



Greenwood School
PASSIONATE ABOUT PROGRESS

Greenwood School Learning Vision Booklet

‘Every interaction will be a learning experience, and every learning experience must be an opportunity for progress.’

At Greenwood School we will work together as a community to ensure that all the young people in our care receive the best possible preparation for independent adult life. Learning from a young person’s early childhood experiences, education journey and current home circumstances, we aim to create for them a bespoke learning journey.

At Greenwood we operate a curriculum which is designed to be personalised to individual needs and to re-engage students in their education journey, whilst furnishing them with the **attributes, skills** and **knowledge** that they will need to be successful when they leave our care.

Attributes: We use 'Four R's' (Resilience, Reflectiveness, Relationships and Resourcefulness) to describe the attributes that our students will need to be successful learners and navigate social and work situations effectively. When planning and delivering lessons, all teachers at Greenwood are required to explicitly teach students how to improve in these key areas. Alongside this whole school approach, students will also take part in specific learning experiences aimed at developing their emotional resilience, making them more receptive to learning, and more able to navigate complex social situations.

Skills: At Greenwood Literacy, Numeracy, Digital Literacy, Thinking Skills and Problem Solving skills are the core academic skills that are taught to all students, irrelevant of what point they are on their learning journey. Once again we take a whole school approach to teaching these skills with all teachers being expected to plan and deliver lessons that take them into account.

Knowledge:

At Key Stage 3 the majority of students will stay with us for a relatively short period of time. The aim of the key stage 3 curriculum is to ensure that students are able to successfully integrate back into their mainstream provision or specialist provision depending on their need. Our aim is to rapidly improve student literacy and numeracy skills, closing gaps and accelerating progress in these areas, alongside developing the attributes for life and learning that many of our students lack. At key stage 3 knowledge is used as a vehicle to teach these key attributes and skills through a project-based approach.

At Key Stage 4 it is likely that students will stay with us for a more extended period of time. The aim of our key stage 4 curriculum is to prepare them for their post 16 pathway and the world of work. The attributes and skills outlined above remain a priority and are at the core of the key stage 4 curriculum. However we also aim to ensure our students attain the knowledge and qualifications that they need to become successful independent adults. Each student follows a personalised curriculum tailored to their needs, and providing access to a range of learning opportunities, qualifications and careers advice designed to ensure that they have the right qualifications and skills for their chosen post 16 pathway.

1. Ethos:

Each staff member has the responsibility to foster positive working relationships with our students. Affording them the opportunity to grow and develop as learners and productive members of society in a vibrant, safe, friendly and respectful learning environment.

2. ASK:

Each staff member has the responsibility for developing the 4R's, literacy, numeracy, digital literacy, thinking and problem solving skills of their students. Alongside this, staff are also responsible for ensuring that students gain the knowledge that they require, to achieve the qualifications that they will need to progress post 16.

3. Engagement and Challenge:

Each staff member has the responsibility to engage and welcome every student from the moment that they step into the building or learning space. This will be achieved by the language used and the initiation of positive interactions, as well as by planning relevant, aspirational and engaging learning opportunities.

4. Progress:

Each staff member has the responsibility to demonstrate how every student is making progress in relation to their individual targets. Progress will be judged not only against the knowledge that they acquire (qualification outcomes) but also against how successfully students are developing their attributes and skills.

Core Principle 1: Each staff member has the responsibility to foster positive working relationships with our students. Affording them the opportunity to grow and develop as learners and productive members of society in a vibrant, safe, friendly and respectful learning environment.

For students to learn they need to feel comfortable with and understand, the learning ethos in their lessons. If they do not, they will find it difficult to engage and take risks or confront challenges; yet this is how they learn. It is the teacher that has the biggest impact on the ethos of the learning environment. This is achieved through the interactions that they have with the students and by how they manage the student's behaviour and learning experience. Staff must ensure that they actively plan to create a safe, secure and respectful learning environment where students feel that their views are listened to and are comfortable enough to fully engage in their learning. People make a difference – The positive relationships that we make in learning will ultimately make the difference to the progress the students make.

You must:

Ready, Respectful, Safe	People Make a Difference
<ul style="list-style-type: none"> • Ensure that you are familiar with the Greenwood Way (appendix A), Behavioural Blueprint (appendix B) and Behavioural Learning and Relationships Policy. (Appendix C) • Model behaviour that demonstrates how people should be treated whether you are working with students or other members of our learning community (e.g. staff to staff interaction). Ensure that you use the language of Ready, Respectful, Safe when dealing with incidents of challenging behaviour in the learning environment. • Ensure that every learning environment is a safe and engaging space for all students in recognition of their own self-identification and learning needs. • At all times ensure you recognise student success in or outside of the classroom, logging the appropriate information so it can be relayed to parents at the end of each day. • Encourage students to reflect on their actions and allow them time to respond in a responsible and respectful manner. Log any unproductive behavior choices so that they can be shared in debrief allowing strategies to be implemented to further student progress. • Ensure that you are creating an ethos in your classroom where praise is acceptable and success is celebrated. 	<ul style="list-style-type: none"> • Make it a personal target that every student feels safe and welcome in your learning area and around the school. • Staff and students need to work collaboratively to co-create a thriving learning environment. • Plan learning experiences for students that are engaging and appropriately supportive of <u>all</u> individuals. • Students are able to have an impact on their learning through discussion regarding learning strategies and methods. Ensure that students are aware that they can influence the planning of their learning journey. • Take a non-judgemental and empathic attitude towards behaviour and view students as vulnerable rather than troublesome. • Put relationships first and understand that not all behaviours are a matter of choice and sometimes not all factors linked to students' behaviours are within their control. • Support students to self-regulate so they understand the choices that are available to them.

Core Principle 2: Each staff member has the responsibility for developing the 4R's, literacy, numeracy, digital literacy, thinking and problem solving skills of their students. Alongside this, staff are also responsible for ensuring that students gain the knowledge that they require, to achieve the qualifications that they will need to progress post 16.

With this core principle in mind, Staff must ensure that lesson planning is of a high quality for all lessons and must ensure that students are challenged to develop the appropriate attributes and skills that they will need to access the knowledge that they require.

You must:

4Rs	Literacy and Numeracy	Digital Literacy (where appropriate)	Thinking and Problems Solving
<ul style="list-style-type: none"> • Be able to provide evidence of planning for lessons that take account of one or more of the 4Rs (appendix D – GW lesson plan). • Refer to the 4Rs in lesson outcomes/success criteria (appendix E – 4R's). • Use one or more of the 4Rs as part of a learning discussion in order to re-engage a student in the task. 	<ul style="list-style-type: none"> • Personalise opportunities to ensure all students can access the common language of Literacy (appendix F) and Numeracy (appendix G) used in all learning areas. • Ensure that students have planned opportunities to use and apply this shared vocabulary. • Ensure that the Language of Learning when referring to literacy and numeracy tasks is consistent across all learning areas. • Support the needs of students who are struggling with Numeracy and Literacy. 	<ul style="list-style-type: none"> • Provide opportunities for students to develop their digital literacy skills (See appendix H – digital literacy for definition of digital literacy) by providing tasks that require learners to plan, deliver and assess outcomes using digital tools. • Provide opportunities for students to gather, and remix digital content to provide the outcomes to learning tasks. • Support students in their learning of new digital skills appropriate to their tasks. You cannot simply assume prior learning. 	<ul style="list-style-type: none"> • Provide planned opportunities for students to use the Greenwood tool kit (appendix I): <ul style="list-style-type: none"> • Mind mapping • WWW/EBI • Skim, Scan and Select • Six Hats • 5 W and an H • Ensure that you are using Blooms Taxonomy (Appendix J) to choose questions that develop the level at which individual students in your classes are thinking. • Look for opportunities for students to use enquiry to discover their own answers to problems (appendix K)

Core Principle 3: Each staff member has the responsibility to engage and welcome every student from the moment that they step into the building or learning space. This will be achieved by the language used and the initiation of positive interactions, as well as by planning relevant, aspirational and engaging learning opportunities.

When students are fully engaged, they will be motivated to learn. It is the responsibility of all staff to ensure that students experience learning opportunities that engage, challenge and motivate them. Staff should plan to include learning activities for students that offer them the opportunity to broaden their experience. Staff must plan for 100% opportunity for success and ensure that students understand what they are aiming to achieve through the learning opportunities they are offered.

You must:

Challenge	Engagement In Learning	Learning Environments
<ul style="list-style-type: none"> • Understand what you want to achieve from a unit of work and share this with the students. Clear success criteria and where appropriate a range of exemplar material must be used to help students identify a quality outcome. • Have high expectations and set challenging and stretching goals for each student in your class. • Take into account prior achievement when planning and differentiate appropriately for each learner. • Show an understanding of learning styles. Planning must allow for all learners to develop their areas of weakness. • Challenge students who fail to produce work of a satisfactory standard in a positive and encouraging manner. 	<ul style="list-style-type: none"> • Engage all students in their learning experience. • Provide opportunities for students to respond to a task in a variety of different ways. • Encourage students to use a range of outcomes over a series of challenges. • Take account of and discuss with students attributes and skills that will help them achieve quality outcomes. • Use a range of questioning techniques to lead students to positive outcomes. • Ensure that planning takes into account knowledge of Bloom's Taxonomy and its relevance to individual student's development. 	<ul style="list-style-type: none"> • Ensure that the learning experience is active, stimulating and challenging. • Ensure that all experiences beyond the learning area are well planned. Such opportunities add vibrancy and increase the relevance of the students learning experience. • Ensure that students are given planned opportunities to learn beyond the classroom through activities such as extended learning projects, extra-curricular activities, guest experiences or trips.

Core Principle 4: Each staff member has the responsibility to demonstrate how every student is making progress in relation to their individual targets. Progress will be judged not only against the knowledge that they acquire (qualification outcomes) but also against how successfully students are developing their attributes and skills.

In order for students to be able to make progress they need to have a clear understanding of the journey that they are taking to improve. They need to know what their starting point is, how they can move forward and where they are aiming if they are going to be successful in improving themselves. With this core principle in mind, feedback and assessment at Greenwood will focus on the use of Assessment for Learning techniques to inform students of where they are in their learning, how they can move forward and where they are going. Staff will ensure that their lessons encourage students to be active in their learning and have control over the progress that they are making.

You must:

Feedback	Assessment
<ul style="list-style-type: none"> • Demonstrate the use of a variety of AFL techniques which should inform students of the progress they are making and how they can improve. • Use a variety of assessment and AFL techniques (appendix L) to assist students in making progress. • Ensure that outcomes show evidence of the range of techniques in use. Staff annotations on work will show that techniques such as verbal feedback, peer assessment or self-assessment have been used as demonstrated in work scrutiny feedback (appendix M). • Regularly give students written feedback on their progress and written advice as to what they need to do to improve. • Ensure that time is allowed for students to reflect on their learning in order to ensure that they are coping and being stretched. This reflection time must be followed opportunities for students to respond to what they learnt during his time. • Ensure that students know what is expected of them and be able to show evidence that they are making progress. • Be inspirational in your feedback and not allow students to be restricted to minimum target grades. 	<ul style="list-style-type: none"> • Assess using both formative and summative strategies (appendix L). • Ensure that students experience a variety of different forms of peer and self-assessment as well as more formal formative assessments. • Make a judgment as to where students are in their learning and ensure that at the end of each half term data is gathered on student progress. • Ensure your evidence supports a current attainment level/grade, and an effort score (3=good, 2=adequate, 1=poor). • Input data prior to deadline so that students who are underachieving can be identified quickly and intervention strategies implemented to prevent them falling further behind. This regular monitoring of student progress will also allow us to reward student who are achieving beyond expectations. • Use data supplied relating to students to estimate how the students in your classes should be performing. This data will be based on external sources such as FFTD and Target on Arrival (TOA) data.

The Greenwood Way



Ready

- Be on time for your lessons.
- Be engaged with learning.



Respectful

- Be mindful of people's beliefs, identity and individuality.
- Respect the learning of others.



Safe

- Support your own and other people's, mental health.
- Treat the school equipment and environment with care.



Greenwood School
PASSIONATE ABOUT PROGRESS

The Greenwood Way This is how we do it here...



At Greenwood School we are determined to give students the best possible chance to attain their potential. We are fully committed to ensuring all students leaving Greenwood School are positive contributors to society and their communities.

What to Expect from your teachers in Class

Meet and Greet / Find & Fetch
Register & Starter
Praise the Positive
Ending the lesson on time
End and Send

We Recognise Student Achievement

Contact with Home
(Text, Phone Call, Email, Postcards)
Positive Points
Reward Trips

The Greenwood Way – Our Expectations

Be Ready - Be Respectful - Be Safe

Our Classroom Steps

- 1 – Greenwood Way reminder
- 2 – Warning outlining undesirable behaviour
- 3 – Individual conversation
- 4 – Parental Contact on the day
- 5 – Case discussed at debrief and further steps decided.

Phrases you will hear from Adults

I've noticed...
I need you to...
I know you will...
Thank you for...
You have chosen to...
Do you remember last week when...
It was the expectation about... that you...
That is not very Greenwood...

Thank you at the end of any instruction.

Picking up the Tab Restorative Process

Suggested questions
What happened?
What were you thinking at the time?
Who was affected?
How did that make them feel?
What should we do to put things right?
How could we behave so that this doesn't happen again?

Keyworker Check-in / Break / Lunch

Greenwood School Behavioural Learning and Relationships Policy



Date of Policy Issue/Review	September 2021	Review Date: September 2022
Name of Responsible Manager Signature of Responsible Manager	Stuart Curtis	
Signature of Chair of Management Committee		

1. Principles and The Greenwood Way

1.1

- Every Interaction is a learning experience, and every learning experience must be an opportunity for progress.
- At Greenwood School we will work together as a community to ensure that all of the young people in our care receive the best possible preparation for independent adult life.
- We learn from a young person's early childhood experiences, education journey and current home circumstances, and aim to create for them a bespoke learning journey.
- Understand that behaviour is a form of communication of an emotional need
- Enable all students to build a bridge to a positive future

1.2

At Greenwood School we expect all students to follow The Greenwood Way through three simple steps. This is to ensure the safety and success of all stakeholders at all times.

- **Ready** – we will ensure students are in the right place at the right time with all the equipment they would need to be successful within that lesson.
- **Respectful** – we will support all our students to focus on their learning whilst being mindful of other people's beliefs, identity and individuality.
- **Safe** – we will expect all students to treat their environment with care and be supportive of their own and other's mental health.

Further information can be found on our Greenwood Way Blueprint in the Appendices. Also, on the School website you will be able to find The Greenwood Way and the Code of Conduct information.

2. Linked Policies

The following Policies should be read in conjunction with the Behaviour and Relationship Policy;

- Personal Development Learning and Drugs Education Policy
- SEN Policy
- Health & Safety Policy
- Child Protection / Safeguarding Policy
- The Greenwood Way
- Code of Conduct
- Drugs Policy

This Policy also considers guidance from the DFE Behaviour and discipline in schools document 2016.

3. Expectations for Behaviour

The expectations of our school have been established to promote high levels of engagement from our students. We value the partnership between, students, parents and staff and believe that, by

working together, students will be given the best opportunities to succeed in the future. Staff at Greenwood School are encouraged to be problem solvers and defuse situations so they do not escalate and students can still be successful.

3.1

Students will be expected to;

Attend their educational provision every week

- Use appropriate language at all times
- Move around our school in a calm, orderly and safe manner
- Show respect and honesty for other people's belongings and for our school's equipment and facilities
- Exercise self-control even when angry or upset
- Be co-operative with staff and peers and be prepared to engage in group activities
- Listen carefully and carry out all instructions given by staff
- Dress appropriately for a working school day
- Work to the best of their ability and stay on task especially when faced with a challenging situation
- Conduct themselves in the classroom in a manner which respects others' learning environment
- Be prepared to hand in all personal belongings every morning
- Wear the Greenwood uniform every day
- Accept recognition and consequences for the choices they make

3.2

What students can expect from staff;

- To always be treated as an individual with empathy
- Be given high quality teaching in every lesson which challenges and develops attributes, skills and knowledge
- To be spoken to with respect and dignity
- Leave every lesson with a positive comment no matter what happened in the lesson
- Have staff acknowledge mistakes and model resilience at all times
- To always be welcomed and greeted into a classroom
- A level of protection which means that all students are kept safe on site
- To be given opportunities to experience the working environment and real-world applications
- For them to be transparent and fair when making decision in the classroom
- Support in creating positive friendship and relationships
- Clear communication within lessons
- For them to catch students behaving appropriately and recognise it

4. Restorative Practice

At Greenwood School we use restorative practice to support students within situations where a person has been harmed. We focus on building positive relationships between staff and students to develop social capital so that restorative conversations can take place. Staff are asked to consciously and actively model the behaviours that we want to see from our students through investing in each other. Working with the students to deliver a user centred approach, which empowers through collaboration. The objective is to bring about sustained change over the period of time that a student is with us. The way that staff communicate is vitally important as we will always try to build a bridge with a student in crisis as oppose to a wall. In any given situation the focus is on the behaviour and not the person. Being careful of the initial impact is about the feelings that are being developed due to the behaviour. Offering perspective will only go so far as it is about looking at the persons need and how to resolve it through requesting how we can work with the student.

