The school is proud of the

enrichment opportunities that are available for students, and we ensure and celebrate this enrichment alongside differentiated lessons where all students are challenged and stretched.

7.1 Enrichment within the classroom

The staff outlined above ensure enrichment of learning occurs within the classroom through a variety of methods, including (but not limited to):

- Setting suitable personalised learning challenges
- Effective assessment for learning
- Learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment and extension
- Opportunities for independent learning
- Learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills
- Providing support in specific areas, for example through language support or mentoring, alongside increased challenges in areas of strength.
- Setting a variety of outcomes for presenting work; maps, diagrams, creative work, oral work, written work
- Allowing students to work in a range of situations; paired work, group work, fieldwork;
- Targeted questioning
- Extension activity performance is also recognised and supported, with the development of 'higher order thinking skills' rather than not 'more of the same'.

7.2 Enrichment beyond the classroom

The following are typical of the sorts of programmes that the school provides to support all students access enrichment opportunities, in particular our more able students:

- Curriculum design that is broad and flexible
- Optional extension tasks in conjunction with homework
- Internal and external competitions
- Visits and trips
- Productions
- Meeting visiting experts
- Wide range of co-curricular opportunities in the Forder programme
- Business and/or community projects

8. Monitoring

This policy will be reviewed by the Deputy Head Academic annually. At every review, the policy will be approved by the Local board.

9. Links with other policies

This Curriculum policy links to the following policies:

- Pastoral Care
- Individual Pupil Need
- PSHE
- RSE
- IT
- Careers
- Co-curricular
- Scholarship and Exhibitions
- Examinations

For further details regarding implementation, please refer to the following overview documents:

- Promoting St Dunstan's Values in the curriculum
- Promoting British Values (SMSC) Guidance
- Digital and IT use in the curriculum

Appendix I – Timings of the School Day

Time	Activity	
	Years 7 & 8	Years 9 to 13
0820-0830	**AM Registration**	**AM Registration**
0830-0845	**Assembly/Tutorial Time**	**Assembly/Tutorial Time**
0845-0850	Transition	Transition
0850-0945	**Period 1**	**Period 1**
0945-0950	Transition	Transition
0950-1045	**Period 2**	**Period 2**
1045-1105	**Break**	**Break**
1105-1110	Transition	Transition
1110-1205	**Period 3**	**Period 3**
1205-1210	Transition	Transition
1210-1305	**Lunch**	**Period 4**
1305-1405	**Period 4**	**Lunch**
1410-1445	**Forder**	**Forder**
1445-1450	Transition	Transition
1450-1500	**PM Registration**	**PM Registration**
1500-1505	Transition	Transition
1505-1600	**Period 5**	**Period 5**
1600-1615	*Call Backs*	*Call Backs*

Appendix II – Curriculum Overview

	Year						
Periods	7	8	9	10	11	12	13
1	English	English	English	English	English	Option 1	Option 1
2							
3							
4							
5							
6							
7			Maths				
8				Maths	Maths		
9	Maths	Maths					
10							
11						Option 2	Option 2
12							
13							
14			Biology	Biology	Biology		
15							
16		Biology					
17	Biology		Chemistry	Chemistry	Chemistry		
18		Chemistry					
19	Chemistry						
20		Physics	Physics				
21	Physics					Option 3	Option 3
22		MFL Option 1		Physics	Physics		
23	MFL		MFL				
24		MFL Option 2					
25			Geography				
26		Geography		Option 1	Option 1		
27	Geography		History				
28							
29	History	History	RPE				
30							
31	RPE		Classics or Latin	Option 2	Option 2	Option 4 or non-contact time	Option 4 or non-contact time
32		RPE					
33	Art & Design		Art				
34							
35	Drama & Dance	Art & Design	Design Engineering				
36				Option 3	Option 3		
37	Music	Music	Music				
38							
39	Latin	Drama	Drama				
40							
41		Computer Science	Computer Science	Option 4	Option 4	non-contact time	non-contact time
42							
43	SES	SES	SES				
44							
45	Usherwood	Usherwood	Usherwood				
46				Usherwood	Usherwood		
47	Stuart	Stuart	Stuart	Stuart	Stuart	Usherwood	Usherwood
48						Stuart	Stuart
49	Games	Games	Games	Games	Games	Games	Games
50							

