The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Teaching and Learning Policy 2026/27

Our Ethos

The Cardinal Wiseman Catholic School subscribes to the ethos and vision encapsulated by "All things for Christ" (Omnia Pro Christo).

Thus, our commitment to the development of human ecology, divine inspiration, Catholic Social Teaching, the counter-cultural element of our work and a constant quest for excellence inspire us daily. We want our students to flourish at Cardinal Wiseman in order that they will have the knowledge, skills, compassion and agency to make the world a better place.

Date approved by Governors	October 2026
Date of next approval	October 2027

Teaching & Learning Policy: Assessment, Marking, Feedback and Homework

Policy drafted by: Claire Murphy
Approved by Governors: October 2026
Reviewed: October 2026
Next Review: October 2027
Person to review: Deputy Headteacher for Teaching and Learning

This policy should be read in conjunction with all other policies and not as a standalone policy.

Reasons for this policy:

- To embed regular, rigorous and **purposeful** assessment opportunities that will inform teacher planning and interventions
- To embed a **flexible** approach to assessment, marking, feedback and homework, that maximises student progress whilst reducing workload for teachers
- To ensure staff use research-informed strategies to meet the needs of disadvantaged students, students with additional learning needs and all priority learners.
- To provide an equal, enriching and safe learning experience through educational technology
- To ensure T&L, assessment, marking, feedback and homework are used to widen the curriculum, improve literacy and aid recall (know more, do more, remember more).

Statement of intent:

It is our policy at Cardinal Wiseman to use research-informed strategies to challenge and support all students. Good teaching strategies help all pupils, and Appendices 2-5 feature guidance informed by EEF research to support students with additional learning needs or from disadvantaged backgrounds. There is a particular focus on the EEF 5-a-day approach to 'adaptive teaching', and 'Inclusive Teaching Guidance' with targeted strategies to reduce barriers to learning. Good quality teacher feedback, supporting students to self-regulate, good literacy and teaching pupils to remember over the long-term, is prevalent throughout these strategies. The quality of our teaching and learning is benchmarked and developed against these strategies through a holistic range of activities.

Formative assessment is crucial to our pedagogy as it assists long-term memory and informs our planning and intervention. Assessments manifest in the form of cumulative termly tests and regular, less formal retrieval practice activities.

It is the Subject Leader's responsibility to ensure all assessments are rigorous, consistent, ***purposeful,*** pitched appropriately for all students and moderated thoroughly. All assessment tasks should be planned in advance of the academic year and mapped into schemes of work. To ensure consistency, all formal assessments should be published on pupils' trackers.

The school is committed to the use of Education Technology which we see as being at the forefront of teaching practice. It should be used to support the efficacy of the curriculum, enriching it for all learners

through wider opportunities, and increasing access to learning for all students. The school recognises its role in developing pupils' digital competence. As such, foundation programmes are part of student and staff induction, and technology is woven into the fabric of the curriculum, building in sophistication through the key stages.

Assessment, marking and feedback:

Teachers will use the following approaches to test what pupils know and can do:

- **Low-stakes retrieval practice testing**
- **Questioning**
- **Book checking** in lessons (live marking)
- **Use of digital platforms and AI-based assessments**
- **Marking classwork and homework**

All teachers should provide regular **verbal feedback**. This could be individualised or generalised for the whole class to address a common misconception. Peer marking is an excellent way of enabling students to grapple with marking criterion, but should be teacher-guided and carried out in green pen.

Achievement Points should be awarded regularly to students to encourage outstanding learning behaviour thereby acknowledging the following:

1. **Engagement:** listening, responding, participating
2. **Curiosity**: questioning, independent learning
3. **Personal challenge:** extension, leadership, resilience, tenacity
4. **Outstanding homework**
5. **Catholic Values**, e.g. respect, manners, support of others
6. **Literacy**
7. **Excellent Book Etiquette**
8. **Enrichment – participation in a club, team or trip**

Cumulative assessments

- These will happen through **in-class tests, on line tests and assessed homework**
- All assessed work should be **graded** according to department policy
- All assessed work should be **moderated thoroughly** by the department
- The **quantity of assessments** varies according to the subject (see departmental policy) but should also follow the school wide minimum requirements. *See Appendix 1*
- Over time, assessments will assess the **skills and knowledge** required for each subject
- Some assessment periods will focus more on knowledge to ease teacher marking
- All assessed pieces will be **marked in red pen** and will include a **WWW and at least one explicit 'action for improvement'**
- **Students** must always action their work during dedicated lesson time in **green pen**.
- Actions should always lead directly to pupil progress

- All formal assessments will be **published and publicised in advance** to enable students to fully prepare
- The **success criteria** should be **made explicit** in advance of the assessment
- Assessment grades should be transferred directly onto students' **trackers and learning journey**

It is the responsibility of Subject Leaders and other curriculum managers to ensure the quality and impact of teacher feedback.

Progress Grades:

- Student progress data is harvested three times a year and analysed against their expected level of progress using a flightpath system across key stages.
- The flightpath system initially uses KS2 data to gauge the probable potential of students but adapts over time to respond to their development. KS4 data is used for KS5 students.
- Staff are expected to use each analysis to inform their lesson planning and intervention.
- Students are expected to use their progress data to self-regulate their learning.

Explanation of the types of grades:

Current Grade:
The Current Grade covers all prior learning, including the latest assessment result and shows where a student is currently on the Flight Path.

Assessment Grade:
The Assessment Grade is the result that has been achieved in a recent test or exam-related assessment. This reflects a student's performance in only one topic or unit of work and so this grade may change throughout the year. The Assessment Grade shows where a student is currently on the Flight Path for that topic or unit of work.