5. Strategies to improve behaviour

In our school, we like to recognise good work, attendance and positive behaviour. We do this in a variety of ways. We are always looking for new ways to encourage students and motivate them in lessons to give them the best possible chance of succeeding in further education and beyond.

5.1

Pre-emptive strategies;

- Using the Keyworker system to prepare students well for each day ahead and reflect on their behaviour around school.
- Providing equipment and or uniform to avoid conflicts which may detract from the focus on student learning.
- Opportunities for ELSA support to either individuals or groups of students.
- Therapeutic interventions including CBT to give students strategies to support themselves when moving towards crisis.
- Catching students being successful and keeping the focus on positive behaviours.
- Keeping all staff informed of outside influences on students and how we can increase their resilience to the challenges they may meet in and outside of school.
- Detailed knowledge of students prior to their arrival at Greenwood School through the Pupil Profiles and assessments to identify learning needs.
- Behavioural focuses through the SEMH questionnaires so that all staff are aware of the behaviours that the student is working on to improve that lesson, day and time at Greenwood.
- Well-being Days to support students and staff with their mental health.

5.2

Trauma Awareness

Staff at Greenwood School are aware that most or all of the students that are referred have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For Children and Young People who have experienced trauma and loss, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions appropriately to their surroundings. We take a non-judgemental and empathic attitude towards behaviour and such students are viewed as vulnerable rather than troublesome. Relationships are put first and include staff, students and parent/carers. It is important that our staff understand that not all behaviours are a matter of choice and sometimes not all factors linked to students' behaviours are within their control. This is where it is important to support students to self-regulate so they understand the choices that are available to them.

At Greenwood we place a strong emphasis upon the emotional health and well-being of all members of the school community as we believe that this will lead to better outcomes for all. We will use positive role modelling through our Ready, Respectful, Safe ethos to ensure a purposeful learning environment.

5.3

Recognition strategies

- Positive verbal praise when catching students making the right choices.
- Recognition points – awarded every lesson.
- Daily phone-calls or emails home to celebrate positive behaviours with parents/carers.
- Weekly attendance prize draw for students achieving 100% attendance.
- Half termly reward for consistently wearing uniform.
- Half termly celebration assemblies – students may be nominated for the Head Teacher's Award and gain recognition for academic achievements.
- Weekly opportunities for keyworker group treats.
- Recognition trips off-site to student selected attractions.
- Opportunities to cash in points each half term for vouchers.

- Year 11 achievement trip.

Classroom Recognition Points Scale

0 – being disrespectful and / or being unsafe

5 – showing respect to the member of staff that you are with whilst being in a safe space

10 – showing respect to the member of staff that you are with and being ready to learn in your timetabled lesson

20 – showing respect to the staff and students that you are with and engaging with your learning objectives in your timetabled lesson

30 – showing respect to the staff and students that you are with and engaging with the learning above and beyond the expectations of your teacher

Students will be informed of their points total each week and can monitor their own progress. They will have their own individual targets and know exactly what to do to attain and improve them. Keyworker times are the perfect opportunity for students to discuss any problems and to share any successes.

5.4

De-escalation Interventions

- **Be Empathic and Non-judgmental**
Do not judge or be dismissive of the feelings of the person in distress. Remember that the person's feelings are real, whether or not you think those feelings are justified.
- **Respect Personal Space**
Be aware of your position, posture, and proximity when interacting with a person in distress. Allowing personal space shows respect, keeps you safer, and tends to decrease a person's anxiety.
- **Use Non-threatening Non-verbal's**
The more a person is in distress, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice.
- **Keep Your Emotional Brain in Check**
Remain calm, rational, and professional. While you can't control the person's behaviour, how you respond to their behaviour will have a direct effect on whether the situation escalates or defuses.
- **Focus on Feelings**
Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them.
- **Ignore Challenging Questions**
Engaging with people who ask challenging questions is rarely productive. When a person challenges your authority, redirect their attention to the issue at hand.
- **Set Limits**
As a person progresses through a crisis, give them respectful, simple, and reasonable limits. Offer concise and respectful choices and consequences.
- **Choose Wisely What You Insist Upon**
It's important to be thoughtful in deciding which rules are negotiable and which are not.
- **Allow Silence for Reflection**
We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice.
- **Allow Time for Decisions**
When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said. A person's stress rises when they feel rushed. Allowing time brings calm.

6. Consequence

6.1

In our school we believe in giving our students every opportunity to get it right. However, from time to time things go wrong. In such cases a student may expect the following;

- Verbal reminders of The Greenwood Way.
- Warning outlining undesirable behaviour – we **always** listen and work hard to help our students make the right choices.
- 1:1 time – to reflect on what may have gone wrong and consider a more positive way forward.
- Parental contact after the lesson via Telephone calls / email / letters home.
- Case then discussed at Behaviour Debrief and then the following actions may or may not commence;
- A meeting with the Head Teacher with or without parents / carers.
- 1 to 1 teaching on site for a set period of time.
- Formal meeting with parents / carers regarding the student's behaviour not meeting expectations.
- Exclusion where appropriate for the student.
- A reduced timetable based on HCC Guidance for Schools for Children not in fulltime education.

6.2

We treat our students as individuals and may choose any of the above at any time

- Our school will never condone any verbal or physical abuse, of any nature, at any time. If necessary, other authorities may be called to deal with persistent offenders.
- We will not accept any comments or activities deemed racist, sexist, or offensive to any religion or culture, gender preference or sexuality and students will face a consequence for doing so.
- We will educate and inform students about the consequences of substance misuse. This aspect of their education will be reinforced throughout the whole curriculum and especially through our PSHE programme and Keyworker sessions.
- From time to time we may need to share information with other professional colleagues and agencies in accordance with Hampshire County Council's Child Protection Policy.
- We are totally committed to the health and safety of all our students and staff and we will act to safeguard their well-being.
- We will not condone illegal activities and in cases where staff are made aware of these, through casual conversation, they may share information with other agencies.

- The Police may be called if we ever feel that the safety of students or staff is at risk. We do not need parental permission before calling the Police with regards one of our students but parents will be contacted in the event of the Police having to attend the School site.

7. Bullying

Firm action will be taken against all forms of bullying. Our behavioural learning and relationships policy will inform the action we decide to take but please note that we will **not accept** any bullying in our school community.

8. Use of Reasonable Force, Searching, Screening & Confiscation Powers

8.1

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and expectations in the classroom. We may also use such force as is reasonable given the

circumstances when conducting a search without consent. However, all other means to de-escalate a situation should have been explored and there is no expectation upon staff to have to use reasonable force.

8.2

The law states that staff can search a pupil for anything with consent

Staff can search a student or possessions without consent if they believe they may have: -

- Knives / weapons
- Alcohol
- Illegal drugs or drugs paraphernalia
- Stolen items
- Tobacco and smoking paraphernalia
- Fireworks
- Pornography

8.3

Staff also have the right to confiscate any item, including mobile phones. Any member of staff authorised by the Headteacher can carry out the search as long as there are two members of staff present and at least one of them should be the same sex as the student being searched. The search itself should be carried out by a member of staff of the same sex as the student. In an emergency or urgent situation then this need not apply. Any member of staff conducting a search must log the details of the search on to CPOMS and contact the parents for the reason the search was completed.

8.4

All forms of pornography in whatever medium, downloaded, stored electronically or in paper form, are banned from the school premises. Any offending material brought into the school or to any activity organised by our school, will be taken for safe-keeping and returned to either parents/carers, or if the material falls within the scope of the law, the Police. Parents/carers will be informed in the event of pornography being viewed by a student.

9. Drugs

Greenwood School is working in partnership with 12 other local schools and colleges to ensure drugs do not come into our schools as part of the Hampshire Safe program. We will not accept the misuse of suspected possession/misuse of either illegal or legal substances or drug paraphernalia and will inform the relevant external agencies if and when these situations occur.

9.1

Greenwood School invite detection dogs into School to help educate our students on how the dogs work but also their importance in keeping the students safe. The Dogs will be brought on to site at a different time during the year, some publicised and some not. Although the Students will have the opportunity to meet the dogs they will not have any direct physical contact.

Any student indicated by the detection dog will be searched in line with the Searching, Screening & Confiscation guidelines set out in the Behaviour and Relationship Policy. This will also include any property belonging to a student if identified by a detection dog. Consent for a search will always be sought but if a student refuses to give consent then the School will decide whether to proceed with the search.

If a detection dog indicates a member of staff or their property during the time on the School site then that member of staff will have a meeting with the Headteacher to discuss the situation.

If illegal substances are found to be within a student's possession then the Police will be called and further action may be taken. In such circumstance's parents/carers will be contacted at the earliest opportunity by a member of the XLT.

9.2

Any student who is abusing drugs should be referred to the Hampshire County Council approved drug service Catch 22 so that they can receive the appropriate support. Greenwood School is committed to working with students and their parents to provide the provision needed for a student to be successful.

10. Smoking and Vaping

We are a smoke free site in accordance with Hampshire County Council regulations. We provide cross curricular education regarding the health implications of smoking. We strongly advise cessation.

11. Damage to Property

Students will be charged for the cost of repair or the replacement of any property on school grounds. A letter will be sent home requesting co-operation in ensuring payment is made. If the damage is deliberate or malicious then an action for criminal damage may be pursued. This cost may be taken from the student's recognition points if deemed appropriate.

12. Personal Property

We cannot accept responsibility for any personal property brought onto the premises. In the event of a student bringing personal property onto the premises for the purpose of sale or exchange, the property will be confiscated and returned to either parents / carers or the relevant external agencies.

12.1

If a student chooses to bring in, but not limited to, a mobile phone, tablet, smart watch etc, it must be handed in at the start of the school day. It will be stored safely and securely. It will then be returned at the end of the school day. If a student does not comply their electronic item will be confiscated and only returned to parent / carer.

Please see the Appendix D on the protocol for a student coming on to the School site.

13. Useful documents

- APPENDIX A: Behaviour agreement
- APPENDIX B: The Greenwood Way Blueprint
- APPENDIX C: Code of Conduct

- APPENDIX D: Protocol for a student coming on to site including use of a search wand
- APPENDIX E: Classroom Expectations

Date of Policy: September 2021
Date of Review: September 2022

Signed
Management Committee Chair.....
Head teacher.....

Appendix D – Greenwood Lesson Plan

Class Details												
Teacher		Date		Class		Period		LSA				
Class Overview				Context of Lesson			Lesson Objective			Lesson Outcomes		
										Level/ Grade:	Level/ Grade:	Level/ Grade:

Student Name	Any Special Educational Needs or recognised difficulties	SEMH Target	Target Level/ Grade	Current Level/ Grade

Lesson Activities				
Timing	Activity <i>Please indicate clearly on your plan the starter, main and plenary sections</i>	Differentiation & LSA <i>Consolidation and extension of learning</i>	Resources & LSA	Assessment for Learning <i>Oral/ Written feedback. Self/ Peer/ Teacher assessed.</i>
	Starter			
	Main			
	Plenary			

How will you ensure/ measure pupil progress?

Key Words:

Literacy Skills
(Indicate as appropriate)

Reading
Writing
Listening
Speaking
Spelling
Performing
Creating
Presenting

Numeracy Skills
(Indicate as appropriate)

Calculating
Problem Solving
Using numbers
Measuring
Analysing

Digital Literacy
(Indicate as appropriate)

Word
Excel
PowerPoint
Laptop
Internet
iPad
2D Design
Communicating
Presenting
Editing
Calculating
Creating

ASK
(indicate as appropriate)

Attributes
Skills
Knowledge

4R's
(indicate as appropriate)

Resourcefulness
Reflectiveness
Relationships
Resilience

Notes:

Appendix E – The 4 R's

Key Principles:

- It is a learning culture that encourages children and teachers to become better learners
- It allows children to approach difficulties in learning without fear of failure
- It allows the children to take small steps within learning
- It develops confidence
- It is not additional to teaching but should be grounded within everyday teaching and learning
- It gives clear labels for the children to use to develop understanding of learning processes

Resilience: The emotions for learning

Managing distractions: Recognising and reducing distractions; knowing when to walk away and refresh.

Perseverance: Keeping going when things are difficult, challenging the frustrations productively. Understanding that learning can be a slow and uncertain process.

Absorption: Being able to lose yourself in learning – becoming absorbed in what you are doing: gripped and attentive

Noticing: Recognising subtle differences, patterns and details in experiences.

Resourcefulness: Cognitive Learning

Questioning: Asking questions of yourself & others. Being curious and playful with ideas

Making Links: Making connections between different events and experiences – building patterns and weaving a web of understanding.

Imagining: Using imagination & intuition to go through new experiences or to explore possibilities. Wondering what if?

Reasoning: Using logical and rational skills to work things out methodically and thoroughly; constructing good arguments and spotting the flaws in others'.

Capitalising: Using logical and rational skills to work things out methodically and thoroughly; constructing good arguments and spotting the flaws in others'.

Reflectiveness: Managing & Strategies for Learning

Planning: Thinking about what outcomes are required, steps to get there, the time it will take, the things needed and possible problems.

Revising: Being flexible, changing plans when needed, monitoring and reviewing how things are going and seeing new ways to do things.

Distilling: Looking at what is being learned. Pulling out the important parts and using them to help further learning; being an independent learner.

Meta-learning: Knowing yourself as a learner; how you learn best and how to talk about the learning process.

Relationships: Social Learning

Interdependence: Knowing when it's appropriate to learn alone or with others, and being able to stand your ground in a debate.

Collaboration: Knowing how to manage yourself in the *give and take* of a collaborative project. Respecting & recognising other people's views, adding to them and drawing from the strength of teams.

Empathy & Listening: Contributing to others' experiences by listening to them to understand what they are really saying and putting yourself in their shoes.

Imitation: Copying positive learning methods, habits or values from other people.

Appendix F – Literacy Across the Curriculum

Children who are weak readers will struggle as much in Maths and Science at GCSE as they do in English and in arts subjects, according to one of the biggest ever studies of student reading.

The findings show that while there is a significant connection between reading ability and success in all GCSE subjects, the link between good reading and good grades is actually higher in Maths than in some arts subjects like English Literature and History.