Subject abbreviations

- SES: Sport and Exercise Science
- MFL: Modern Foreign Languages (French, German or Spanish)
- RPE: Religion, Philosophy and Ethics

Forder curriculum overview:

Day	Year						
	7	8	9	10	11	12	13
Monday	Option 1	Games	Option 1	English	Maths	Option 1 or EPQ	Option 1 or EPQ
Tuesday	Option 2	Option 1	Games	Maths	English	Option 2 or EPQ	Option 2 or EPQ
Wednesday	Option 3	Option 2	Option 2	Option 1	Games	Games	Games
Thursday	Option 4	Option 3	Option 3	Games	Option 1	Option 3	Option 3
Friday	Games	Option 4	Option 4	Option 2	Option 2	Option 4	Option 4

Appendix III – Literacy

All members of staff who communicate with students at the school are teachers of literacy. We believe that high standards of literacy should be at the centre of student' learning. Students should be taught how literacy is an essential skill in all areas of life and how their attainment in school and potential to achieve is directly related to their ability to match their reading, writing, speaking, and listening skills to suit a range of contexts.

Improving and empowering literacy can lead to learning that has a positive impact on self-esteem, motivation, and behaviour and helps students to become effective independent learners.

The Aims of out Literacy Policy

- To support all staff in identifying, developing, maintaining and improving standards of student literacy.

- To support the transfer of student knowledge, skills and understanding between subjects by promoting consistency of practice including strategies, vocabulary and meta-language.

- To identify and encourage opportunities for collaboration between different departments

- To raise an awareness and appreciation in staff and students that literacy contributes and draws from many subjects and aspects of the curriculum and is an important key skill in lifelong learning.

- To support student awareness of the different dialects and registers they encounter in school, at home and on the street and enable them to choose the most appropriate in diverse situations.

Objectives

Students

Students should aim to develop their own literacy and to communicate to the best of their ability at all times. They should develop their skills in (amongst others) reading, writing, speaking, spelling, punctuation and grammar so they can become effective communicators able to adapt their spoken and written language to any given context. They should proofread all written work and try to use an appropriate register in all interactions.

Teachers

Specific literacy demands in each subject will vary but all subjects require students to read, write, speak, and listen effectively. They need to be able to respond to higher order questions that encourage the development of thinking skills and enquiry and be taught the language that helps them to reflect, revise and evaluate the things that have been said, written or done. They should be supported in the development of vocabulary, expression and organisational control to cope with the cognitive demands of their subjects.

All teachers must be aware of the need to model high standards of literacy in any situation in which they are communicating with students whether spoken or written and regardless of the formality of the context. It is recognised that, in certain circumstances, teachers may need to simplify their language in order to communicate effectively with younger children.

Specific guidance is given on the different aspects of literacy in the sections below.

Senior School Heads of Department

- To ensure that Schemes of Learning and Assessment (SoLAs) in the Senior School are audited and reviewed to develop opportunities for literacy-based activities. This includes recognising barriers to literacy learning and strategies being put in place to remove them.
- Curriculum Maps may be used to assist in the coordination of literacy development across departments.
- To monitor, evaluate and review the quality of teaching and learning across the subject area to ensure that there is excellent coverage and opportunity to develop literacy.
- To monitor the quality of marking for literacy through book scrutiny and department meetings.
- To use specific language, notation, conventions and techniques relating to their own subject and support department staff to use these correctly to support students.
- To monitor barriers to literacy and misconceptions that are typically experienced by students in their subject lessons and liaise with specialists, when appropriate, to overcome these difficulties.
- To suggest resources and ideas from other subjects for teachers to use if appropriate.