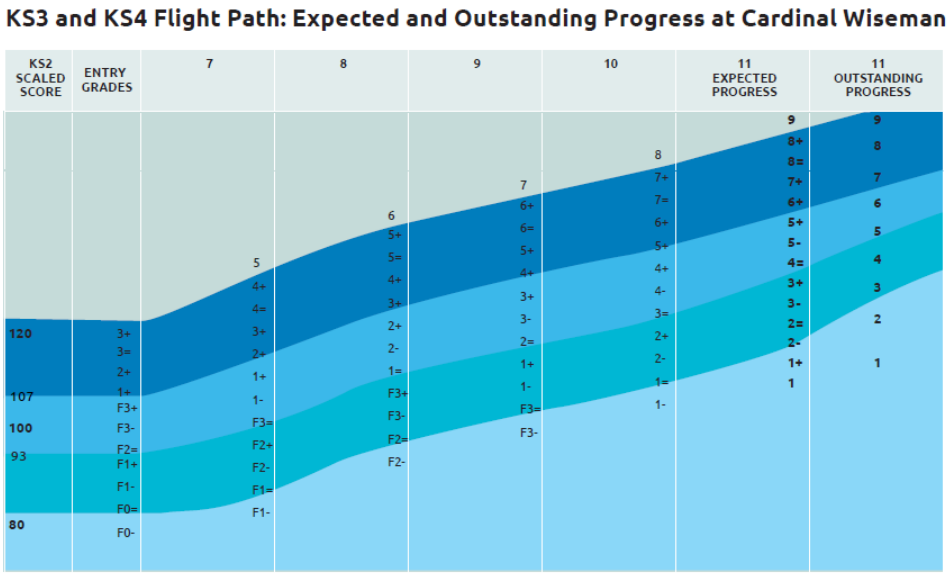
Predicted Grades:
The Predicted grade is based on the teacher's estimate of the grade that the student will achieve at the end of year 11 if he/she continues to work at his/her present rate

Fine Grades:
These are added to the grades to provide students and parents with a deeper understanding of the potential to achieve a grade. The grades include a +, = or – symbol (e.g. 7+ 7= 7-), depending upon the student's probability of attaining that grade. So, as a guide

- 7+ : the top band of a grade; a secure grade 7 but the student has considerable potential to move up to a grade 8
- 7= : the middle band of a grade 7; a secure grade 7
- 7 - : the lower band of a grade 7; a grade 7 is not yet secure; further work/support is needed to consolidate the grades.

Target Grades:
The Target Grade is the aspirational grade the student has the potential to achieve with hard work and commitment to their studies – these are reviewed each year and can be re-set according to a student's progress throughout the year

KS3 & 4 Flight Path:



The Flight Path is an indication of the Expected and Outstanding progress students can make throughout KS3 and KS4. The colour strands have been designed so that the students' grades can be followed from KS2 through each year to the end of Year 11. The students are not restricted to one strand of the flight path; the border between any two strands is not a barrier and students can move up from one strand to another.

A selection of Fine Grades have been placed at the end of each year on the Flight Path so that the students' Current Grades (KS3) or Assessment Grades (KS4) can be plotted on the graph to show the progress made and how well they are working towards their End of Key Stage Targets.

Students' books and folders:

Students' books and folders are often their primary revision resource. It is imperative they should be presented very well therefore with all work organised and fundamental misunderstandings addressed, e.g. spelling of key terms. A range of marking approaches should be used such as teacher, self and peer marking. Stamps can be used by teachers to increase their presence in books and reduce workload. Book checking by all teachers should be systematic and a regular feature in lessons (as per departmental policy).

- All books will be A4 in size and hole punched
- Students will **page number** their books as soon as they have them
- **Trackers and Learning Journeys** should be at the front of all books and transferred immediately to the new book when replaced

- The 'Cardinal Wiseman presentation pledge' should be clearly visible, e.g. glued to the inside sleeve
- Assessed work should be housed in books in chronological order using treasury tags
- Self and peer marking is always in green pen
- Teacher marking is in red pen

6th form folders:

- Students should house their work for each subject in a lever arch folder
- Trackers and learning journeys should be attached to the inner sleeve of the folder
- A course outline and a breakdown of components should be at the front of each folder
- All assessed pieces of work should be filed in folders or books
- Dividers should be used to ensure a consistent filing system across each subject
- Teachers should support with -but not be responsible for -the filing of students' work
- Students are responsible for the maintenance of their folder
- Folders should be checked regularly by teachers and leaders

Literacy

Literacy is the gateway to all curricula but students' acquisition of language does not simply happen; those who come from homes where English is not a first language, or where parents have not received higher education, are at a particular disadvantage to their counterparts. Literacy, therefore, needs to be explicitly taught in a number of ways, one of which is through regular and specific **feedback** and **marking**.

Writing

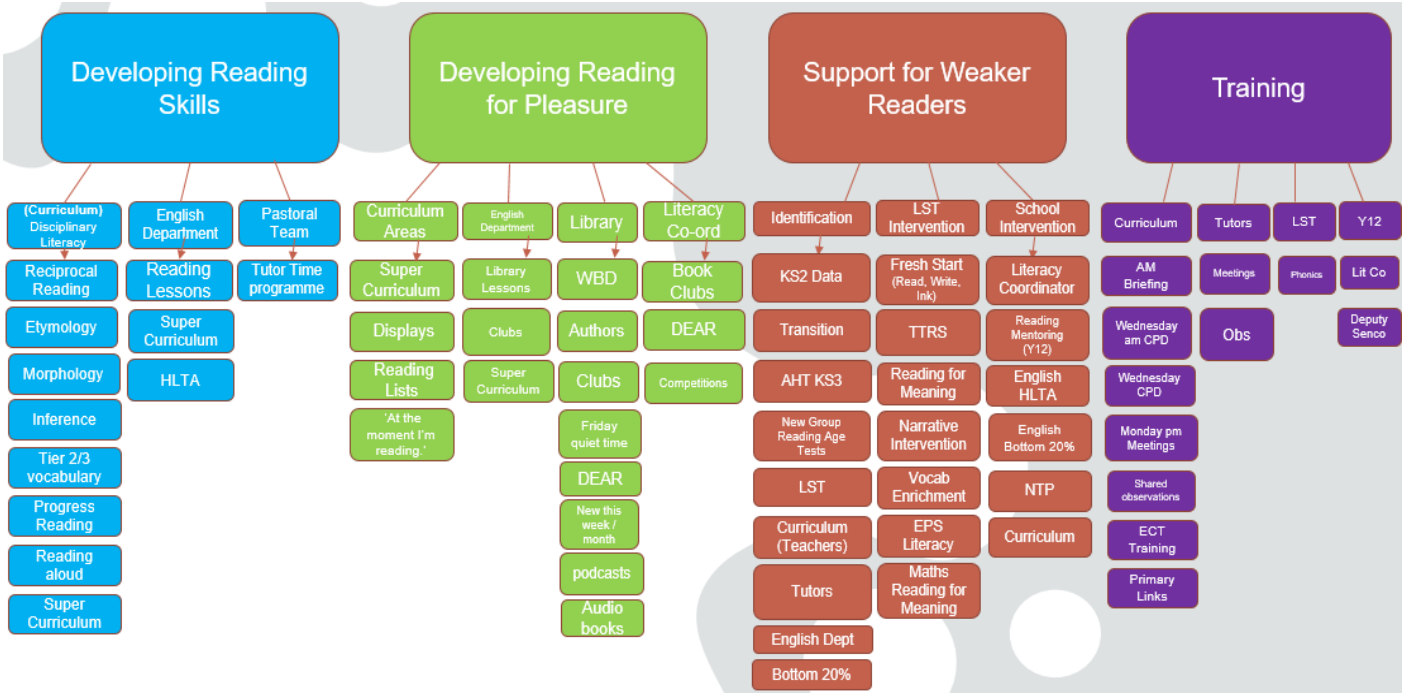
The following abbreviations should be used when marking students' written work.