GL Education Study (2020)

A few tips and strategies

- Read the pen portraits – be aware of the reading ages of our students
- Use keywords – break the keywords down into smaller parts; learn how to read them and pronounce them together
- Define the keywords using language they will understand
- Read more challenging passages with the students
- Use guided reading strategies so they can follow what is being read aloud
- Exposure to, and repetition of, words and phrases – subject specific terminology and commonly used words will help them

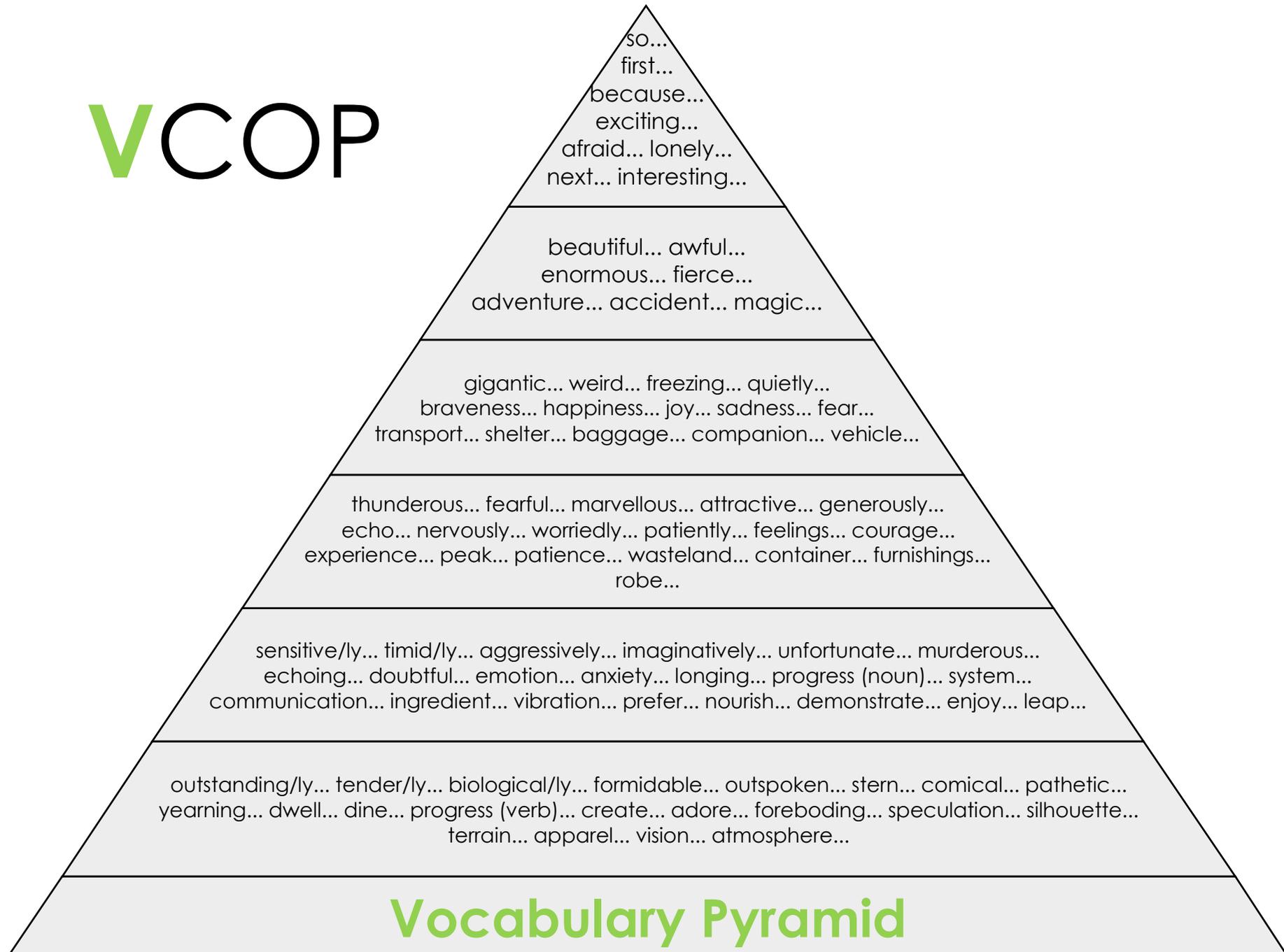
VCOP

- VCOP provides simple, straightforward strategies for supporting students with their writing across the curriculum
- When used effectively, it will help staff to increase students' vocabulary
- There is evidence from its inception in the 1990s up until today that proves its effectiveness
- **Vocabulary** – expose students to wider vocabulary choices and encourage the use of ambitious vocabulary
- **Connectives** – coach the students to join their ideas and their writing by using different words and phrases
- **Openers** – we can provide a word bank of sentence starters for those who say, "I know what things I want to put but I don't know how to start it."
- **Punctuation** – maintain consistent use of regular punctuation marks and increase knowledge of other punctuation marks

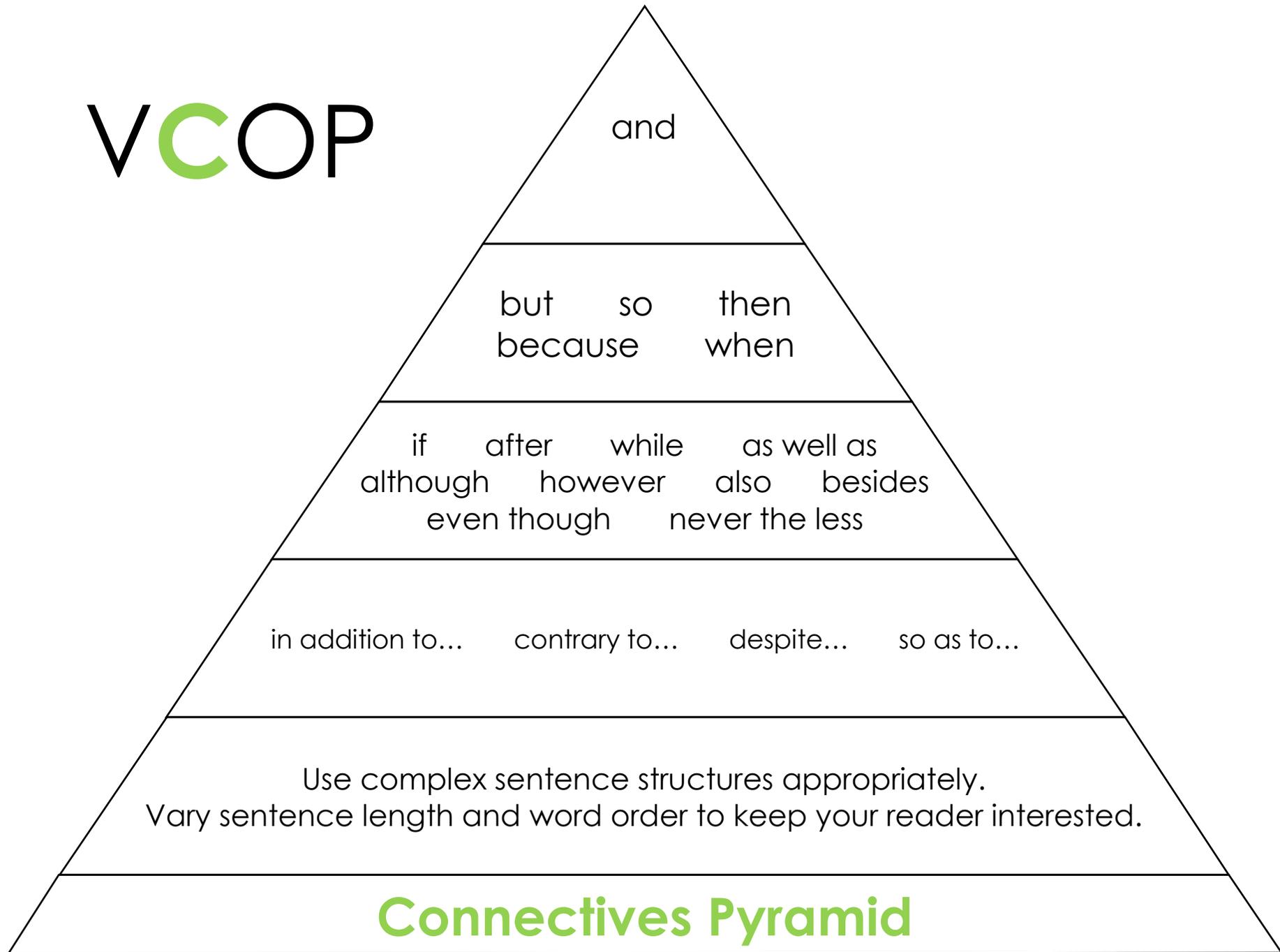
V.C.O.P. pyramids are going to be produced as posters to be displayed in all rooms.

These can be referred to in lessons and are an effective way to focus students' attention regarding their own V.C.O.P. in their own writing.

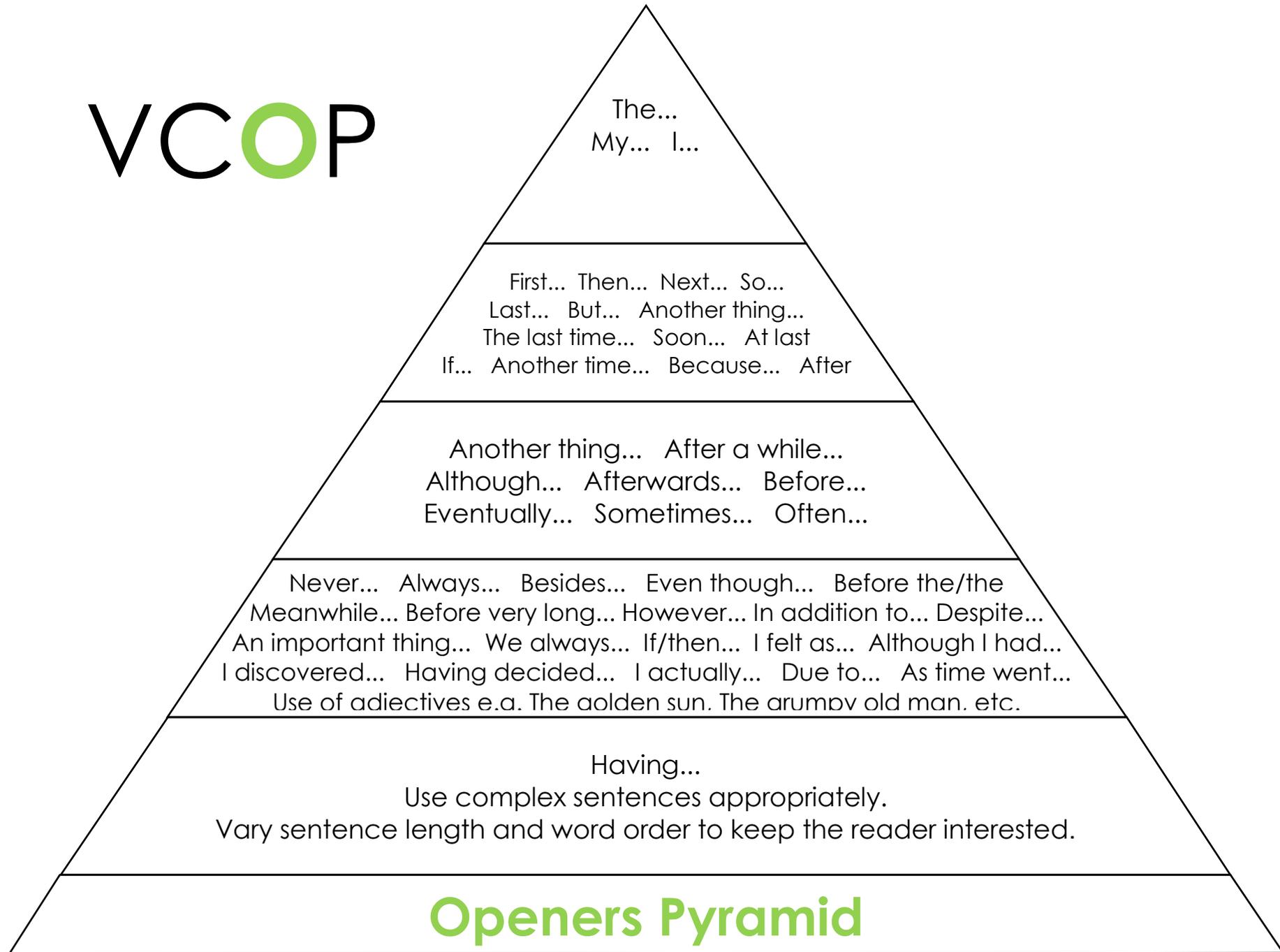
VCOP



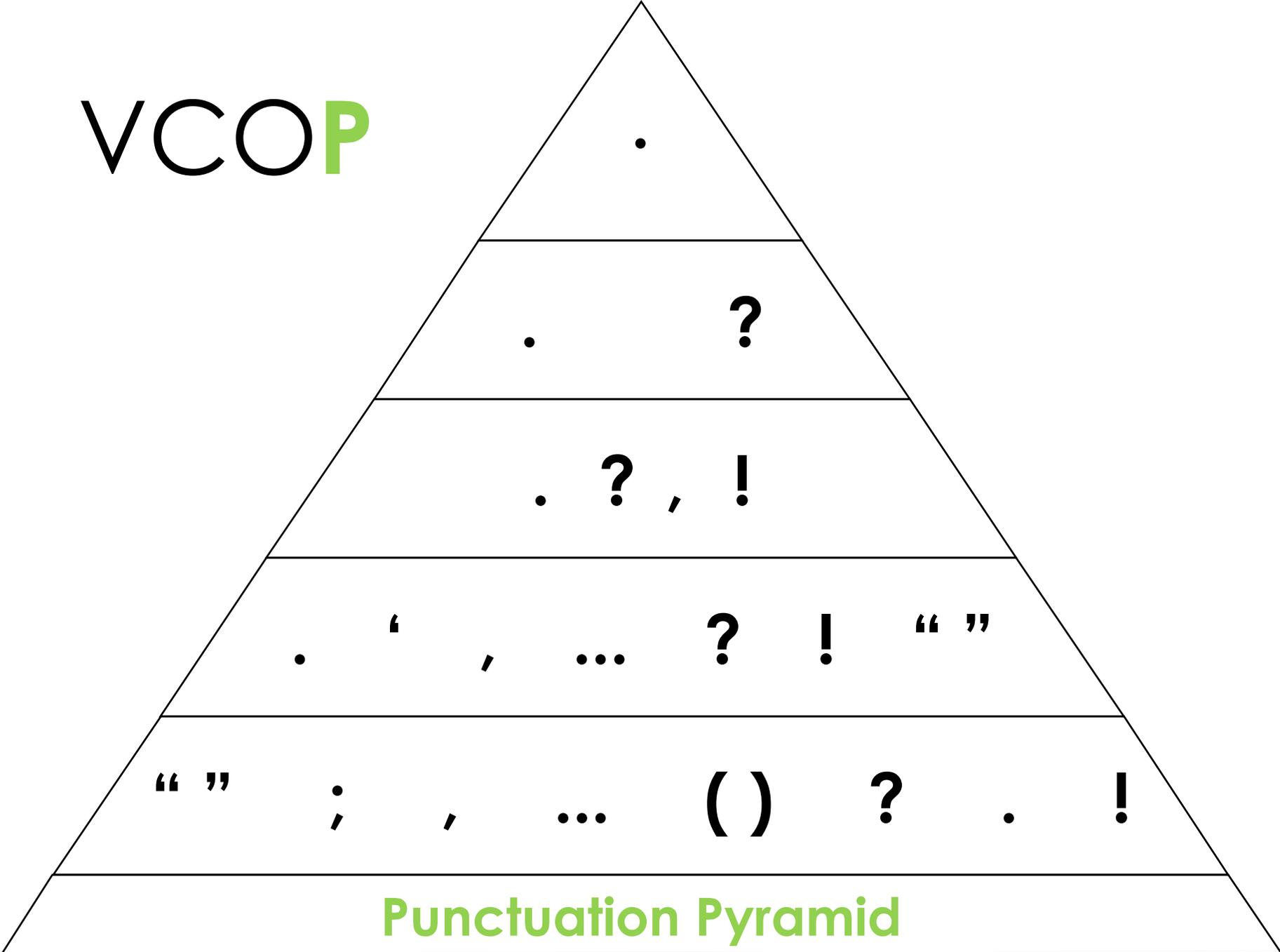
VCOP



VCOP



VCO**P**



Punctuation Pyramid

V.C.O.P. should be a collaborative process with your students. They are personalised for each student. They can be created in part of a lesson with your class.

A V.C.O.P. mat should always be topic specific.

V	C	O	P
executioner	and	Firstly...	.
he	also	To begin with...	?
Germans	however	I...	' ()
believed	in addition to	It began when...	‘
	when		...
			;
			CL for...

Vocabulary

When you are introducing a topic, start off with the "V" section on the template. You may want to have some of the keywords on there. This is where you can use some of the reading strategies from earlier – break down the words, sound them out, give them definitions. Ask students for other words they can think of that link with the topic.

Connectives

You could give students an extract of text related to the topic and ask them to identify or highlight the words or phrases that link the writing together. Add those to the "C" section of the mat. Include some that will link to their task – this will depend on the type of writing they are producing (report, experiment, explanation, persuade, argue, inform etc.)

Openers

You could give students an extract of text related to the topic and ask them to identify or highlight the openers. Add those to the "O" section of the mat.

Punctuation

This can be used to help students focus on the punctuation they need to develop. If a student rarely uses full stops, it could simply be full stops for that piece of writing to remind them to end sentences with full stops. It might be that they can progress to question marks to indicate questions. Then move onto apostrophes for contractions, possessive apostrophes, brackets, ellipses etc.

There will be blank V.C.O.P. mats in the shared drive. These are not subject specific. They can be used for every member of staff for any subject.