SEND Team

- In collaboration with the English Department, to identify, suggest and offer strategies, assessment and monitoring of students with specific literacy needs associated with Individual Student Needs, including SEND, EAL, More Able, or Academic Scholars.
- To contribute to the lesson planning, differentiation and staff training to meet the individual needs of students.

St Dunstan's Education Group

- To ensure that each subject area has an appropriate range of literacy skills embedded within the SoLAs and that the quality of literacy teaching and learning is of a high standard, through monitoring of SoLAs, focused learning walks and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the literacy needs of all students within the school are met through the curriculum and to keep abreast of successful, innovative current practice to improve the literacy skills of students at every attainment level.
- To allocate time when possible (in the afternoon tutorial, for instance) for the development of literacy
- To review this policy on a regular basis.

Reading

We aim to support students in developing a level of literacy that enables them to access the full range of opportunities available in every subject. In a digital age being able to understand text-based communication is an essential skill that will allow students to develop the knowledge and understanding that will allow them to succeed.

- As their reading develops during their time at the school, students should be introduced to challenging, high quality texts in all subjects to prepare them for increasingly complex texts as they progress through the College. Where appropriate, teachers should teach the strategies of *scanning*, *skimming*, and *reading for meaning*.
- To help students read with greater understanding teachers should help students to develop appropriate strategies to *locate information in a text; follow an argument; synthesise information*; and to *make effective notes*.
- Teachers should direct students to use all available resources, including the existing LRC resources, to encourage reading in their subjects.
- In the Senior School the English Department takes particular responsibility for encouraging students to read for pleasure. Students are instructed to carry a current reading book with them, and Form Tutors are encouraged to use tutor periods, where appropriate, to promote good reading habits.
- Events organised by the Senior School English Department and the Library such as visiting authors, World Book Day and Book Week further the profile of reading for pleasure.

Writing

Enjoyment of and proficiency in writing is recognised as a key life skill for all. In addition, public examinations in all subjects are assessed to some degree through writing. It is therefore essential that students are equipped with the appropriate writing skills to communicate effectively in their subject and where appropriate the conventions of writing are made explicit to students.

Teachers should provide opportunities for a wide range of writing. This includes extended writing that helps to sustain and order thought, is adapted to context and audience or ensures high levels of technical accuracy and may be under timed conditions. Teachers should model high standards of written literacy in all forms of written communication with students, including by email.

Some strategies to promote writing that can be used are: -

- Identification of explicit key words and concepts. This may be through word banks, glossaries, wall-displays, or other subject-specific approaches. Students should be encouraged to use these words appropriately in all forms of communication, and spell them correctly in writing.
- Revisiting key terminology regularly.
- Giving students models of excellence in writing.
- using the *modelling* process to make explicit to students how to write.
- Ensuring that the *conventions* of different forms of writing are taught explicitly to students;
- Being clear about the importance of *audience* and *purpose* in all writing.
- Teaching the concept of *register* and ensuring that students produce writing that is appropriate to the context.

There should be co-ordination across subjects to recognise and reinforce written literacy. Curriculum Maps may be used to assist this.

Speaking and Listening

Students' usage of spoken language in the classroom has a direct impact on the quality of their written communication. If students are encouraged to express ideas precisely and coherently in spoken language this will help them to develop the vocabulary, expression and control necessary to support higher order thinking. Teachers should model such high levels of spoken language through all communication with students.

They should be able to listen to others, and to respond and build on their ideas and views constructively.

Departments should use appropriate strategies to teach students how to participate in group discussion including: -

- Using talk to *develop and clarify ideas;*
- *Identifying the main points* that arise from the discussion;
- *Listening for a specific purpose; discussion;*
- *Evaluation.*

Spelling, Punctuation and Grammar

All teachers are responsible for:

- Teaching learning strategies which will help students to commit spellings and meanings of subject-specific key words to memory.
- Supporting students by identifying major errors in spelling, punctuation, and grammar in their writing and using appropriate marking codes.
- Including, where appropriate, spelling, punctuation, and grammar targets within WWW/EBI/SDC marking and allowing students time to correct errors.