Abbreviation	**Meaning**
Sp.	Spelling error. Find the correct spelling and write it out.
P.	Punctuation error. Check full stops, commas, apostrophes
C.	Check Capital letters
N.P. or //	New paragraph needed
?	Expression lacks clarity or is awkward: rephrasing is required

For students making frequent or repeated errors in SPAG, requiring and providing space for them to practice and repeat corrections is advised.

Reading

Reading is a key focus for all departments, and we take a multi-faceted approach to monitoring and providing feedback on student's reading as per the whole school reading strategy below. This includes, but is not limited to, the explicit teaching of Tier 2 and 3 vocabulary, reciprocal reading, and a range of approaches to reading aloud. Teachers should provide feedback to students based on their reading and must monitor and support student's vocabulary acquisition.



We use the following reading profile grids to identify barriers to learning, inform provision, and implement targeted interventions that enable all students to succeed.

Reading Profiles (*Reading Age SAS Scores*)

Criteria	Emerging	Dependent	Growing Independence	Independent
Assessment Data	Reading SAS Score ***below 85*** Reading age ***is more than 2 years below*** chronological age.	Reading SAS Score **between *85 & 95*** Reading age ***up to 2 years below*** chronological age	Reading SAS Score **between *96 & 110*** Reading age **roughly in line** with chronological age	Reading SAS Score ***above 110*** Reading ***age at least 1 year above*** chronological reading age
Comprehension	Minimal understanding of text Often ***struggles to identify*** main ideas	May be able to identify details but often misses the main ideas ***Needs prompting*** for understanding	Usually identifies the main ideas, some details and can explain simple themes / meanings Requires ***occasional support***	Accurately identifies main ideas, key details, and can explain themes with full understanding No support needed
Vocabulary	May have very ***limited vocabulary of Tier 2 and 3 words*** ***Unlikely to use the context to help*** them to recognize and comprehend meaning ***May know very few strategies*** to break down and work out the meaning of unfamiliar vocabulary and always needs support	Some ***gaps in knowledge*** of key Tier 2 & 3 words May ***need prompting to use context to help*** recognize and comprehend meaning Uses limited range of strategies to break down and work out meaning of unfamiliar vocabulary	Demonstrates an expanding vocabulary of Tier 2 & 3 vocabulary Confidently ***recognizes words in context*** with occasional errors Able to use a range of strategies to break down and work out meaning of unfamiliar words	Demonstrates a broad vocabulary of Tier 2 & 3 words ***Confidently recognizes words (even challenging or sophisticated vocabulary)*** in context with occasional errors Uses a wide range of strategies independently to break down and work out the meanings of unfamiliar vocabulary
Fluency	***Struggles;*** frequent pauses and mispronunciation interrupt reading	Can read with some fluency but ***requires occasional pauses and may mispronounce*** some words ***Reasonable fluency may mask errors in comprehension***	***Generally fluent*** with occasional pauses or mispronunciations that do not impede meaning Reads with expression	***Reads fluently with confidence***; accurate pronunciation and smooth pacing Reads with expression and performance qualities
Critical Thinking Analysis	***Rarely makes inferences or connections***; struggles to evaluate the text's meaning or purpose	Can make ***simple inferences and connections***, but may need support to fully analyze a text's deeper meaning	Demonstrates ***growing ability to analyze the text***, making clear inferences and connections with some depth	***Independently analyses text***, makes well-supported inferences, and offers thoughtful reflections
Engagement with Text	***Shows limited engagement with the text***; may struggle to stay focused or motivated ***Decoding and fluency still take up most of their cognitive capabilities with little room for comprehension***	Some engagement with the text but ***comprehension may be dependent on scaffolding and may need prompts to stay on task and show interest*** May not expect the text to make sense and sees reading as a passive activity	***Actively engages with the text*** and is able to sustain focus, occasionally needing minor prompts Understands that reading well requires active strategies on the part of the reader	***Fully engaged with the text***; reads with sustained focus and deep interest Has a range of independent strategies for making meaning of texts and utilizes them without prompting

Oracy

As oracy is a core focus of our whole school Teaching & Learning strategy; a range of Voice 21 strategies should be implemented and feedback on student oracy should be provided regularly. This could be via peer assessment, verbal teacher feedback, or written teacher feedback. The template below can be used to provide feedback on each strand of the Voice 21 Oracy Framework. Teachers should ensure that scaffolded sentence starters are provided *(see Voice 21 example in appendix* 9) and that each strand of the Oracy Framework is clearly modelled to support students with SEND.