Appendix G – Numeracy Across the Curriculum

“Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen”. (PISA – Programme for International Student Assessment)

- Personalise opportunities to ensure all students can access the common language of (Literacy and) Numeracy used in all learning areas.
- Ensure that students have planned opportunities to use and apply this shared vocabulary.
- Ensure that the Language of Learning when referring to (literacy and) numeracy tasks is consistent across all learning areas.
- Support the needs of students who are struggling with Numeracy (and Literacy)
- The Teaching of Numeracy should not be considered an 'add on' in lesson planning and any numeracy opportunity that arises should be addressed
- In addition to Maths lessons, students should be supported across the curriculum in the four essentials of numeracy:
 - Numbers
 - Operations and Calculations
 - Handling Information,
 - Shape, Space and Measures

Numbers

This includes:

- whole numbers
- size and order (comparing, ordering)
- sequences and patterns (odd/even, square, prime etc)
- place value (money context, measures, estimation)
- numbers “in between” whole numbers (fractions, percentages, decimals)
- using numbers (for measuring, counting, ration, proportion)

Operations and Calculations

This includes:

- addition and subtraction
- multiplication and division
- effective use of calculators

Handling Information

This includes:

- graphs and charts

- Probability
- processing data
- types of data
- comparing sets of data

Shapes, Space and Measures

This includes:

- shape and space (symmetry, making and drawing, 2D/3D shapes, reflection, translation, rotation)
- measurement (units of, area, volume, perimeter)

Numeracy Common Methodologies

Place Value

- Every number can be 'partitioned' into its component parts
e.g. $2,465.12 = 2000 + 400 + 60 + 5 + 0.1 + 0.02$

The Units column is the single digits, followed to the left by tens, hundreds, thousands, ten thousands, hundred thousands, millions etc.

0.1 = 1 tenth, tenths are the first column after the decimal point. There are ten tenths in a whole.

0.01 = 1 hundredth. There are ten hundredths in a tenth.

When dealing with numbers, always ensure the columns are lined up on top of each other including the decimal point which should be on top of each other.

e.g. $\begin{array}{r} \underline{123.49} \\ + \quad 36.4 \\ \hline \end{array}$ NOT $\begin{array}{r} \underline{123.49} \\ + \quad 36.49 \\ \hline \end{array}$

Square Numbers

Square numbers are the result of multiplying a number by itself.
e.g. $1 \times 1 = 1$, $2 \times 2 = 2$

These are written using powers e.g. $4 \times 4 = 4^2$

They can be used in many areas of Maths including finding area of circles.

Estimation and rounding



We can use rounded numbers to give us an approximation. We can then use this to estimate the answer to a calculation. This allows us to check that our answer is sensible. We generally round using the first non-zero digit i.e. 1st significant figure.

Rounding Whole Numbers

Numbers can be rounded to give an approximation, either up or down. In general, to round a number, we must first identify the place value to which we want to round. We must then look at the next digit to the right (the "check digit") - if it is 5 or more round up.

Example: Round 46 753 to the nearest thousand.

6 is the digit in the thousands column - the check digit (in the hundreds column) is a 7, so round up.

46 753 = 47 000 to the nearest thousand

Rounding to Decimal Places

Example 1:

Round 1.57359 to 2 decimal places

The second number after the decimal point is a 7 - the check digit (the third number after the decimal point) is a 3, so round down.

1.57359

= 1.57 to 2 decimal places

Rounding to Significant Figures

Numbers can also be rounded to a given number of significant figures. Start with the first non-zero number. This is the 1st significant figure.

Example 2:

Round 0.15273 to 2 significant figures

The first significant figure is 1 in the tenths place

The second significant figure is 5 in the hundredths place

0.1 5273

We then look at the next number and decide whether to round the 5 up or keep it the same. It is 2 so we keep the 5 the same = 0.15 to 2 significant figures

Operations and Calculations - Addition and Subtraction, Multiplication and Division,

Addition

Mental strategies – There are a number of strategies to complete mentally

Example Calculate $54 + 27$

Method 1:

Add tens, then add units, then add together

$50 + 20 = 70$ $4 + 7 = 11$ $70 + 11 = 81$

Method 2:

Split up number to be added into tens and units and add separately.

$$54 + 20 = 74 \text{ then } 74 + 7 = 81$$

This can also be written on a number line, adding 20 to 54, then 7 to 74.

Written Method

When adding numbers, ensure that the numbers are **lined up** according to place value. Start at right hand side, write down units, carry any tens as 1.

Example:

I spend £3032 a year on my car loan. My insurance is £589. How much is this in total?

$\begin{array}{r} 3032 \\ +589 \\ \hline 1 \end{array}$	→	$\begin{array}{r} 3032 \\ +589 \\ \hline 21 \end{array}$	→	$\begin{array}{r} 3032 \\ +589 \\ \hline 621 \end{array}$	→	$\begin{array}{r} 3032 \\ +589 \\ \hline 3621 \end{array}$
$2 + 9 =$		$3 + 8 + 1 = 1$		$0 + 5 + 1 =$		$3 + 0 =$

Subtraction



Traditional Column Method can be used, but 'Number Line' Method can be linked to Addition, to also complete Subtraction. This links with Partitioning too!

Mental/Written Strategies

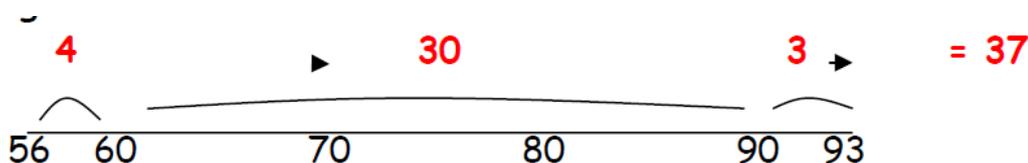
Example:

Calculate $93 - 56$

Method 1:

Counting on a Number line - Count on from 56 until you reach 93. This can be done in several ways

e.g.

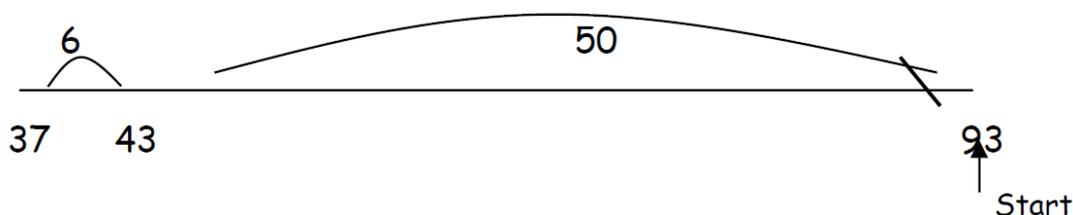


Method 2:

Break up the number being subtracted e.g. subtract 50, then subtract 6

$$93 - 50 = 43$$

$$43 - 6 = 37$$



Column Method

Example 1 $4590 - 386$

$$\begin{array}{r} 4590 \\ - 386 \\ \hline 4204 \\ \hline \end{array}$$

8 1

Example 2 Subtract 692 from 14597

$$\begin{array}{r} 14597 \\ - 692 \\ \hline 13905 \\ \hline \end{array}$$

3 1

Multiplication of Whole Numbers



You should use the times tables up to $12 \times$, to help you answer harder questions

Example Find 39×6

Method 1

Thought bubbles illustrating Method 1:

- $30 \times 6 = 180$
- $9 \times 6 = 54$
- $180 + 54$

Method 2

Thought bubbles illustrating Method 2:

- $40 \times 6 = 240$
- 40 is 1 too many so take away
- $240 - 6 = 234$

Multiplying by multiples of 10 and 100



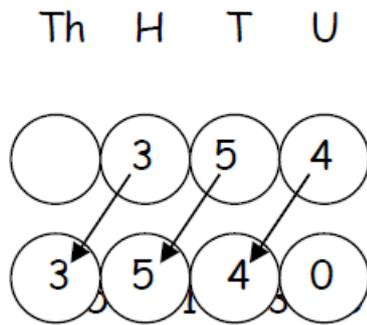
To multiply by **10** you move every digit *one* place to the left.

To multiply by **100** you move every digit *two* places to the left.

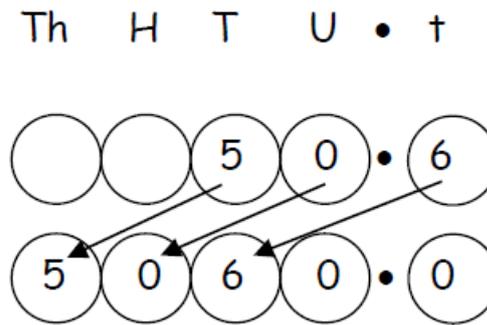
Example 1:

(a) Multiply 354 by 10

(b) Multiply 50.6 by 100



354 x 10 = 3540



50.6 x 100 = 5060.0

(c) 35 x 30

(d) 436 x 600

To multiply by 30,
multiply by 3, then by
10.

To multiply by 600,
multiply by 6, then by
100.

$35 \times 3 = 105$
 $105 \times 10 = 1050$
so $35 \times 30 = \mathbf{1050}$

$436 \times 6 = 2616$
 $2616 \times 100 = 261600$
so $436 \times 600 = \mathbf{261600}$

Example 2:

(a) 2.36×20

$2.36 \times 2 = 4.72$

$4.72 \times 10 = 47.2$

so $2.36 \times 20 = \mathbf{47.2}$

(b) 38.4×50

$38.4 \times 5 = 192.0$

$192.0 \times 10 = 1920$

so $38.4 \times 50 = \mathbf{1920}$

Multiplying larger numbers



There are a number of methods including mental methods like those above. The most commonly taught method is now the grid method. If a pupil is confident at column multiplication, and is always accurate, they should continue to use this method. If mistakes occur, they should try grid method.

Example:

There are 35 seats in a row, and 37 rows of seats. Work out if there are enough seats for 1100 people, or will more rows need to be added?

Grid Multiplication – This is now the most consistently used method at Secondary level. It uses the smaller multiples to build up larger multiplication sums.

x	30	7
30	30 x 30 = 900	7 x 30 = 210
5	30 x 5 = 150	7 x 5 = 35

$$= 900 + 210 = \mathbf{1110}$$

$$= 150 + 35 = \mathbf{185}$$

$$= 1110 + 185 = \mathbf{1295}$$

- ✓ Partition the numbers into tens and units
- ✓ Multiply the values 'on the edges'
- ✓ Add up the boxes

Division

Written Method

Example 1:

There are 288 pupils in first year, shared equally between 9 classes. How many pupils are in each class?

This method for **long division** is called the **Bus Stop method**, since it looks like a bus stop. This method allows us to divide numbers to find integer answers or answers that have a remainder. There are a few steps that you need to follow.

Step 1: We start by putting the division into the **Bus Stop** form as show below.

$$9 \overline{) 288}$$

Step 2: We see how many times 9 goes into 2, the first digit. The answer is 0, so the 2 is carried onto the next digit to make a new number, 28. The zero goes at the top.

$$0 \\ 9 \overline{) 2^2 88}$$

Step 3: Now, we see how many times 9 goes into 28. We know that $3 \times 9 = 27$, so 9 goes into 28 3 times with a remainder 1, which is then carried in front of the next digit to make a new number, 18. The three goes at the top.

Step 4: Then, we see how many times the 9 goes into 18, which is 2. The two then goes at the top. These two steps are combined in the image below.

$$032 \\ 9 \overline{) 2^2 8^1 8}$$

So, $288 \div 9 = \mathbf{32}$

Note: If 9 did not go into the number in the last step, for example if the question asked to calculate $289 \div 9$, then 9 goes into 19 2 times, with a remainder 1. So we would say that the answer had a remainder of 11 and we would write: $289 \div 9 = 32 \text{ r } 1$

Dividing Decimals

The easiest way to divide decimals is to use the following steps:

Step 1: Move the decimal place of the number you are dividing by to turn it into a whole number.

Step 2: Remember/write down how many decimal places you have moved in total.

Step 3: Complete the long division method (as above).

Step 4: Move the decimal place back the same amount at the end to get your final answer.

Example: Calculate $138 \div 1.3$

Using the long division method as shown, we move the decimal place of the number we are dividing by to make it a whole number. So we move the decimal place once on 1.3 to make it 13.

$$\begin{array}{r} 0.626 \\ 13 \overline{) 8.138} \end{array}$$

We now need to move the decimal place back the same number of times, so we move it 11 times to the left to get $8.138 \div 1.3 = 6.26$

Order of Calculation (BIDMAS)

What is the answer to $2 + 5 \times 8$?

Is it $7 \times 8 = 56$ or $2 + 40 = 42$?

The correct answer is **42**.



Calculations which have more than one operation (i.e. \times , $+$, $-$ or \div) need to be done in a **standard order**. The order can be remembered **BIDMAS**.

The rule means Brackets should be done first:

(B)rackets

(I)ndices

(D)ivide

(M)ultiply

(A)dd

(S)ubtract

Example 1

$15 - 12 \div 6$ BIDMAS tells us to divide first

$= 15 - 2$

$= 13$

Example 2

$$(9 + 5) \times 6 \text{ BIDMAS tells us to work out the}$$
$$= 14 \times 6 \text{ brackets first}$$
$$= 84$$

Example 3

$$18 + 6 \div (5-2) \text{ Brackets first}$$
$$= 18 + 6 \div 3 \text{ Then divide}$$
$$= 18 + 2 \text{ Now add}$$
$$= 20$$

Negative Numbers:

Adding a negative number is the same as subtracting
Subtracting a negative number is the same as adding.

Using a number line:

To ADD count to the right.



To SUBTRACT count to the left.



Example:

1. $-2 + 3$

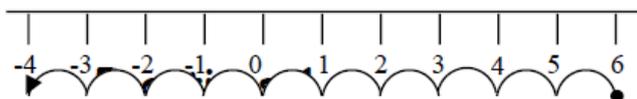
2. $2 + (-5)$

3. $6 - 10$

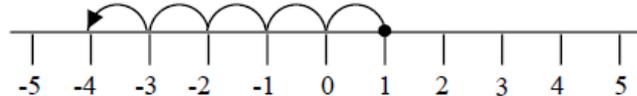
4. $-4 - (-5)$
 $= -4 + 5$

Start at 6
Move 10 places to the left

Start at -4
Move 5 places to the right



$$6 - 10 = -4$$



$$-4 - (-5) = 1$$

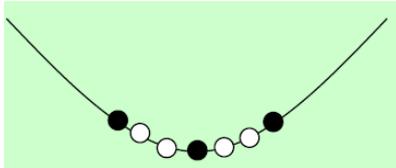
Understanding Fractions



Fractions are used to give a proportion of another value or to state how much of a total something is. For example $\frac{1}{4}$ of my salary goes on my mortgage.

Example

A necklace is made from black and white beads. What fraction of the beads are black?



There are 3 black beads out of a total of 7, so $\frac{3}{7}$ of the beads are black.

Equivalent Fractions

What fraction of the flag is shaded?



6 out of 12 squares are shaded.

So $\frac{6}{12}$ of the flag is shaded. (6 twelfths)

It could also be said that $\frac{1}{2}$ the flag is shaded.

$\frac{6}{12}$ and $\frac{1}{2}$ are **equivalent fractions**

Simplifying Fractions

Equivalent fractions can be simplified as shown below:



The top of a fraction is called the **numerator**, the bottom is called the **denominator**. Both must be whole numbers. To simplify a fraction, divide the **numerator** and **denominator** of the fraction by the same number.

Example 1:

(a) Simplify $20/25$

Divide both the top and the bottom by the same number, in this case, 5:

$$\frac{20}{25} \div 5 = \frac{4}{5} \div 5$$

(b) Simplify $16/24$

Divide both the top and the bottom by the same number, in this case, 8:

$$\frac{16}{24} \div 8 = \frac{2}{3} \div 8$$

This can be done again and again until the numerator and denominator are the smallest possible numbers - the fraction is then said to be in its simplest form.

Think of a pizza, $2/3$ of a pizza is the same as $4/6$ of a pizza, only that the slices are bigger or smaller!

Example 2:

$$\frac{72}{84} \div 2 = \frac{36}{42} \div 2 = \frac{18}{21} \div 3 = \frac{6}{7} = \text{simplest form}$$

Calculating fractions of a quantity



Fractions share amounts into equal parts.

So to find $\frac{1}{2}$ divide by 2, to find $\frac{1}{3}$ divide by 3,
to find $\frac{1}{7}$ divide by 7 etc.

Example 1:

Find $\frac{1}{5}$ of £150

To find a unit fraction (e.g. $\frac{1}{4}$) divide by the bottom number.

$$\frac{1}{5} \text{ of } \pounds 150 = \pounds 150 \div 5 = \pounds 30$$

Example 2:

Find $\frac{3}{4}$ of 48

To find any other fraction, divide by the bottom and then multiply by the top

$$\frac{3}{4} \text{ of } 48 = 48 \div 4 = 12 \times 3 = \mathbf{36}$$

Percentages

Percentage means 'out of 100'. We divide or multiply to make any value out of 100 to write as a percent. They are widely used to give a way of comparing one value out of another. They can be used by shops (sales & discounts), banks (interest rates), the government (tax rates)



The key percentage building blocks can be used to 'build up' any percentage. They are 100% (all of the amount), 50%, 25%, 10%, 5% and 1%. It is vital to know these to get any harder percentage.