It is acknowledged that in some pieces of writing it may be appropriate not to mark the grammatical or spelling mistakes if the focus is content. When appropriate, students should be encouraged to identify all spelling or grammatical errors themselves and correct them, instead of teachers identifying them for them.
In the Senior School, students are expected to proof-read their work before they submit it for marking.

Aspects of Literacy

When working with literacy, and reviewing departmental Schemes of Learning and Assessment, staff should be aware of the following list of aspects of literacy, and seek to promote them: -

- Reading
- Writing
- Speaking
- Listening
- Spelling
- Punctuation
- Grammar

Appendix IV – numeracy

We are committed to raising the standards of numeracy for all students, so that they develop and extend their ability to transfer and use numeracy skills effectively in every area of the curriculum and into the world of work and everyday life. The numeracy development of students is a responsibility that we all share and it is not the exclusive preserve of any one department. We recognise all staff are teachers of numeracy and, where appropriate, it should be reinforced in all subject areas.

Numeracy is a proficiency which involves confidence and competence with numbers. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring and presented in graphs, diagrams, charts and tables.

The aims of our numeracy policy

- To raise an awareness and appreciation in staff an students that numeracy contributes and draws from many subjects and aspects of the curriculum and is an important key skill in lifelong learning.
- To support all staff in identifying, developing, maintaining and improving standards of student numeracy.
- To support the transfer of student knowledge, skills and understanding between subjects by promoting consistency of practice including methods, vocabulary and notation.
- To identify opportunities and encourage collaboration between different departments.
- To develop an understanding of real-life application of numerical skills.

Students should aim to develop their own numeracy at all opportunities. They will need support to develop confidence and competence with numbers and measures. Students should aim to develop an understanding of the number system, a repertoire of numerical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Students need to know how data are gathered, and how data are presented in graphs, diagrams, charts and tables and how to apply and explain their findings.

For all teachers

- To be fully committed to raising numeracy skills in all subject areas.
- To be effective role models for students by consistently demonstrating high standards of numeracy.
- To be able to identify and promote key numeracy skills within their subject area and individual lessons.
- To understand and support the whole school numeracy policy ensuring there is consistency in methods and vocabulary.

- To be aware of key misconceptions that can occur in their subject areas and how these barriers to learning can be alleviated.
- To liaise with the Senior School Mathematics Department when they are unsure of the particular numerical skills needing to be taught as a part of their own curriculum.
- Where appropriate, to support learning through displays explaining specific mathematical terminology which can be used to support learning in all subjects.

For teacher of mathematics

The mathematics teachers, led by the Head of Department in the Senior School take an active lead in the development of numeracy in the school.

- To identify individual students' numeracy needs through normal teaching interaction and the administration of mathematics tests where appropriate.
- In the Senior School, where appropriate, to advise other subject areas on the teaching of numeracy and assist Heads of Department to develop consistency across the curriculum.
- To suggest or share mathematical resources that may be used to assist the teaching and learning of a concept or topic.
- In the Senior School mathematics teachers should use topics and examination questions from other subjects in their lessons.

For Senior School Heads of Department

- To promote teaching and learning of numeracy across their subject area.
- To ensure that Schemes of Learning and Assessment (SoLAs) are audited and reviewed to develop opportunities for numeracy-based activities. This includes recognising appropriate differentiated activities considered for those students who have identified learning needs linked to numeracy. This can be done in collaboration with the Senior School Mathematics Department
- To include numeracy development in department Development Planning if appropriate.
- To liaise with other departments and coordinate the use of numeracy in different subjects. Curriculum Maps may be used to assist in the coordination of numeracy development across departments.
- To use mathematical language, notation, conventions and techniques that are appropriate to their own subject and where possible coordinate these with those used in other subjects.
- To monitor and address numerical skills difficulties and misconceptions that are typically experienced by students in their subject lessons and liaise with Mathematics specialists, when appropriate, to overcome these difficulties.
- To suggest resources and ideas from other subjects, for Mathematics teachers to use if appropriate.