Physical	R	A	G
Speaking clearly, with expression?			
Adapting the tone, pace and volume for the situation?			
Using eye contact, body language & facial expressions?			
EBI/Target:			

Social & Emotional	R	A	G
Aware of the group dynamics and inviting others to join in (turn-taking)?			
Actively listening and responding appropriately?			
Showing confidence and being respectful of others?			
Thinking and adapting to audience?			

Linguistic	R	A	G
Appropriate vocabulary choice?			
Matching language to the situation (register & grammar)?			
Showing confidence and being respectful of others?			
Using a range of persuasive methods (if appropriate)?			
EBI/Target:			

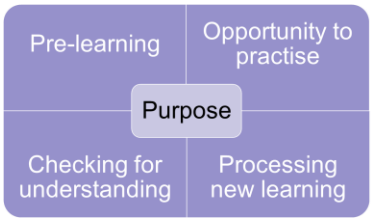
Cognitive	R	A	G
Making clear points and building on ideas of others?			
Organised talk to present a clear argument/idea?			
Asking questions to clarify/probe/challenge?			
Summarising main points?			
Providing evidence/justification for ideas?			
EBI/Target:			

Explicit teaching of the physical dimensions of speaking is delivered through the **VIBES** framework (Volume, Intonation, Body Language, Eye Contact and Speed).

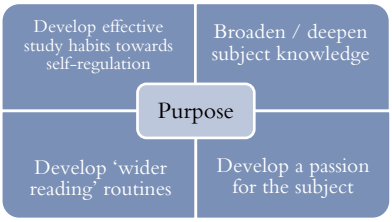
Homework and Independent Learning

According to the EEF, homework is said to have significant impact on pupil progress at the secondary stage. It is imperative therefore that homework and the Super Curriculum are used **purposefully** to accelerate, embed or extend upon learning.

Homework



Super Curriculum



All staff need to adhere to the homework timetable, **set the same** homework activities across the Department and explicitly **assign a timeframe** to enable students to regulate their independent learning.

Homework activities should be planned with the same rigour and intentionality as our curriculum. Each task should have a clear intended learning outcome, be ambitious in its design, and provide an appropriate level of challenge that supports students in securing and extending their knowledge and skills. High expectations must be maintained regarding both the quality of effort and completion rates, with rewards and sanctions applied consistently and appropriately to reinforce accountability and celebrate success.

Cardinal Wiseman uses a variety of **homework strategies** to support learning. Departments can decide upon which type of homework to assign. These may include (amongst others) the use of homework booklets, online platforms, research tasks or a 3-part homework:

- **Past:** Revision of previously taught content in preparation for a retrieval practice test
- **Present:** A summary of the current week's work in an agreed revision format, e.g. mind-map, graphic organiser, notes or flash card. This must be monitored by the teacher
- **Future:** Wider reading that extends the topic being taught and hooks to the next lesson

All work needs to be set on Microsoft Teams Assignments. All resources need to be organised clearly and simply on SharePoint. All pupils **record** their homework in their **planners** indicating the due date and length of time to be spent on the task, preferably at the start of lessons, and staff must always check and acknowledge pupils' homework (eg through starter activities, h/w review lessons, tests, checking of online platforms, stamps etc) using the information gained to identify gaps in learning, inform future planning, and adapt teaching to address misconceptions and strengthen understanding.

Homework and Independent Learning Expectations at KS3

Students at KS3 are expected to complete around **1 hour of homework each evening**. Students should complete two pieces per evening, each homework task should therefore be around 30 minutes. Students should use this as a guideline for the depth required. However, if they complete their task in advance, they should **work independently** for the remainder of the time ***(using activities linked to the Super Curriculum.***) If a student completes **additional work**, an **achievement point** should automatically be awarded.

Homework and Independent Learning Expectations at KS4

Students at KS4 are expected to complete around **2 hours of homework each evening**. Each homework slot should therefore take around an hour. Again, if students complete their work earlier, they should work independently on wider reading (***directed towards activities linked to the Super Curriculum***) or revision, **regulating their work** to focus on their least successful or priority subjects. If a student completes **additional work**, an **achievement point** should automatically be awarded.

Homework and Independent Learning Expectations at KS5

Students at KS5 should complete **7-10 hours of work for each subject each week** outside of their directed lesson time. Subject areas should direct between **3-5 hours** of this time through homework but students should also **be directed towards activities linked to the Super Curriculum and Wider Reading**.

In all cases, **guidance on revision and independent learning should be subject specific and explicit.**

Regularity of homework per subject:

KS3	KS4	KS5
Homework is set as follows: ○ **Once a week**: English, Maths, Science, RE ○ **Once a fortnight:** History, Geography ○ **Once a half term:** Music, Art, Drama, ICT, D&T, PE ○ **After every lesson:** MFL ***KS3 students are expected to spend approx. 5 hours a week on homework to support their learning in school*** ***30 minutes /subject***	Each subject should set around one-two hours of homework per week. Teachers should allow part of this time to be used for revision and wider reading. In MFL students are assigned homework after every lesson ***KS4 students are expected to spend approx. 10-15 hours a week on homework to support their learning in school*** **1 hour / subject**	Each subject should set three -five hours of homework per week. In addition, teachers should direct students towards revision and wider reading. ***KS5 students are expected to spend approx. 20-30 hours a week on homework or private study to support their learning in school*** ***3-5 hours / subject***

Appendix 1: Marking and Assessment Requirements

All Departments should complete assessments in line with school requirements (see below). Departments should also decide upon the number of ***'additional'*** assessments to complete throughout the course of the year. All assessments will be graded and given a WWW and a student Action.