Building Blocks

To get any of the building blocks, divide the amount by the following:

100% - All of the amount you start with

50% - divide by 2

25% - divide by 4 or find 50% and divide by 2

10% - divide by 10

1% - divide by 100.

Some people find using the fraction equivalent easier if they understand, e.g.

$$25\% \text{ of } \pounds 640 = \frac{1}{4} \text{ of } \pounds 640 = \pounds 640 \div 4 = \pounds 160$$

Finding Percentages

Non- Calculator Methods

Example 1:

An Xbox game decreases by 30% from £45. How much will I save?

Step 1) 'Build the percentage' - 30% = 10% + 10% + 10%

Step 2) Find the percentages. 10% of £45 = $45 \div 10 = \pounds 4.50$ (As there are 10 lots of 10% in 100%).

Step 3) Add the amounts together. $\pounds 4.50 + \pounds 4.50 + \pounds 4.50 = \pounds 13.50$

So 30% of £45 = **£13.50**

Example 2

A £1,200 holiday to Disneyland has a 6% saving for 1 week only, how much will I save?

Step 1) 'Build the percentage' - 6% = 5% + 1%

Step 2) Find the percentages. 10% of £1,200 = $1200 \div 10 = \pounds 120$

5% of £1,200 = $120 \div 2$ (Half of 10%) = £60

1% of £1,200 = $1200 \div 100 = \pounds 12$ (as there are 100 lots of 1% in 100%)

Step 3) Add the amounts together. $\pounds 60 + \pounds 12 = \pounds 72$

So 6% of £1200 = **£72**

Expressing something as a percentage



To find a number as a percentage of another number, first make a fraction, this can then be expressed as a percentage by finding that fraction of 100%.

Example 1:

There are 30 pupils in Class 3M. 18 are girls. What percentage of Class 3M are girls?

$$18 \div 30 = 0.6$$

$$0.6 \times 100 = \mathbf{60\% \text{ of } 3M \text{ are girls}}$$

Example 2:

James scored 36 out of 44 his biology test. What is his percentage mark?

$$36 \div 44 = 0.81818\dots \text{ (or } 0.82 \text{ if rounded)}$$

$$0.81818 \times 100 = \mathbf{82\% \text{ (if rounded)}}$$

Example 3:

In class 2K, 14 pupils had brown hair, 6 pupils had blonde hair, 3 had black hair and 2 had red hair. What percentage of the pupils were blonde?

$$\text{Total number of pupils} = 14 + 6 + 3 + 2 = 25$$

6 out of 25 were blonde, so,

$$6 \div 25 = 0.24$$

$$0.24 \times 100 = \mathbf{24\% \text{ were blonde}}$$

Ratios



When quantities are to be mixed together, the ratio, or proportion of each quantity is often given. The ratio can be used to calculate the amount of each quantity, or to share a total into parts.

Writing Ratios

Example 1:



To make a fruit drink, 4 parts water is mixed with 1 part of cordial.

The ratio of water to cordial is 4:1

(said "4 to 1")

The ratio of cordial to water is 1:4.

(Order is important when writing ratios)

Example 2:



In a bag of balloons, there are 5 red, 7 blue and 8 green balloons.

The ratio of red : blue : green is 5 : 7 : 8

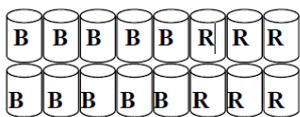
Simplifying Ratios

Ratios can be simplified in much the same way as fractions.

Example 1:

Purple paint can be made by mixing 10 tins of blue paint with 6 tins of red. The ratio of blue to red can be written as 10 : 6.

It can also be written as 5 : 3, as it is possible to split up the tins into 2 groups, each containing 5 tins of blue and 3 tins of red.



$$\begin{aligned} \text{Blue : red} &= 10 : 6 \\ &= 5 : 3 \end{aligned}$$

To simplify a ratio, divide each figure in the ratio by the highest number that goes into both numbers.

Example 2:

Simplify each ratio:

- (a) 4 : 6 - divide each figure in the ratio by the highest number that goes into both numbers, in this case, 2 = 2 : 3
- (b) 24 : 36 - divide each figure in the ratio by the highest number that goes into both numbers, in this case, 12 = 2 : 3
- (c) 6 : 3 : 12 - divide each figure in the ratio by the highest number that goes into both numbers, in this case, 3 = 2 : 1 : 4

Example 3:

Concrete is made by mixing 20 kg of sand with 4 kg cement. Write the ratio of sand : cement in its simplest form:

Sand : Cement = 20 : 4 - divide each figure in the ratio by the highest number that goes into both numbers, in this case, 4 = 5 : 1

Sharing in a given ratio

Lauren and Sean earn money by washing cars. By the end of the day they have made £90. As Lauren did more of the work, they decide to share the profits in the ratio 3 : 2. How much money did each receive?

Step 1 Add up the numbers to find the total number of parts = 3 + 2 = 5

Step 2 Divide the total by this number to find the value of each part = $90 \div 5 = \text{£}18$

Step 3 Multiply each figure by the value of each part = $3 \times \text{£}18 = \text{£}54$
= $2 \times \text{£}18 = \text{£}36$

Step 4 Check that the total is correct = $\text{£}54 + \text{£}36 = \text{£}90$

So... Lauren received £54 and Sean received £36

Money & Decimal Places

All calculations of money need to be written down to 2 decimal places (two numbers after the decimal point) This could mean that we need to round numbers:

Example 1:

Round £1.525 to 2 decimal places

(The second number after the decimal point is a 2 - the check digit (the third number after the decimal point) is a 5, so round up.) = 1.53 to 2 decimal places

We may also need to put in zeros to show our answers to 2 decimal places:

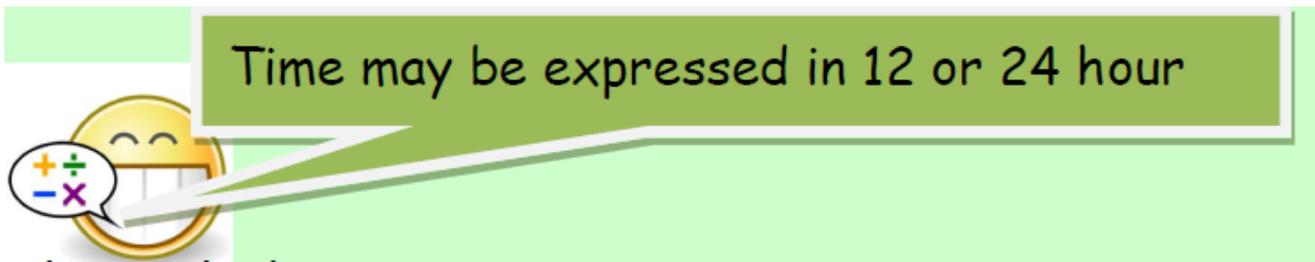
Example 2:

Calculate the total cost of the following items. Show your answer to two decimal places:

Pencil	20p
Pen	40p
Rubber	30p
Ruler	75p
Sharpener	25p

Total cost = 190p = £1.90 to 2 decimal places

Shape, Space and Measures Time



12-hour clock

Time can be displayed on a clock face, or digital clock.

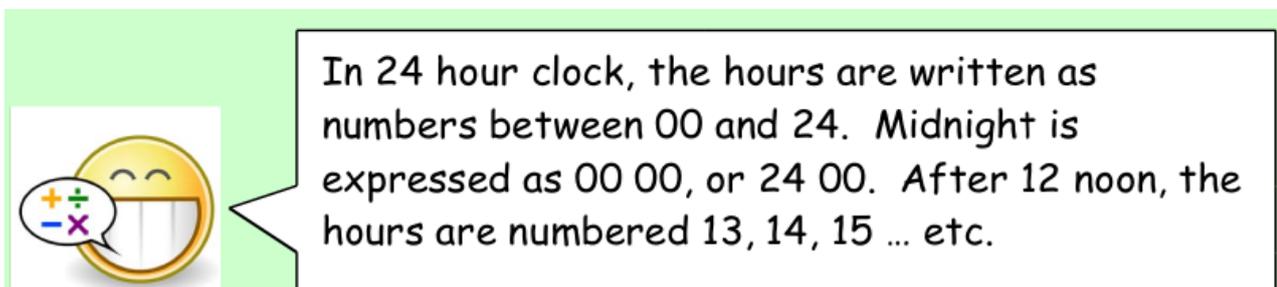


05:15

These clocks both show fifteen minutes past five, or quarter past five

When writing times in 12 hour clock, we need to add a.m. or p.m. after the time. a.m. is used for times between midnight and 12 noon (morning) p.m. is used for times between 12 noon and midnight (afternoon / evening).

24-hour clock



Examples

9.55 am 09 55 hours

3.35 pm 15 35 hours

12.20 am 00 20 hours

02 16 hours 2.16 am

20 45 hours 8.45 pm

Interpreting Timetables

Destination	Time								
Thurso Business Park	0645	0745	0905	1005	1105	1205	1305	1405	1505
Olrig Street Job Centre	0650	0750	0910	1010	1110	1210	1310	1410	1510
Halkirk Sinclair Street	0705	0805	0925	1025	1125	1225	1325	1425	1525
Watten Post Office	0718	0818	0938	1038	1138	1238	1338	1438	1538
Haster Fountain Cottages	0725	0825	0945	1045	1145	1245	1345	1445	1545
Wick Somerfield bus terminal	0730	0830	0950	1050	1150	1250	1350	1450	1550
Wick Business park	0735	0835	0955	1055	1155	1255	1355	1455	1555
Wick Tesco Store	0736	0836	0956	1056	1156	1256	1356	1456	1556
Wick Airport Terminal	0741	0841	1001	1101	1201	1301	1301	1401	1601

Examples of Questions:

a) I want to be at Wick Airport by 2.30pm. What time must I catch the bus at Olrig Street Job Centre?

2.30pm is shown as 1430 h on the timetable. The most suitable bus arrives at Wick Airport at 1401. This leaves Olrig Street Job Centre at 1310 h

b) The 0745 bus from Thurso Business Park is running 6 minutes late. What time does it reach Wick Tesco Store?

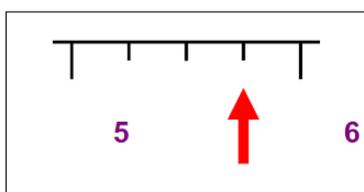
Add 6 minutes to the arrival time at Wick Tesco Store. This is 0836 h. It arrives at 0842 h.

c) How long does the first bus journey from Halkirk to Wick Business Park take?

The bus leaves Halkirk at 0705 h and arrives at Wick Business Park at 0735 h. The journey time is 30 minutes.

Measurement – Reading Scales

Example 1:



In this scale the difference between 5 and 6 is 1.

The space has been divided into 4, so each division represents $1 \div 4 = 0.25$.

The arrow is pointing to $5 + 0.25 + 0.25 + 0.25 = 5.75$

Example 2:



The difference between 50 and 60 is 10 and the space has been divided into 2, so each division represents $10 \div 2 = 5$.

The arrow is pointing to $50 + 5 = 55$

Converting Between Units

The table shows some of the most common equivalences between different units of measure. Make sure you know these conversions.

Length	Weight	Capacity
	1 tonne = 1000kg	
1 km = 1000m	1kg = 1000g	
1m = 100cm = 1000mm	1g = 1000mg	1l = 100cl = 1000ml
1cm = 10mm		1cl = 10ml

If converting from a larger unit (e.g. m) to a smaller unit (e.g. cm), check what number of smaller units are needed to make 1 larger unit, then multiply that number with the relevant number of the larger units.

If converting from a smaller unit (e.g. cm) to a larger unit (e.g. m), check what number of smaller units are needed to make 1 larger unit, then divide that number into the relevant number of the larger units.

Remember: To convert from a larger unit to a smaller one, multiply.
To convert from a smaller unit to a larger one, divide.

Worked example:

We know that $1\text{m} = 100\text{cm}$

So, to convert from m to cm we multiply by 100, and to convert from cm to m we divide by 100.

E.g.: $3.2\text{m} = 320\text{cm}$ ($3.2 \times 100 = 320$)

$400\text{cm} = 4\text{m}$ ($400 \div 100 = 4$)

Metric and imperial units

Imperial measures are old-fashioned units of measure.

These days we have mostly replaced them with metric units, but despite our efforts to 'turn metric', we still use many imperial units in our everyday lives. It is therefore important that we are able to calculate rough equivalents between metric and imperial units.

Here are some conversions that you will need to know:

1 inch is about 2.5cm

1 foot is about 30cm

1kg is about 2.2 pounds

8km is about 5 miles

(1km is about $\frac{5}{8}$ mile, and 1 mile is about $\frac{8}{5}$ km)

Worked example:

We know that 1 mile is about 1.6 km. To convert from miles to km, we multiply by 1.6. To convert from km to miles, we divide by 1.6.

E.g. 20 litres = 32 km ($20 \times 1.6 = 32$)

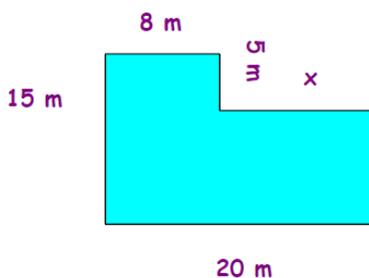
80 km/hr = 50 mph ($80 \div 1.6 = 50$)

Perimeter (always measured in cm, mm, m, km, ft, in)

The perimeter of a shape is the length of its boundary or outside edges. Think of a football pitch, if I walk around the edge of the pitch, the distance I walk is the perimeter of the field.

Example question:

A plan of a play area is shown below:



a) Calculate the length of x and y

The length of the play area at the bottom is 20m, so $x = 20 - 8 = 12\text{m}$.

The total width of the play area is 15m, so $y = 15 - 5 = 10\text{m}$.

b) Calculate the perimeter of the play area.

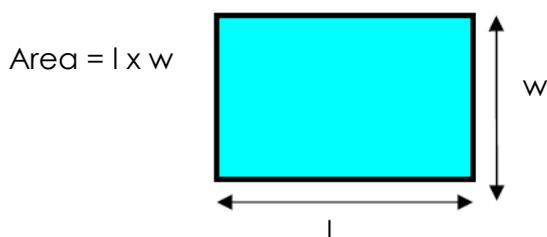
Perimeter = $20 + 15 + 8 + 5 + 12 + 10 = 70\text{ m}$

Area (always measured in cm^2 , mm^2 , m^2 , km^2 , ft^2 , in^2)

Area of a rectangle

The area of a rectangle is its length multiplied by its width.

The formula is: $\text{area} = \text{length} \times \text{width}$

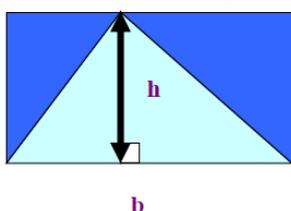


Area of a triangle

The area of a triangle is half its base multiplied by its height.

The formula is: $\text{area} = \frac{1}{2} \times \text{base} \times \text{height}$

Look at the triangle below:



$\text{Area} = \frac{1}{2} \times b \times h$

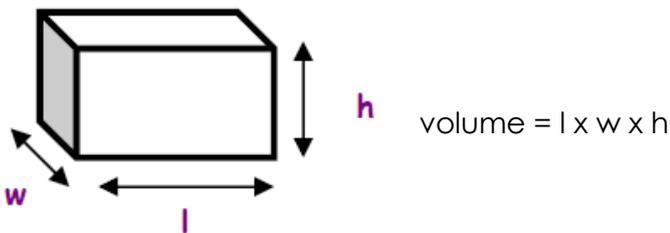
If you multiplied the base by the perpendicular (at 90° to) height, you would obtain the area of a rectangle. The area of the triangle is *half* the area of the rectangle.

So, to find the area of a triangle, we multiply the base by the perpendicular height and divide by two.

Volume (always measured in cm³, mm³, m³, km³, ft³, in³)

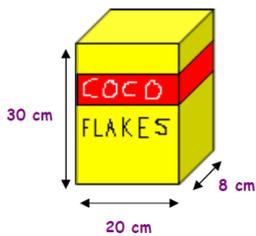
To find the volume of a cuboid we find the front (cross-sectional) area and multiply by its depth or width.

The formula is: $\text{volume} = \text{length} \times \text{width} \times \text{height}$



For example:

Calculate the volume of the cereal box below.



$$\begin{aligned} \text{Volume} &= \text{length} \times \text{width} \times \text{height} \\ &= 20 \times 30 \times 8 = 4800 \text{ cm}^3 \end{aligned}$$

Volume can also be measured in Litres. $1000\text{cm}^3 = 1 \text{ Litre}$

Statistics



It is sometimes useful to display information in graphs, charts or tables.