For the SEND Team

- In collaboration with the Mathematics Department, to identify, suggest and offer strategies, assessment and monitoring of students with specific numeracy needs associated with Individual Student Needs, including SEND, EAL, More Able, or Academic Scholars.
- To contribute to the lesson planning, differentiation and staff training to meet the individual needs of students.

For the Head of College

- To ensure that each subject area has an appropriate range of numeracy skills embedded within the Schemes of Learning and Assessment (SoLAs) and that the quality of numeracy teaching and learning is of a high standard, through (amongst others) focused learning walks, book scrutiny and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the numeracy needs of all students within the school are met through the curriculum and to keep abreast of successful, innovative current practice to improve the numeracy skills of students at all levels.

Aspects of Numeracy

Staff should be aware of the following aspects of numeracy and, where appropriate, seek to promote them: -

- Place value: e.g. ordering numbers, including positive and negative numbers.
- Measuring: e.g. time, lengths, angles, temperature, mass, direction, position etc.
- Calculating: e.g. addition, subtraction, multiplication, division, percentages, fractions, decimals, averages, time, etc.
- Estimating: e.g. rounding numbers to 1 significant figure to check order of magnitude of calculations.
- Representing data: e.g. drawing tables or plotting graphs.
- Formulae: e.g. correctly applying formulae, substitution, rearranging etc.
- Analysing Results: e.g. making conclusions based on statistics gathered, recognising bias and misleading data.
- Interpretations of graphs, charts and tables: e.g. comparing different data samples, looking for trends, etc.
- Using and applying: e.g. applying mathematics to problems set in financial or other real life situations.
- Reasoning: e.g. choosing the correct course of action and thinking through multiple step problems.
- Geometry: e.g. understanding and applying knowledge of shape, space, position, direction and angles.

Appendix V – Teaching and Learning

Pedagogy

At St Dunstan's College we enjoy teaching, and care about its quality, development, and impact on students' learning. This document should be read in conjunction with our guidance on Learning. The school takes seriously its responsibility, on behalf of students and families, to promote excellence in the classroom by supporting, developing, and scrutinising teaching and scholarship across the school.

Our teachers value student self-esteem, motivation, ambition and individuality. Learning activities are planned to be appropriate to the age-related educational needs of all in relation to personal, social, emotional and physical development, and communication and language skills. Teachers use and develop their subject expertise and appropriate school resources to foster intellectual curiosity and the ambitious acquisition of knowledge and skills by all, challenging them to think for themselves and to aspire.

Our teachers and their teaching will reinforce fundamental British values and will not promote partisan political views, in line with our responsibilities under the Prevent strategy, and will not discriminate against students on the basis of the protected characteristics as set out in the 2010 Equality Act. Further details of our approach to educational inclusion and wider social responsibility can be found across our polices including, but not exhaustively, those related to, SEND, Scholarship and Awards, More Able, EAL, PSHE, RSE, Feedback, Homework, and Careers.

The College's 'Teaching Excellence Criteria'

We use our Teaching Excellent Criteria to help steer teacher recruitment, scrutiny, support, and an active, ongoing culture of Continued Professional Learning. Excellence is a collective and individual responsibility and requires both professional autonomy and accountability. No single style of teaching is expected, but there is a school understanding of the principles and responsibilities that underpin teaching and teacher excellence.

Characteristics of Excellent Teaching	Could be demonstrated by…
Understanding the content	• Teacher communicates deep understanding of the content • Curriculum sequencing within the lesson is logical and where relevant links to other areas made clear to students • Explanations are delivered with clarity • Teacher uses appropriate activities and language • Teacher plans for common student misconceptions
Creating a supportive environment	• Teacher promotes positive interactions and relationships with all students • Teacher promotes a positive climate of student-student relationships • Teacher creates a climate of high expectations, high challenge and high trust • Teacher demonstrates knowledge of student needs including LSPs, and adapts the lesson to meet these • Praise and positive reinforcement are used appropriately to acknowledge and encourage desired behaviour
Maximizing opportunity to learn	• Time and resources are managed efficiently.