Year 7	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1	Teacher assessed piece of work		
Autumn 2			
Spring 1			
Spring 2			
Summer 1	End of Year Exam		
Summer 2			

Year 8	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1			
Autumn 2	Exam		
Spring 1			
Spring 2			
Summer 1			
Summer 2	End of Year Exam		

Year 9	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1			
Autumn 2			
Spring 1	Exam		
Spring 2			
Summer 1			
Summer 2	End of Year Exam		

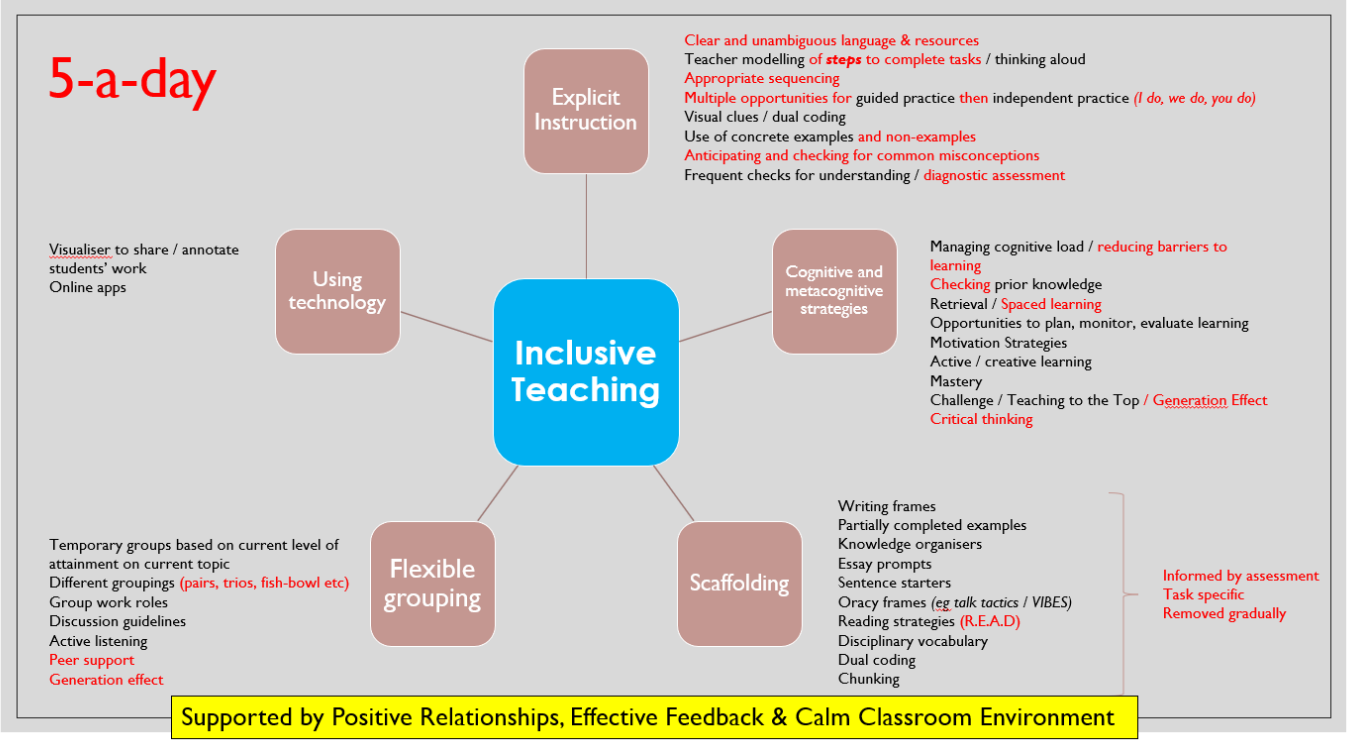
Year 10	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1			
Autumn 2			
Spring 1	Exam		
Spring 2			
Summer 1			
Summer 2	End of Year Exam		

Year 11	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1	Assessment		
Autumn 2	Exam		
Spring 1			
Spring 2	Exam		
Summer 1			
Summer 2			

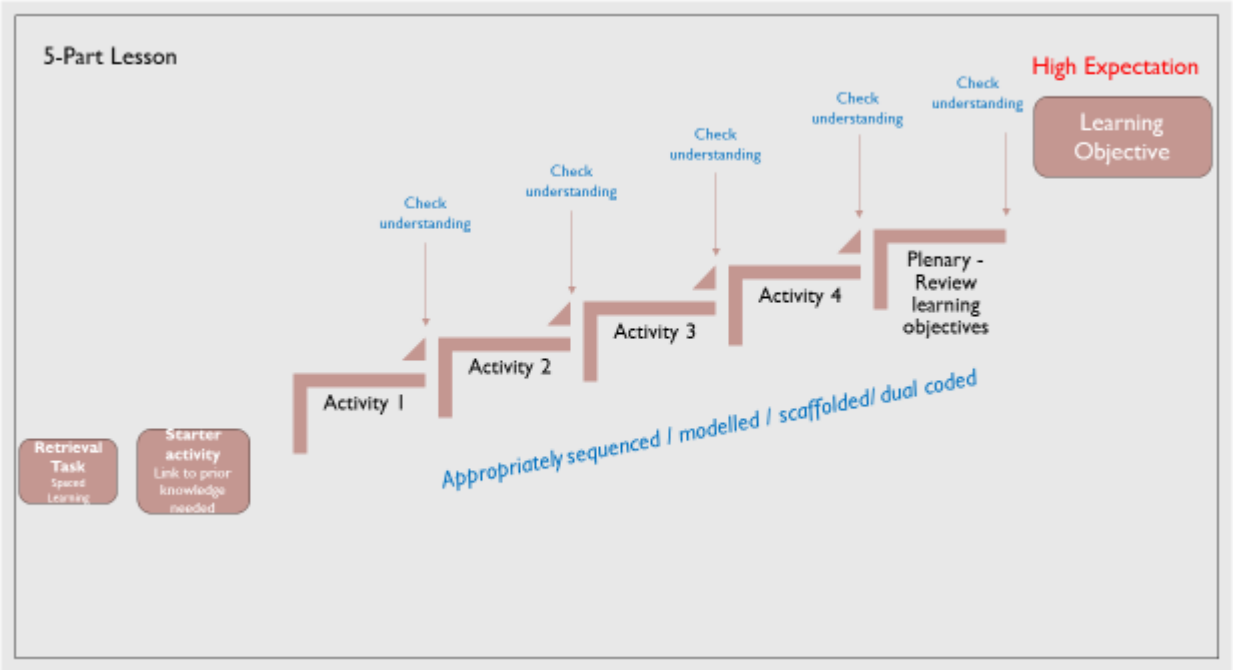
Year 12	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1	Skills Review		
Autumn 2	Teacher Assessment		
Spring 1	Exam		
Spring 2			
Summer 1			
Summer 2	End of Year Exam		