Data Tables

Example:

Tables should always have headings and show units. By showing the units, it means that each result does not need to have it written next to it.

The table below shows the **heading** of the columns as well as **units**.

Total volume of sodium hydroxide (cm ³)	Maximum temperature (°C)			
	Test 1	Test 2	Test 3	Mean
0	21	22	22	21.7
5	23	23	24	23.3
10	24	25	25	24.7
15	26	26	26	26.0
20	28	29	28	28.3
25	30	30	30	30.0
30	30	29	31	30.0
35	29	28	30	29.0
40	26	28	28	27.3

Frequency Tables

Frequency tables are used to present information. We group large amounts of data into groups or intervals.

Example:

The homework marks for Class 4B are below. Produce a tally chart to show how many marks are in each category.

27, 30, 23, 24, 22, 35, 24, 33, 38, 43, 18, 29, 28, 28, 27, 33, 36, 30, 43, 50, 30, 25, 26, 37, 35, 20, 22, 24, 31, 48

Mark	Tally	Frequency
16-20	II	2
21-25	IIII II	7
26-30	IIII IIII	9
31-35	IIII	5
36-40	III	3
41-45	II	2
46-50	II	2

Each mark is recorded in the table by a tally mark.

Tally marks are grouped in 5's to make them easier to read and count.

Graphs

Commandments for drawing or plotting a graph

1. I shall always put a title on my graph.
2. I shall always think about which type of graph is best to use.
3. I shall always use a pencil and ruler to draw my axes.
4. I shall always try to fill my graph paper with my graph by choosing a suitable scale.
5. I shall always put the independent variable (**the one we change/first column on a table**) on the x axis.
6. I shall always put the dependent variable (**one that we measure or observe**) on the y axis.
7. I shall always label both axes
8. I shall always put the units on my axes
9. I shall always plot my points accurately using crosses.
10. I shall always draw a smooth curve or a straight line (with a ruler) where appropriate.

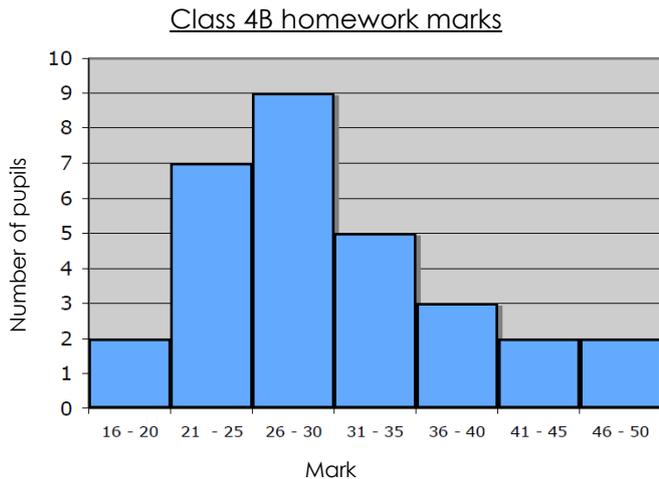
Bar Graphs



Bar graphs are often used to display data. The horizontal axis should show the categories or class intervals, and the vertical axis the frequency.

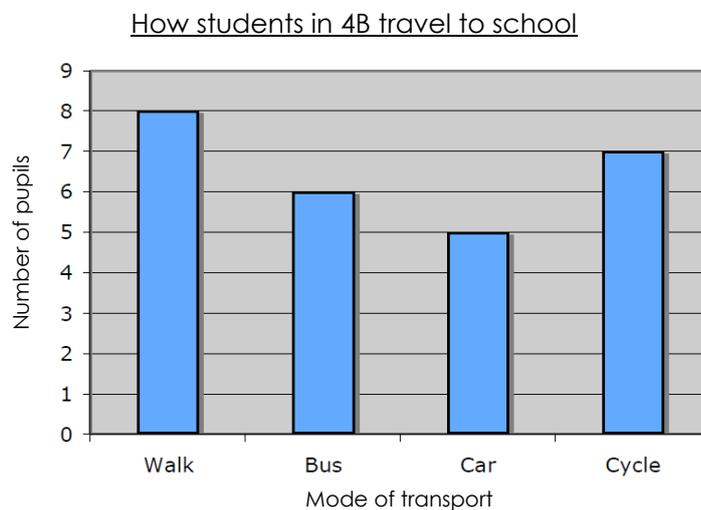
Example 1:

The frequency diagram graph below shows the homework marks for Class 4B.



Example 2:

A Bar chart to show how pupils travel to school.



This bar chart has gaps between as they are *categories* not groups. Continuous data (can take any value) is put into a frequency diagram, which has NO gaps.

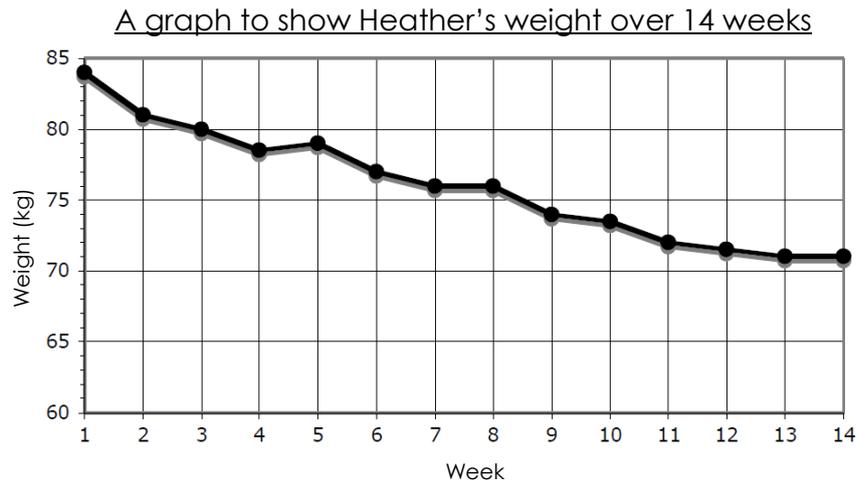
Line Graphs



Line graphs consist of a series of points which are plotted, then joined by a line. The trend of a graph is a general

Example:

The graph below shows Heather's weight over 14 weeks as she follows an exercise programme.



The *trend* of the graph is that her weight is decreasing.

Scatter Graphs



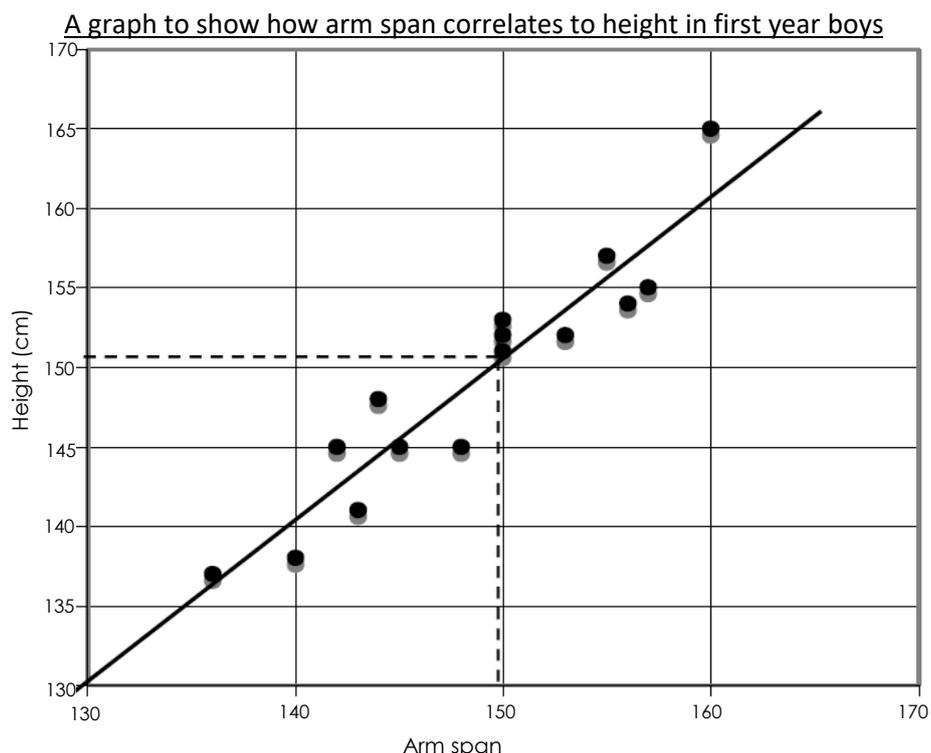
A scatter diagram is used to display the relationship between two variables.

A pattern may appear on the graph. This is called a **correlation**.

Example:

The table below shows the height and arm span of a group of first year boys. This is then plotted as a series of points on the graph below.

Arm span (cm)	150	157	155	142	153	143	140	145	144	150	148	160	150	156	136
Height (cm)	153	155	157	145	152	141	138	145	148	151	145	165	152	154	137



The graph shows a *general trend* - *as the arm span increases, so does the height*. This graph shows a positive correlation.

The line drawn is called the *line of best fit*. This line can be used to provide estimates. For example, a boy of arm span 150cm would be expected to have a height of around 151cm.

Note that in most subjects, axes will need to start from zero.

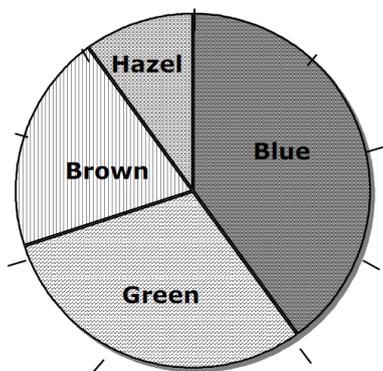
Pie Charts



A pie chart can be used to display information. Each sector (slice) of the chart represents a different category. The size of each category can be worked out as a fraction of the total using the number of divisions or by measuring angles.

Example:

30 students were asked the colour of their eyes. The results are shown in the pie chart below.



How many students had brown eyes?

The pie chart is divided up into ten parts, so students with brown eyes represent 2/10 of the total.

$\frac{2}{10}$ of 30 = 6, so 6 students had brown eyes.

If no divisions are marked, we can work out the fraction by measuring the angle of each sector.

The angle in the brown sector is 72° .

$$= \frac{72}{360} \times 30 = 6$$

So, the number of students with brown eyes is 6

Drawing pie charts



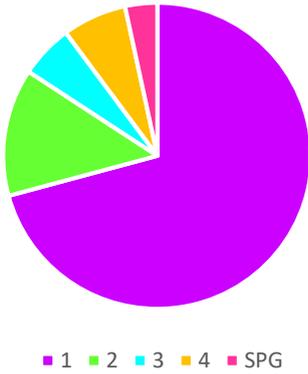
On a pie chart, the size of the angle for each sector is calculated as a fraction of 360° .

Example:

In an essay, the number of marks gained on an exam is 80. This is split into Q1, Q2, Q3, Q4 and spelling, punctuation and grammar (SPG). Draw a pie chart to illustrate the information.

Section of paper	Number of people
1	28
2	24
3	10
4	12
SPG	6

A pie graph to show marks gained on an exam



$$\text{Section 1} = \frac{28}{80} \times 360^\circ = 126^\circ$$

$$\text{Section 2} = \frac{24}{80} \times 360^\circ = 108^\circ$$

$$\text{Section 3} = \frac{10}{80} \times 360^\circ = 45^\circ$$

$$\text{Section 4} = \frac{12}{80} \times 360^\circ = 54^\circ$$

$$\text{SPG} = \frac{6}{80} \times 360^\circ = 27^\circ$$

$$\text{Total} = \quad \quad \quad = 360^\circ$$

Averages



To provide information about a set of data, the average value may be given. There are 3 different types of **average** value - the mean, the median and the mode.

Mean is found by adding all the data together and dividing by the number of values.

Median is the middle value when all the data is written in numerical order (if there are two middle values, the median is half-way between these values).

Mode is the value that occurs most often.

Range is the range of a set of data is a measure of spread. = Highest value – Lowest value

Example:

The temperature each day, over 2 weeks is recorded in °C. Find the mean, median, mode and range of the results below:

7, 9, 7, 5, 6, 7, 10, 9, 8, 4, 8, 5, 7, 10

$$\text{Mean} = \frac{7 + 9 + 7 + 5 + 6 + 7 + 10 + 9 + 8 + 4 + 8 + 5 + 7 + 10}{14}$$

$$= \frac{102}{14} = 7.285 \text{ round to two decimal places} = 7.29^\circ\text{C}$$

Median = 4, 5, 5, 6, 7, 7, 7, 7, 8, 8, 9, 9, 10, 10 = middle value = 7.5

Mode = most common value is 7

Range = highest number minus the lowest number = 10 – 4 = 6

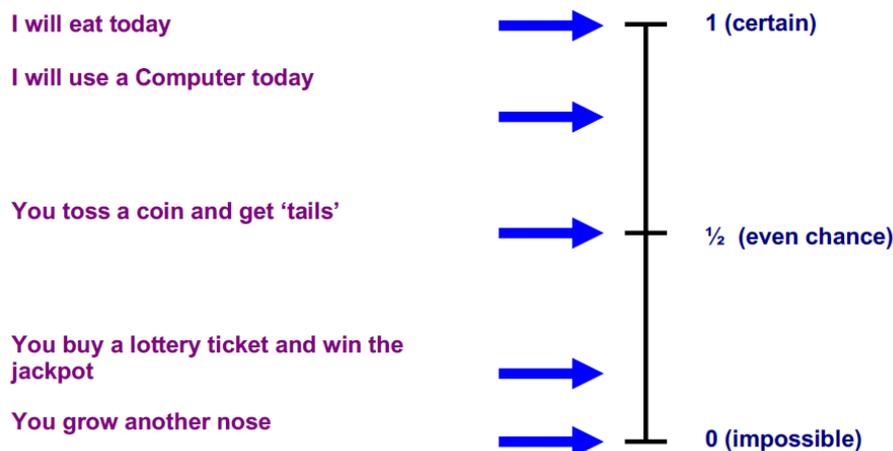
Probabilities

We often make judgments as to whether an event will take place, and use words to describe how probable that event is.

For example, we might say that it is likely to be sunny tomorrow, or that it is impossible to find somebody who is more than 3m tall, or it is unlikely I will win the lottery.

The probability scale

In maths we use numbers to describe probabilities. Probabilities can be written as fractions, decimals or percentages. We can also use a probability scale, starting at 0 (impossible) and ending at 1 (certain).



When we throw a die, there are six possible different outcomes. It can show either 1, 2, 3, 4, 5 or 6. But how many possible ways are there of obtaining an even number? Clearly, here are three: 2, 4 and 6. We say that the probability of obtaining an even number is $\frac{3}{6}$ (= $\frac{1}{2}$ or 0.5 or 50%)

The probability of an outcome = $\frac{\text{number of ways the outcome can happen}}{\text{total number of possible outcomes}}$

Example:

How many outcomes are there for the following experiments? List all the possible outcomes:

a) Tossing a coin.

There are two possible outcomes (head and tail) = 50/50

b) Choosing a sweet from a bag containing 1 red, 1 blue, 1 white and 1 black sweet.

There are four possible outcomes (red, blue, white and black).

c) Choosing a day of the week at random.

There are seven possible outcomes (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday).

Glossary of Terms:

A	
Acute angle	An angle less than 90° .
Adjacent	Adjacent sides are next to each other and are joined by a common vertex.
Algebra	Algebra is the branch of mathematics where symbols or letters are used to represent numbers.
Angle	An angle is formed when two straight lines cross or meet each other at a point. The size of an angle is measured by the amount one line has been turned in relation to the other.
Approximate	An approximate value is a value that is close to the actual value of a number.
Arc	Part of a circumference of a circle.
Area	The amount of space a shape takes up. E.g. the area of the lawn is 35 square metres.