	• Rules, expectations and consequences for behaviour (both positive and negative) are explicit, clear and consistently applied, and follow the College behaviour policy in relation to reward and sanction. • Preventing, anticipating and responding to potentially disruptive incidents appropriately • Technology, where used, is chosen appropriately in order to enhance learning • Adaptive teaching strategies are carefully and skillfully executed
Activating hard thinking	• Resources are suitable and offer challenge, even for academically able students • Teacher questioning is strong and assessment for learning informs teacher action • Teacher plans and uses appropriate strategies, including scaffolds, to embed student learning • Tasks are designed to embed and reinforce learning – students practice and revisit content until learning is fluent and secure • Students are encouraged to work well independently within the lesson and are equipped to take ownership of their learning both within and outside the lesson • Students are encouraged to make meaningful connections across the curriculum
Use of Actionable Feedback	• Teacher gives students actionable feedback to guide their learning • Students act on the feedback they are given, to improve their understanding

Line management

All teachers are supported and scrutinised by their line manager. Support and scrutiny should be ongoing and rewarding for all, and not restricted to within the frameworks of Probation or Appraisal. Its aim is to enhance the enjoyment, quality, and impact of both the teaching and learning experience for all.

Performance Development and Continued Professional Learning

All teachers are learners at all points in their careers. To that end, the development and active sharing of best practice is part of the teaching culture of the school. Our commitment to a programme of ambitious and forward-thinking Performance Development and Continued Professional Learning does not stop following successful Probation and is not restricted to the process of annual Appraisal.

Appendix VI – Student Tracking and Review Systems (STARS) including Reporting

The assessment and tracking of students' attainment, progress, and approach to learning is important in order to help students understand, develop, and fulfil their academic ambitions. Successful teaching and learning are underpinned using educational data to inform reflection, dialogue, planning, and intervention.

The regular measurement of student learning and attainment in Years 7 to 13 involves Academic and Pastoral staff via STARS (Student Tracking and Review System).

For Years 7 to 13, STARS is overseen and coordinated by the Deputy Head Academic, in partnership with the Assistant Head - Director of Studies, Heads of Year, SENDCo and Heads of Department. The achievement and progress of students of all abilities and learning needs is monitored and reviewed to support the fulfilment of potential.

As part of subject Schemes of Learning and Assessment (SoLAs) Heads of Department organise twice termly common assessments for the tracking and support of student progress in their own subject area. Once termly this data is reviewed centrally by relevant Senior Leaders. Pastoral leaders coordinate and support academic and pastoral interventions when cross-subject complexities require, and especially when transition thresholds are at risk of not being met. The Assistant Head - Director of Studies facilitates this analysis and intervention through the provision of data and guidance on its interpretation as needed. The SENDCo and Head of Scholars support and inform interpretation and response to academic data.

St Dunstan's College's Senior School Reporting Cycle Summary

<table>
<tr><th rowspan="2">Term</th><th colspan="7">Year Group</th></tr>
<tr><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th></tr>
<tr><td rowspan="2">Michaelmas 1</td><td colspan="7">Meet your pastoral tutor evening</td></tr>
<tr><td></td><td>Parents' evening</td><td colspan="2"></td><td>Parents' evening</td><td></td><td></td></tr>
<tr><td>Michaelmas 2</td><td colspan="2">Academic report</td><td>Academic report & Subject Comments</td><td>Academic report</td><td>Academic report & pastoral comments</td><td>Academic report & Subject Comments</td><td>Academic report & pastoral comments

Parents' evening</td></tr>
<tr><td>Lent 1</td><td>Parents' evening</td><td></td><td>Parents' evening</td><td></td><td></td><td></td><td>Trial grades</td></tr>
<tr><td>Lent 2</td><td>Academic report & pastoral comments</td><td colspan="2">Academic report</td><td>Academic report & pastoral comments

Parents' evening</td><td>Academic report & Subject Comments</td><td>Academic report
Parents' evening</td><td>Academic report & Subject Comments</td></tr>
</table>