Year 13	School Requirements (teacher marked)	Departmental Requirements	Progress Grade Entry
Autumn 1	Targeted Assessment		
Autumn 2	Exam		
Spring 1			
Spring 2	Exam		
Summer 1			
Summer 2			

Appendix 2: 5-a-day / Inclusive Teaching



Appendix 3: 5-Part Lesson (reducing barriers to learning)



Appendix 4: Outstanding Teaching (linked to Teacher Standards)

The following sets out outstanding teaching according to the Education Endowment Foundation (adapted from the Early Careers Framework 2021).

All teachers should:

1. **Communicate a belief in the academic potential of all pupils**, by:
    - using intentional and consistent language that promotes challenge and aspiration
    - Setting tasks that stretch pupils, but which are achievable
    - Creating a positive environment where making mistakes and responding positively to them through perseverance are part of the daily routine
    - Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)
2. **Demonstrate consistently high behavioural expectations**, by:
    - Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils)
    - Teaching and rigorously maintaining clear behavioural expectations
    - Applying rules, sanctions and rewards in line with school policy
    - Acknowledging and praising pupil effort and emphasising progress being made
3. **Accelerate pupil progress** by:
    - Sequencing lessons so that pupils master foundational knowledge and skills before encountering new or more complex content
    - Breaking complex material into smaller steps
    - Revisiting and drawing links with core concepts
    - Identifying misconceptions through the use of assessments over time, and through pupils' oral and written responses in lessons and planning how to prevent these forming
    - Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding
    - Balancing exposition, repetition, practice and retrieval of critical knowledge and skills
    - Using a collection of powerful analogies, illustrations, examples, explanations and demonstrations to explain the curriculum
    - Using suitably selected resources and materials aligned with the school curriculum and the needs of the pupils
4. **Develop pupils' literacy**, by:
    - Explicitly teaching T2 and T3 vocabulary through morphology and etymology
    - Modelling reading comprehension by asking questions, making predictions, summarising and drawing inference
    - Promoting reading for pleasure
    - Modelling, scaffolding and demanding high-quality oral language, recognising that spoken language underpins the development of reading and writing

- Teaching different forms of writing by modelling planning, drafting and editing

5. **Plan effective lessons,** by:
    - Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain
    - Enabling critical thinking and problem solving
    - Removing scaffolding when pupils are achieving a high degree of success
    - Combining verbal explanations alongside graphical representations (dual-coding)
    - Narrating thought processes when modelling to make explicit how experts think
6. **Stimulate pupil thinking and check for understanding,** by:
    - Planning activities around what you want pupils to think hard about
    - Including a range of types of questions in class discussions to extend and challenge pupils
    - Providing appropriate wait time between question and response
    - Considering the factors that will support effective collaborative or paired work
    - Providing scaffolds for pupil talk to increase the focus and rigour of dialogue
7. **Meet the needs of different pupils,** by:
    - Identifying pupils who need new content further broken down
    - Making use of formative assessment
    - Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead
    - Using additional SEND guidance on supporting pupils with SEND effectively
    - Using research-informed strategies to address the underachievement of specific groups, e.g. boys or disadvantaged students
    - Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils
    - Changing groups regularly, avoiding the perception that groups are fixed
8. **Provide high-quality feedback**, by:
    - Focusing on specific actions for pupils and providing time for pupils to respond to feedback
    - Scaffolding self or peer-assessment by sharing model work with pupils, highlighting key details.
9. **Make marking manageable and effective,** by:
    - Recording data only when it is useful for improving pupil outcomes
    - Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment)
    - Using verbal feedback during lessons in place of written feedback after lessons where possible.
    - Using abbreviations and codes in written feedback where possible.
    - Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

10. **Develop a positive, predictable and safe environment for pupils**, by:
    - Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom
    - Working alongside colleagues as part of a wider system of behaviour management
    - Giving manageable, specific and sequential instructions
    - Checking pupils' understanding of instructions before a task begins
    - Using consistent language and non-verbal signals for common classroom directions
    - Using early and least-intrusive interventions as an initial response to low level disruption
    - Responding quickly to any behaviour or bullying that threatens emotional safety
    - Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g.) practising routines at the beginning of the school year, using seating plans
11. **Build trusting relationships,** by:
    - Responding consistently to pupil behaviour
    - Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations
    - Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school
    - Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically
12. **Develop as a professional,** by:
    - Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice
    - Strengthening pedagogical and subject knowledge by participating in wider networks
    - Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment
    - Engaging critically with research and discussing evidence with colleagues
    - Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
13. **Build effective working relationships,** by:
    - Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school
    - Seeking ways to support individual colleagues and working as part of a team
    - Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling

Appendix 5: Strategies to support SEND

VI – Visually Impaired

- Seat pupils to access teacher and board
- Provide modified work including larger font
- Differentiate for visual input
- Ensure good light, no shadows

ADHD – Attention Deficit Hyperactivity Disorder

- Make eye contact with pupils when speaking to them
- Give simple brief instructions
- Give one sentence instructions
- Give very specific praise 'frequently'
- Keep calm
- Deploy distraction techniques
- Ensure a quiet time
- Provide clear routines / simple rules
- Give advance warnings to change activity
- Give choices
- Provide a variety of activities
- Start with achievable tasks
- Be calm and speak quietly
- Give students a checklist
- Ask pupils to verbalise what they need to do before starting the task
- Reward positive behaviour
- Give students responsibilities
- Sit students away from distractions
- Give movement breaks
- Use T&L strategies to remove barriers to learning (5-a-day)
- Use therapeutic thinking strategies