Asymmetrical	A shape which has no lines of symmetry.
Average	A value to best represent a set of data. There are three types of average - the mean, the median and the mode.
Axis	An axis is one of the lines used to locate a point in a coordinate system.
B	
Bearing	A three-digit angle measured from north in a clockwise direction.
BIDMAS	A way of remembering the order in which operations are carried out. It stands for Brackets - Indices - Division - Multiplication - Addition - Subtraction.
Bisect	To divide an angle or shape exactly in half.
Brackets	Used to determine the order in which operations are carried out. For example, $3 + 4 \times 2 = 11$ but $(3 + 4) \times 2 = 14$.
C	
Calculate	To work out the value of something. This does not have to mean you need a calculator!
Centilitre (cl)	A measure of volume. 100 centilitres = 1 litre (100 cl = 1 l). 1 centilitre = 10 millilitres (1 cl = 10 ml).
Centimetre (cm)	A measure of distance. 1 centimetre = 10 millimetres. (1 cm = 10 mm). 100 centimetres = 1 metre. (100 cm = 1 m).
Chord	A straight line drawn from one point on the edge of a circle to another.
Circumference	The perimeter of a circle.
Coefficient	The number in front of an algebraic symbol. For example, the coefficient of 5x is 5.
Congruent	If you can place a shape exactly on top of another then they are said to be congruent. You may rotate, reflex or translate the shape.
Constant	A letter or symbol whose value always stays the same. The constant π is a common example.
Credit	To add money to a bank account. For example, I had £500 credited to my bank account.
Cross section	The end section created when you slice a 3D shape along its length.
Cube number	The product when an integer is multiplied by itself twice. For example, 5 cubed = $5 \times 5 \times 5 = 125$.
Cuboid	A 3D shape with all sides made from rectangles.
Cumulative frequency	A running total of the frequencies, added up as you go along.
D	
Day	A time period of 24 hours. There are 7 days in a week.
Debit	To take out money from a bank account. For example, £400 was debited from my account.
Decagon	A ten-sided polygon.

Decimal	Not a whole number or integer. For example, 3.6 or 0.235.
Decrease	To make an amount smaller.
Denominator	The bottom part of a fraction.
Diameter	The distance across a circle which passes through the centre.
Difference	Subtract the smaller value from the larger value to find the difference between two numbers.
Distance	How far away an object is. For example, it is a distance of 3 miles to the city centre.
Distribution	How data is shared or spread out.
E	
Equal	Used to show two quantities have the same value.
Equation	Two expressions which have the same value, separated by an '=' sign. E.g. $3y = 9 + y$
Equilateral triangle	A triangle with all sides and angles the same size.
Estimate	To find an approximate answer to a more difficult problem. E.g. 31.2×5.94 is roughly equal to $30 \times 6 = 180$.
Even number	Any number which is a multiple of 2. Even numbers always end in 2, 4, 6, 8 or 0.
Expand	To multiply out brackets in an expression. For example, $2(3x + 7) = 6x + 14$.
Expression	A collection of terms which can contain variables (letters) and numbers. E.g. $4pq - q + 7$
F	
Factor	A number that divides another number exactly. E.g. 4 is a factor of 12.
Factorise	To put an expression into brackets by taking out a common factor. For example, $20x + 15y = 5(4x + 3y)$.
Figures	Another name for numbers. For example, one thousand and fifty in figures is 1050.
Formula	An equation used to describe a relationship between two or more variables.
Frequency	How many times something happens. Another word for 'total'.
Frequency density	The frequency divided by the class width.
G	
Gradient	How steep a line is. Found by dividing the distance up by the distance across.
Gram (g)	A measure of mass. 1 gram = 1000 milligrams. (1 g = 1000 mg)
H	
HCF	Stands for 'highest common factor'. It is the largest factor common to a set of numbers. E.g. The HCF of 16 and 24 is 8.

Heptagon	A seven-sided polygon.
Hexagon	A six-sided polygon.
Histogram	A diagram drawn with rectangles where the area is proportional to the frequency and the width is equal to the class interval.
Hypotenuse	The longest side on a right-angled triangle.
I	
Increase	To make an amount larger.
Indices	Another name for powers such as 2 or 3 .
Integer	A whole number.
Inter-quartile range (IQR)	The difference between the upper and lower quartile.
Irrational	A decimal which is never ending. It must also not be a recurring decimal.
J	
Justify	Another word for 'explain'. Often crops up on your maths exam. E.g. 'Calculate the mean and range for each player. Who is the better player Justify your answer.'
K	
Kilogram (Kg)	A measure of mass. 1 kilogram = 1000 grams. (1 kg = 1000 g)
Kilometre (Km)	A measure of distance. 1 kilometre = 1000 metres. (1 km = 1000 m)
L	
LCM	Stands for 'lowest common multiple'. It is the smallest multiple common to a set of numbers. E.g. The LCM of 3 and 4 is 12.
Litre (l)	A measure of volume. 1 litre = 100 centilitres (1 l = 100 cl). 1 litre = 1000 millilitres (1l = 1000 ml).
Loci	The plural of locus.
Locus	A collection of points which are the same distance from another point or line.
Lower range	The smallest value in a set of data.
M	
Mean	A type of average found by adding up a list of numbers and dividing by how many numbers are in the list.
Median	The middle value when a list of numbers is put in order from smallest to largest. A type of average.
Metre (m)	A measure of distance. 1 metre = 100 centimetres. (1 m = 1000 cm).

Millilitre (ml)	A measure of volume. 10 millimetres = 1 centilitre (10 ml = 1 cl). 1000 millilitres = 1 litre (1000 ml = 1 l).
Millimetre (mm)	A measure of distance. 10 millimetres = 1 centimetre. (10 mm = 1 cm).
Modal	Another term for mode
Mode	The most common value in a list of numbers. If two values are tied then there is two modes. If more than two values are tied then there is no mode. A type of average.
Month	A time period of either 28, 29, 30 or 31 days. There are 12 months in a year.
Multiple	A number which is part of another number's times table. E.g. 35 is a multiple of 5.
N	
Natural number	A positive integer
Negative	A value less than zero
Nonagon	A nine-sided polygon.
Numerator	The top part of a fraction.
O	
Obtuse angle	An angle between 90° and 180°.
Octagon	An eight-sided polygon.
Odd number	A number that is not a multiple of 2. Odd numbers always end in 1, 3, 5, 7 or 9.
Operation	An action which when applied to one or more values gives an output value. The four most common operations are addition, subtraction, multiplication and division.
P	
Parallel	Two or more lines which are always the same distance apart.
Parallelogram	A quadrilateral with two pairs of parallel sides.
Pentagon	A five-sided polygon.
Perimeter	The distance around a shape.
Perpendicular	Two or more lines which meet at right angles.
Pi (π)	An irrational constant used when calculating the area and circumference of circles. It is approximately equal to 3.14.
Polygon	A shape made from straight lines.
Positive number	A number greater than zero.
Prime	A number which has exactly two factors. The number one and itself.
Prism	A 3D shape with the same cross section all along its length.

Probability	A measure of how likely an event is to occur.
Product	The answer when two values are multiplied together.
Q	
Quadratic equation	An equation where the highest power is two. For example, $x^2 + 4x + 6 = 0$ is a quadratic equation.
Quadrilateral	A four-sided polygon.
R	
Radius	The distance from the centre of a circle to its circumference. The plural of radius is radii.
Random sampling	A method of choosing people at random for a survey.
Range	The largest number take away the smallest value in a set of data.
Rational	A decimal number which ends or is recurring.
Reciprocal	The reciprocal of any number is 1 divided by the number. E.g. the reciprocal of 3 is $1/3$., the reciprocal of $3/4$ is $4/3$.
Recurring	A decimal which never ends but repeats all or parts of the sequence of numbers after the decimal point. E.g 0.333333 or 0.141414.
Reflex angle	An angle greater than 180° .
Regular	A shape with all sides and angles the same size.
Remainder	The amount left over when a number cannot be divided exactly. For example, 21 divided by 4 is 5 remainder 1.
Right angle	An angle of 90° .
Rotation	To turn a shape using an angle, direction and centre of rotation.
Round	To reduce the amount of significant figures or decimal places a number has. For example, £178 rounded to the nearest £10 is £180.
S	
Scale factor	How many times larger or smaller an enlarged shape will be.
Segment	An area of a circle enclosed by a chord.
Sequence	A list of numbers which follows a pattern. For example, 6, 11, 16, 21, ...
Simplify	To write a sum, expression or ratio in its lowest terms. For example, 4:10:6 can be simplified to 2:5:3.
Solid	A 3D shape.
Solve	To find the missing value in an equation.
Speed	How fast an object is moving. Average speed = Total distance divided by time taken.

Square number	The product when an integer is multiplied by itself. For example, 1, 4, 9, 16, 25, 36, 49, 64, 81, 100.
Sum	The answer when two or more values are added together.
Surface area	To total area of all sides on a 3D shape.
Symmetrical	A shape which has at least one line of symmetry.
T	
Tally	A system of counting where every group of four vertical lines is followed by a horizontal line to easily count in steps of five.
Tangent	A straight line that just touches a point on a curve. A tangent to a circle is perpendicular to the radius which meets the tangent.
Term	A number, variable or combination of both which forms part of an expression.
Transformation	The collective name for reflections, rotations, translations and enlargements.
Translation	To move a shape from one position to another by sliding in the x-axis followed by the y-axis.
Trapezium	A quadrilateral with one pair of parallel sides.
Tree diagram	A method of solving probability questions by listing all the outcomes of an event. Probabilities are calculated by multiplying down the branches.
Triangle	A three-sided polygon.
Triangular number	A sequence of numbers generated by adding one more than was added to find the previous term. For example, 1, 3, 6, 10, 15, 21, ...
U	
Units	A quantity used to describe a measurement. Examples are kilograms, metres and centilitres.
Upper range	The largest value in a set of data.
V	
Value	A numerical amount or quantity.
Variable	A letter which we don't know the value of.
Volume	The amount an object can hold. E.g. a bottle of cola has a volume of 2 litres.
W	
Week	A time period of 7 days.
Wide	Used to describe the width of something
Width	The distance from side to side. E.g. 'The swimming pool is 10 metres wide.'
X	

X-Axis	The horizontal axis on a graph. The line going across the page.
Y	
Y-Axis	The vertical axis on a graph. The line going from top to bottom.
Y-Intercept	The value of the y-coordinate when a graph crosses the y-axis.
Year	A time period of 12 months or 365 days. (366 in a leap year.)
Z	
Z-Axis	Represents the depth of an object when working with 3D coordinates.

Appendix H – Digital Literacy

“Digital literacy should be the fourth pillar of a child’s education alongside reading, writing and mathematics and be resourced and taught accordingly.”

House of Lords Report, 2017

- A common misconception is that it is simply about being able to use a computer, and having access to a computer.
- Some people associate digital literacy simply with the basic skills of being able to use a computer or particular software package effectively. But digital literacy is about much more than having access to or being able to use a computer. It’s about collaborating, staying safe and communicating effectively. It’s about cultural and social awareness and understanding, and it’s about being creative.
- Young people are already engaging with digital technologies and digital media and using them to find information and share information and formats and this provides significant opportunities and challenges that it is important to address.
- Not all young people are equally equipped with the skills knowledge and understanding that will allow them to critically engage with technology and to use it well.
- Young people need to be prepared for a successful adulthood in a world increasingly saturated with digital technologies.
- It can be helpful to think of digital literacy as being made up of a number of inter-related components (see figure 1)
- Digital literacy can be understood as the space where all of these components overlap
- Becoming digitally literate involves not just being active in exploring digital media but also in creating it and understanding that it is created.
- Creativity can be demonstrated by:
 - creating a product or output
 - thinking creatively and imaginatively
 - creating knowledge or knowledge production
- Learning involves dialogue, discussion and building on each other’s ideas to create shared understandings.

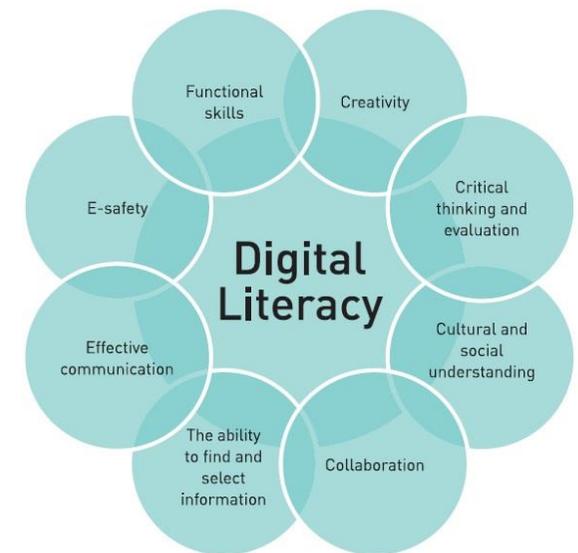


Figure 1

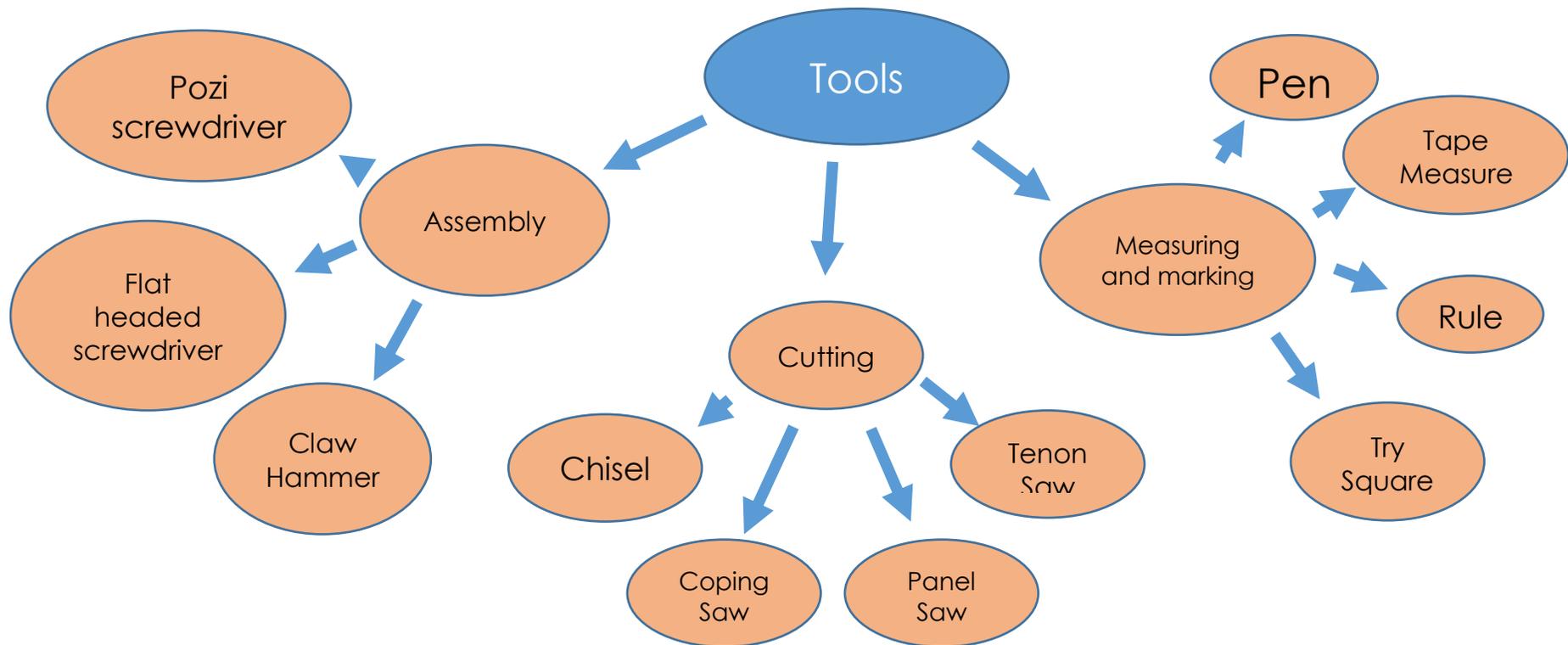
- To be successful they need to learn collaborative skills and they need to learn how to apply these skills to digital technologies
- There are some great collaborative tools in both Microsoft and Google DOCS that allow multiple users to work collaboratively on a document at once.
- Every classroom has a massive interactive board with multi touch several pupils at a time can analyse documents collaboratively, for example.
- Students need the skills to be able to find and select information relevant to the task or topic
- They need to be able to select the appropriate place to find the information whether this is a book search, a website or another method of finding the correct information.
- Many of our students struggle with the skills and perseverance to sift through different information finding the most relevant information.... It's easier to copy and paste!
- A digitally literate student doesn't just have information spoon fed to them, they will contribute to it, analyse it and shape it showing critical thinking skills.
- When creating a response or activity, the sorts of questions that can foster critical thinking include:
 - Do you agree with this?
 - What do you think?
 - Why do you think that?
 - How do you know?
 - Can you be sure?
- Becoming digitally literate will enable young people to make good choices that will keep them safe when exploring, communicating, creating and collaborating with digital technologies, including the internet and mobile phones.
- It is important that teachers make explicit links to e-safety – whether this be about age appropriate content, acceptable use and cyber-bullying or issues of plagiarism, copyright and virus protection.
- Developing students' digital literacies means supporting them to think critically about why certain practices are unsafe and how they can be made safer

Appendix I – Greenwood Tool Kit

Staff must ensure that lesson planning is of a high quality for all lessons and must ensure that students are challenged to develop the appropriate attributes and skills that they will need to access the knowledge that they require.