Trinity 1							
Trinity 2	Academic report	Academic report & pastoral comments		Academic report & Subject Comments		Academic report & pastoral comments	

Reporting Definitions

- **Academic report:** A report sent home to parents that contains the following information regarding a students academic attainment: attainment descriptors, Learning scores, Forder, Usherwood and Stuart content descriptors
- **Subject comments:** Written summative comments from teachers about a student's academic progress in each subject they take.
- **Pastoral comments:** A wholistic written comment from a student's pastoral tutor which includes targets and strategies for progress.
- **Parents' evening:** An opportunity for parents to meet with their child's teacher in a 1-1 meeting to discuss their academic progress and targets moving forwards.
- **Meet the tutors evening:** An opportunity for parents in all year groups to meet their child's tutor at the start of the academic year
- **Trial Grades:** A report that shows a student's trial examination grades when examinations are taken out of the normal reporting cycle.

Access to Reports

Reports are available to all parents/carers via their individual logins to myschoolportal. In the event of parental separation, or when otherwise relevant, separate personal logins will be provided to ensure equal access to information about a child.

Parent-Teacher Consultations

Parents/ carers will be invited to at least one *Parent-Teacher Consultation evening* in each Academic Year. At these parents / carers can speak with their child's teachers face to face via School Cloud. From Year 7 students are encouraged to join their parents/carers at these evenings to develop ownership of their progress and as the primary beneficiaries of the advice being given. The timing of these events is managed to give meaning as part of each year group's own academic journey in relation to key phases of assessment or choice. Where parents / carers are unable to see every teacher on the day, or where dialogue and support is best continued outside of the event, further contact and communication between home and school is encouraged. It is the school's intention that these events should be part of a 'no surprises' culture. Contact between home and school (in both directions) regarding concerns of an academic or pastoral nature is encouraged to take place as and when it is relevant and not to be reserved or stored up for a *Parent-Teacher Consultation evening.* The dates of *Parent-Teacher Consultation evenings* for each academic year are published in advance via the School Calendar.

St Dunstan's College's Senior School Formal Assessment Cycle Summary

<table>
<tr><th rowspan="2">Term</th><th colspan="7">Year Group</th></tr>
<tr><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th></tr>
<tr><td>Michaelmas 1</td><td colspan="2">English and Maths cause for concern flags</td><td>English, Maths and Sciences cause for concern flags</td><td>Cause for concern flags for all subjects</td><td></td><td>Cause for concern flags for all subjects

Benchmark examinations</td><td></td></tr>
<tr><td>Michaelmas 2</td><td colspan="3">Lower school attainment scores</td><td>Working at grades</td><td>Trial Examinations</td><td></td><td>Benchmark examinations</td></tr>
<tr><td>Lent 1</td><td></td><td></td><td></td><td>Benchmark examinations</td><td>MFL speaking Benchmark examinations</td><td>Benchmark examinations</td><td>Trial Examinations</td></tr>
<tr><td>Lent 2</td><td colspan="3">Lower school attainment scores</td><td></td><td>Benchmark examinations</td><td></td><td></td></tr>
<tr><td>Trinity 1</td><td colspan="2">End of Year Examinations</td><td>End of Year Examinations for core subjects</td><td></td><td rowspan="2">Public examinations</td><td rowspan="2">End of Year examinations</td><td rowspan="2">Public examinations</td></tr>
<tr><td>Trinity 2</td><td></td><td></td><td>End of Year Examinations for selected GCSE options</td><td>End of Year Examinations</td></tr>
</table>

Assessment Definitions

- **Attainment Update:** Attainment updates are included in the end of term reports in Michaelmas, Lent and Trinity terms. Depending on the term this attainment update will either report on 'Benchmark Examinations', 'Trial Examinations' or 'End of Year Examinations', these grades are summarised below.

- **Learning Score**: A number reflecting a student's overall approach to learning since the previous Learning Score (see our guidance document on Learning).

- **Working at grades:** This attainment data is benchmarked, to the best of our ability, against a potential trajectory to GCSE outcomes based on the information we currently have, which will include tests, homework, and classwork. You will appreciate that this judgement becomes easier to refine and more reliable as your child progresses through the school.