ASC

- Ensure a structured classroom environment
- Give photocopied handouts
- Give visual task lists
- Consider noise – not too loud
- Teach one skill at a time
- Give positive feedback
- Be patient
- Cue in by referring to the pupil by name
- Give simple, brief instructions, in order
- Give visual reinforcement
- Use one sentence instructions
- *'Teach'* jokes / puns / metaphors
- Disapprove of behaviour and **NOT** pupil
- Prepare pupil for changes in advance
- Group work: use positive peer modelling
- Group work: set ground rules for interaction
- Use of computer for recording work
- Ensure high expectations
- Be calm and speak gently
- Use concrete apparatus
- Use visual prompts
- Keep calm, do not confront, address issue later
- Use T&L strategies to remove barriers to learning (EEF)
- Use writing and oracy frames

Students with tics (additional info)

- Try to ignore the tic
- Give movement breaks
- Give short tasks with breaks in between
- Reassure student if anxious
- Do not ask student to stop

PD – Physical Difficulties

- Provide suitable classroom environment
- Ensure correct table height
- Ensure correct chair height
- Use of ICT to record and provide work
- Student may need specific equipment
- Give photocopied handouts
- Allow extra time to complete tasks

SEMH – Social, Emotional & Mental Health

- Ensure a structured classroom environment
- Give direct, concise instructions
- Provide clear expectations
- Praise positive behaviour, give positive responses
- Give time to process information
- Cue in, referring to pupil by name
- Seat student away from distractions
- Be calm and speak quietly
- Start with achievable tasks; give 'to do' lists
- Give pupils responsibility
- Provide a variety of activities
- Disapprove of behaviour **not** pupil
- Develop relationship with the students
- Employ therapeutic thinking strategies

HI - Hearing Impaired

- Teacher to be face on to the class
- Good light; don't stand in the shadow
- Use radio aid (if needed)
- Cue in by referring to the pupil by name
- Ensure pupils speak one at a time
- Rephrase and repeat instructions
- Summarise pupils' views
- Group work: positive peer modelling
- Group work: quiet setting

SPLD– Specific Learning Difficulty

- Use audio books / DVDs / video clips
- Provide repetition and reinforcement
- Give photocopied hand-outs on coloured background
- Highlight key words and phrases
- Use pastel backgrounds on IWB
- Allow students to take notes
- Allow alternative ways of recording
- Give a clear lesson outline
- Keep explanations and copying separate
- Give time to process
- Use computer to record and assess work
- Use visual reinforcement
- Write sentences in different colours
- Use writing and oracy frames
- Provide large text, well-spaced format
- Encourage and deploy mind mapping
- Use visual prompts and task lists
- Allow pupils to read aloud / listen to others
- Employ targeted reading strategies (reciprocal reading, choral reading, shadow reading etc)
- Use large diagrams
- Employ strategies from the EEF '5-a-day'

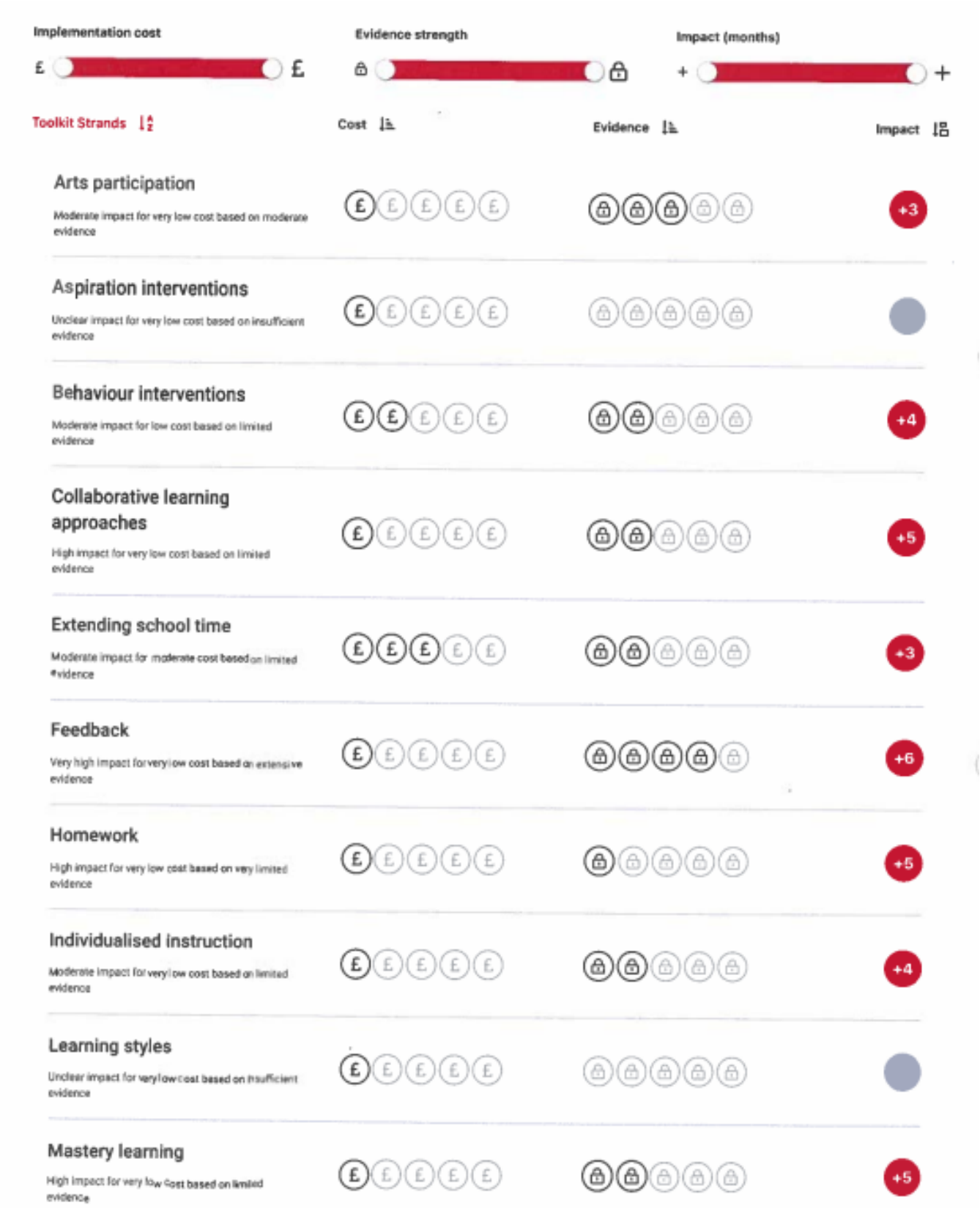
SLCN – Speech, Language & Communication

- Model and teach language you want to use
- Break down activities into smaller tasks
- Cue in by referring to the pupil's name
- Teach rules and routines
- Teach how to sequence thoughts
- Refer to pictures when explaining
- Give check lists and task lists
- Give pupils time to understand
- Give pupils time to plan
- Use writing and oracy frames / sentence starters
- Explain concept mapping
- Give direct and simple instructions
- Give sequential instructions
- Allow pupils time to talk around the world
- Work out explanations together
- Group work: positive peer modelling
- Group work: give ground rules for interaction
- Model good language
- Praise 'tries'
- Repeat and reinforce
- Give keywords and meanings
- Give examples
- Minimise abstract language
- Leave examples on the board / IWB
- Give alternative ways of responding

MLD – Moderate Learning Difficulties

- Use key words – giving meaning and vocabulary (use visual reference)
- Teach spelling
- Check students' understanding
- Use highlighting
- Teach through games
- Give visual reinforcement
- De-clutter powerpoints
- Give definitions and examples
- Teach subject specific vocabulary
- Use visual task lists
- Deploy writing and oracy frames
- Support with sentence structure
- Support with paragraph structure
- Model extended writing
- Show writing for different purpose
- Make explicit links to prior learning
- Keep visual reminders available throughout the lesson
- Teach 'Buddy, Book, Boss
- Allow pupil to speak aloud
- Emphasise use of connectives
- Ensure readability of text
- Provide guided reading
- Read out loud in class
- Read with expression
- Use coloured background on slides and handouts
- Allow and teach the use of dictionaries
- Allow and teach the use of thesaurus
- Teach grammar
- Teach parts of language
- Teach punctuation
- Chunk activities
- Use simplified language
- Give time to process
- Deploy EEF's 5-a-day approach to T&L

Appendix 6: EEF Teacher Toolkit



Implementation cost

£ £

Evidence strength

Impact (months)

+ +

Toolkit Strands	Cost	Evidence	Impact
Mentoring Low impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1

Implementation cost £ £

Evidence strength

Impact (months) + +

Toolkit Strands	Cost	Evidence	Impact
Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£		+6
Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £		+2
Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £		-3
School uniform Unclear impact for very low cost based on insufficient evidence	£		
Setting and streaming No impact for very low cost based on very limited evidence	£		0
Small group tuition Moderate impact for low cost based on moderate evidence	£ £		+4
Social and emotional learning Moderate impact for very low cost based on very limited evidence	£		+4
Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £		+3
Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £		+4
Within class attainment grouping Low impact for very low cost based on very limited	£		+2

Appendix 7

The Cardinal Wiseman School CPD Provision

Four Pathways, One Vision

Our CPD structure is organised into four pathways, each serving a specific group of staff. Together, they create a comprehensive, inclusive framework for continuous professional growth across the whole school.

All Staff

Whole-school priorities: Catholic Life, T&L, Literacy, Inclusion, and Safeguarding

Leaders

Targeted development for middle and senior leaders through NPQs, networks, and specialist forums

New Staff & ECTs

A structured induction programme to support early career teachers and newly appointed staff

Optional

Self-directed enrichment opportunities such as the T&L Book Club

All Staff — Core Priorities

Every member of staff engages with five core strands that underpin our school's mission and drive continuous improvement across all areas of practice.

Catholic Life

Strengthening the school's Catholic identity and ethos

Teaching & Learning

Developing high-quality, evidence-informed pedagogy

Literacy

Promoting literacy across all subjects and year groups

Inclusion

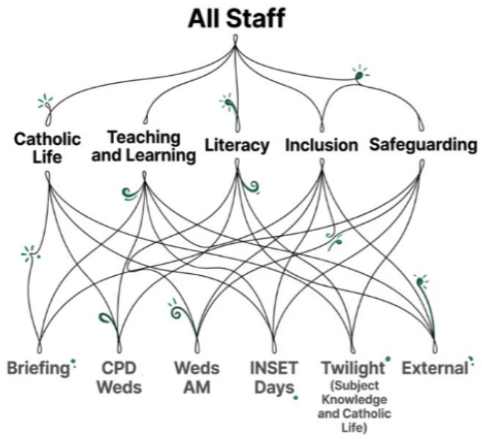
Ensuring every learner is supported and can thrive

Safeguarding

Keeping all students and staff safe and well

All Staff — Delivery Formats

Core priorities are delivered through six formats, ensuring flexibility and regular engagement throughout the year.



How Each Format Works

- **Briefing** — Short, focused updates on priorities
- **CPD Weds** — Dedicated Wednesday sessions for T&L and core strands
- **Weds AM** — Morning slots for collaborative planning and reflection
- **INSET Days** — Full-day training for whole-school priorities
- **Twilight** — Evening sessions for subject knowledge and Catholic Life
- **External** — Specialist providers and off-site programmes

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Appendix 8:

CPD 2026/7: Personal Development Log

Name:

Position:

Current Opportunities available for professional development:	
Feedback from Learning Walks / Book Looks / Student feedback	
Morning Teachmeets during staff briefing	
Twilight training programme	
Research groups	
Departmental collaboration	
Examination courses	
Leadership courses	
ETSA subject network meetings or conferences (Professional bodies)	
ETSA pastoral training (Professional bodies)	
The National Literacy Trust training	
Prince's Teaching Institute subject-specific training	
NPQ	
MA in Education	
CPD Wednesday	
Other (please specify)	

Training opportunity and date	**Actions and Reflections**

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Summary of your development this year and next steps:	

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Appendix 9

Oracy Talk Tactics



Appendix 10

Discussion / Group Work Guidelines