- **Benchmark examinations:** This attainment data is based on an in lesson, formal, assessment that uses public exam questions and public exam mark schemes. This data shows a potential

trajectory to IGCSE/GCSE outcomes and considers all non-examined assessment, commonly known as coursework, where relevant.

- **Trial examinations:** A formal assessment in an examination hall or room (as opposed to in a timetabled lesson) in the year of a Public Examination. The paper sat is normally a past Public Exam paper and will include all non-examined assessment where relevant.

- **End of year examination grades:** A formal assessment taken at the end of an academic year; the grade awarded will include progress towards any non-examined assessment where relevant.

- **Lower school attainment scores**: Lower school attainment will fall into one of the following categories based on a selection of evidence across the term called 'baskets of evidence':
    - Excelling: Attainment suggests you will achieve well above a Grade 7 at GCSE. Exceptional knowledge and skills.
    - Meeting Expectations: Attainment suggests you will achieve a Grade 7 at GCSE. Strong knowledge and skills.
    - Working Towards Expectations: Attainment suggests you will achieve above a Grade 5 but not yet a Grade 7 at GCSE. Further development needed.
    - Cause for Concern: Attainment suggests you are unlikely to achieve a Grade 5 at GCSE. Significant development needed.

Appendix VII – Feedback

The College follows the evidence basis on the impact of formative feedback on student progress. Immediate and interactive feedback is a routine of teaching and learning. The guidance below sets out our common expectations across ages and subject disciplines. Further age appropriate and subject appropriate feedback conventions and expectations are encouraged within the framework below.

We recognise feedback in the broadest terms, acknowledging that a wide range of feedback mechanism is beneficial, including:

- Spoken - teacher to student, on a whole-class, small group or one-to-one basis
- Spoken - peer-to-peer
- Written - self-marking, peer-marking
- Written - teacher marking (see below)

The format below is used regularly in relation to written teacher marking of classwork and/or homework:

- WWW (What Went Well): This is a specific recognition of an aspect of subject understanding, progress, learning approach or intellectual skill that has been demonstrated with strength.
- EBI (Even Better If): This is feedback that identifies a specific aspect of approach, knowledge, or skill that should be developed in order to promote progress.

Typically, students will receive a WWW and an EBI . This format is used as frequently as possible and at least once every half term in all subject areas and for all year groups, with or without an associated mark. Teachers are expected to tailor formative feedback to each individual child's needs to maximise the impact of it.

Student response to all forms of feedback informs the awarding of Learning Scores.

Conventions for supporting literacy and numeracy development via marking and feedback are outlined in our Literacy and Numeracy Policy.

Senior School Marking Specifics

In the Senior School there are parameters for the awarding of marks for attainment designed to support student understanding and ownership of their own progress and achievement.

Grades 9-1 and A*-U are reserved for tasks that can either be moderated to indicate likely future IGCSE/GCSE or A Level attainment or are marked using actual IGCSE/GCSE or A Level marking criteria (such as End of Year Examinations). Departments may decide on their own most appropriate marking criteria outside of these times, but the avoidance of 9-1 and A*-U as a routine is designed to ensure

student, parent and teacher understanding of progress and expectations in relation to public examination outcomes is clear.

Teacher marking may in particular comment on:

- GCSE or A Level Assessment Objectives (as applicable)
- The retention of information over the linear course.
- Progress.
- Presentation (acknowledging that exercise books and files are working documents, returned to over time by students and teachers);
- Diligence.
- Spelling, punctuation or grammar.

In the Senior School students are expected to and given time to respond to feedback in a different coloured pen, in a way that shows genuine thought and effort. Possible examples of this include:

- Adding to work if feedback indicated something was missing
- Correcting errors, or completing further work to show development
- Engaging with exemplar work, for example: ticking or crossing what the example did/did not include, highlighting areas of a mark scheme to indicate an area for future development, indicating on exemplar work where different skills are shown, using exemplar work to improve the students' own work