- Provide planned opportunities for students to use the following:
 - Mind mapping
 - WWW/EBI
 - Skim, Scan and Select
 - Six Hats
 - 5 W and an H

Mind Mapping



Mind Mapping (Thought shower)

- In technology we also use 'thought showers' in order to generate ideas.
- The principle here is to ensure no one laughs at somebody else's idea, there is no such thing as a wrong answer.
- It is the following stage, when initial ideas are reviewed, when you decide what is feasible.

WWW/EBI (What Went Well/Even Better If)

We should be marking students work in order to inform them what they have done well, and tell them how to improve, in green pen! Some of our younger students may be familiar with 2 stars and a wish, which is a similar concept.

Skim, Scan and Select

Skimming is letting your eyes and mind 'skim' over the text to get a quick but very general idea of it. You can't read the text closely when skimming it, but instead you aim to pick out key words and sentences and get the general feel and meaning of the text. A **topic sentence** is often the first sentence in a paragraph. You should always read it fully even when skimming as this will give you a summary of that paragraph's subject and help you to gain a general idea of the content.

There are two methods of 'speed reading', you can either read down the middle third of the page, leaving the left and right sections. Or you can read the first few sentences and the last few sentences of a paragraph. The former of these is general considered to be the more accurate. However, this is a skill that many of our students will struggle with.

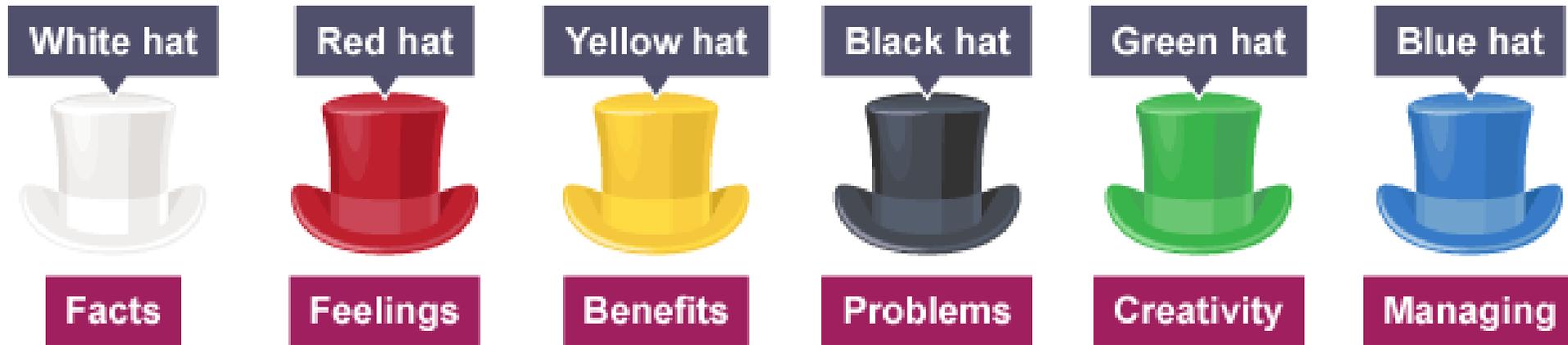
Six Thinking Hats

In 1985, Dr Edward de Bono wrote a book called *Six Thinking Hats*. In the book, he describes a technique in which there are six imaginary hats. Each hat is a different colour and represents a specific type of thinking.

The six hats include:

- white hat - fact-based thinking
- red hat - thinking about feelings
- yellow hat - thinking about opportunities and benefits
- black hat - thinking about problems and risks (opposite to yellow)
- green hat - thinking about new ideas
- blue hat - only worn by one person who leads the discussion

When someone puts on one of the imaginary hats, they are only allowed to think in that specific way.



The person with the **blue hat** on starts the discussion of ideas.

1. Initially, people may be asked to put on their imaginary **white hat** in order to state the facts relating to the discussion.
2. Next, everyone may be asked to put on their imaginary **green hat** to come up with ideas. People are not allowed to come up with any negative comments at this stage because they can only do this when they are wearing the black hat.
3. Once a number of ideas have been generated, the person wearing the **blue hat** may suggest moving on to wearing the **yellow hat** in order to think about the positives of each idea.
4. They may then move onto asking everyone to wear the **black hat** to think about difficulties relating to any ideas.
5. Usually the **red hat** is the final hat to be worn. This is because people have to select a final idea, and this is often based on a *gut feeling*.
6. The **blue hat** wearer will then state the final conclusions.

Real-life examples

The swimsuit company Speedo used de Bono's six thinking hats concept to brainstorm innovative ways to make swimmers swim faster. Other well-known companies such as Motorola and IBM have also reported that the technique helped them generate innovative ideas.

The 5 Ws (and H) - Newsgathering

Once you have found a story, you need to gather all the facts. The **5 Ws (and H)** are useful way of making sure you have found all the important information.

- **Who** was involved?
- **What** happened?
- **Where** did it take place?
- **When** did it happen?
- **Why** did it happen?
- And... **How?**

Facts or Opinions

A **fact** is beyond dispute but an **opinion** is someone's view and it isn't guaranteed to be true. News stories are based on facts. You may include people's opinions in quotations, but try to always present an opposing viewpoint to balance it. When writing news, avoid the temptation to **speculate** or **embellish** stories to make them more exciting or sensational. Stick to the facts. There are dedicated spaces in newspapers - opinion or editorial pages - where journalists and commentators, often called 'columnists', express their opinions on various news and current affairs. Having a specific section clearly separates news reporting from opinion writing.

Know your audience

Before you write a story, you need to know **who** you are writing for. Your **target audience** will help decide what you choose to write about and how. For example, a local newspaper will include different types of stories from a magazine for teenage girls. Some stories have more 'news value' than others. Editors select and prioritise stories according to their value. Stories with the strongest news value are given more prominence – in a newspaper, they are placed on the front page ('lead story' or 'splash'); for a radio bulletin, they are the 'top stories'.

Appendix J – Blooms Taxonomy

In one sentence, Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can, among countless other uses, help teachers teach and students learn.

What is the purpose of Bloom's Taxonomy?

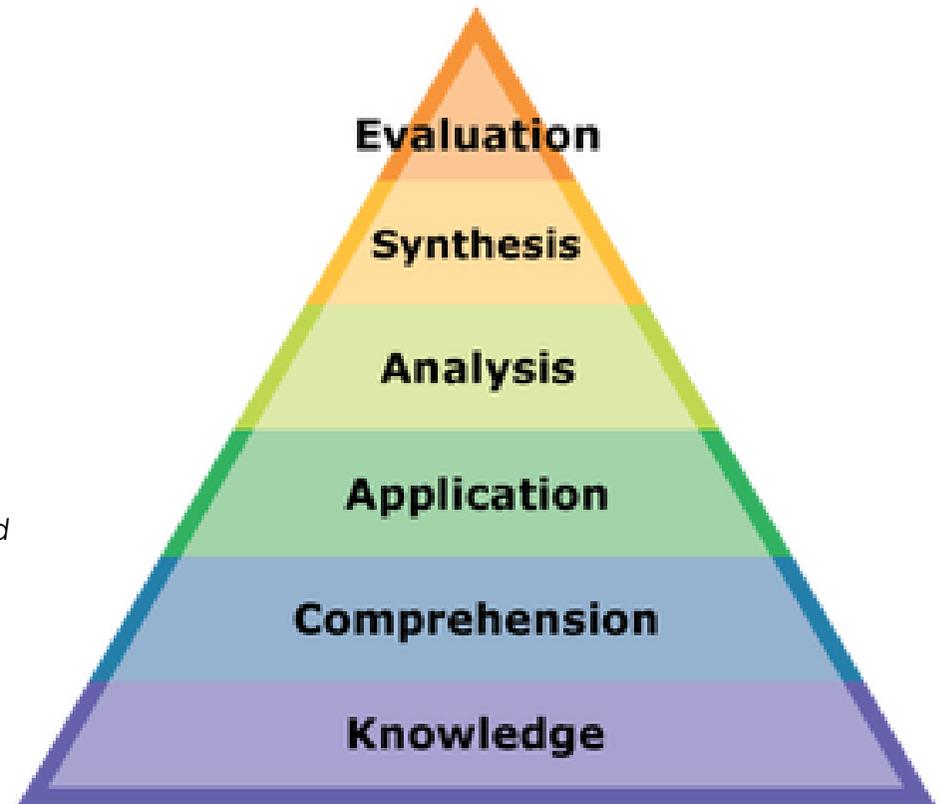
- Embedding high challenge
- Differentiation
- Underpinning questioning
- Stretching the thinking of more-able learners
- Developing assessments

Lower Level Thinking - Knowledge

Recall or **regurgitate** facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Examples

- Describing
- Finding
- Identifying
- Listing
- Locating
- Naming
- Recognising
- Retrieving



Lower Level Thinking - Comprehension

To show understanding **finding information** from the text. Demonstrating basic understanding of facts and ideas.

Examples

- Classifying
- Comparing
- Exemplifying
- Explaining
- Inferring
- Interpreting
- Paraphrasing
- Summarising

Higher Level Thinking – Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Examples

- Carrying out
- Executing
- Implementing
- Using

Higher Level Thinking – Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Examples

- Attributing
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring

Higher Level Thinking – Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Examples

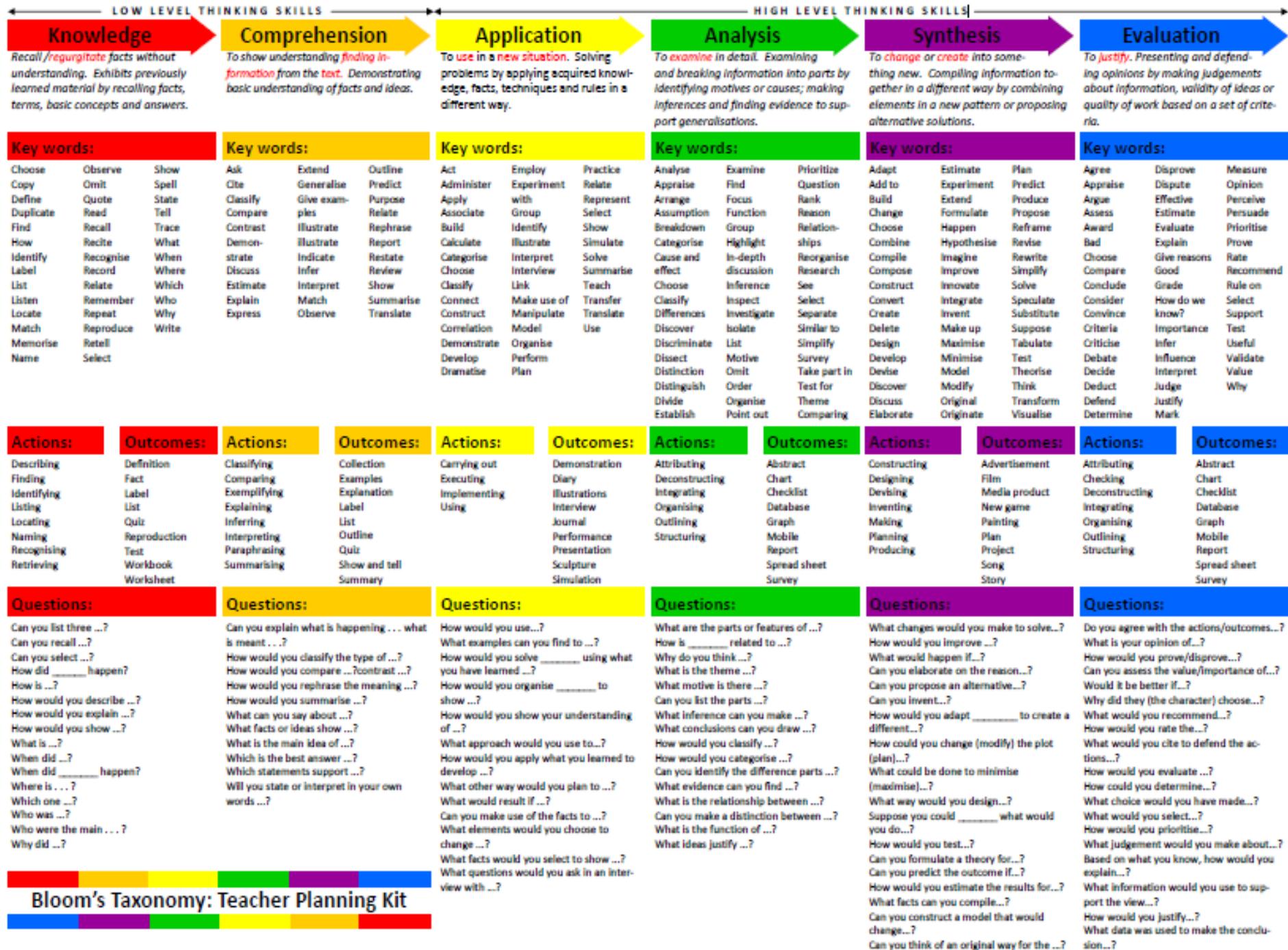
- Constructing
- Designing
- Devising
- Inventing
- Making
- Planning
- Producing

Higher Level Thinking – Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Examples

- Attributing
- Checking
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring



Appendix K – Enquiry

Enquiry Based Learning

Try to use questions as our overall lesson objective. For example:

“How might we be able to investigate the substances that are in our food?”

Deeper questioning and anticipated deeper response is developed from top left to bottom right.

Get pupils to come up with their own questions by choosing a word from the left-most column followed by a word from the top row.

- Eg:
 - What Is... the time / the name of... etc
 - When Will... the reaction stop if I use X grams of Y?
 - How Might... we use photosynthesis to overcome the impact of burning fossil fuels?

QUESTION MATRIX

IS? DOES?

PRESENT

**HAS? DID?
WAS?**

PAST

CAN?

POSSIBILITY

SHOULD?

OPINION

**WOULD?
COULD?**

PROBABILITY

Ask better questions...

WILL?

PREDICTION

MIGHT?

IMAGINATION

WHAT?
EVENT

WHERE?
PLACE

WHEN?
TIME

WHICH?
CHOICE

WHO?
PERSON

WHY?
REASON

HOW?
MEANING

The general level of difficulty of question increases... A "What is?" question is normally easier to create and answer than a "How might?" question.

Appendix L – Assessment Techniques

Each staff member has the responsibility to demonstrate how every student is making progress in relation to their individual targets.

Progress will be judged not only against the knowledge that they acquire (qualification outcomes) but also against how successfully students are developing their attributes and skills.

Assess using both **formative** and **summative** strategies.

These are sometimes referred to as assessment **of** learning and assessment **for** learning, respectively.

Summative assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.

A summative assessment may be a **written** test, an **observation**, a **conversation** or a **task**. It may be recorded through writing, through photographs or other visual media, or through an audio recording.

The assessment will show what has been achieved. It will **summarise attainment at a particular point in time** and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Make a judgment as to where students are in their learning and ensure that at the end of each half term data is gathered on student progress.

Ensure your evidence supports a current attainment level/grade

Formative assessment

Formative assessment **takes place on a day-to-day basis** during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently.

It begins with diagnostic assessment, indicating **what is already known** and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to **plan the next steps**.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments **may not be recorded at all**, but **it must address the next steps**.

Ensure that students experience a variety of different forms of peer and self-assessment as well as more formal formative assessments

Input data prior to deadline so that students who are underachieving can be identified quickly and **intervention strategies implemented** to prevent them falling further behind.

This regular monitoring of student progress will also allow us to **reward student** who are achieving beyond expectations.

Use external data to estimate how the students should be performing, such as **FFTD**. This will determine an **aspirational grade**.

Our **Target Grades** are based on Targets on Admission (**TOA**), which allow for gaps in learning.

English, Math's and Science are assessed on entry and all other subjects are based on an average of these.

In order for students to be able to make progress they need to have a clear **understanding of the journey** that they are taking to improve.

They need to know what their **starting point** is, **how they can move forward** and **where they are aiming** if they are going to be successful in improving themselves.

With this core principle in mind, feedback and assessment at Greenwood will **focus on** the use of **Assessment for Learning** techniques to inform students of where they are in their learning, how they can move forward and where they are going.

Staff will ensure that their lessons encourage students to be **active in their learning** and have **control over the progress** they are making.

"Without a vision (or goal) the people perish."

"If you aim for 'nothing', don't be surprised if you hit it every time!"

Appendix M – Feedback

Presentation of Learning Objectives:

A 'Learning Objective' must be explicitly shared with students in every lesson. This should be in one of two formats...

An enquiry based question

- E.g. Why did James Maley Fight in the Spanish Civil War?

OR

A 'To Learn How To' statement

- E.g. To Learn How to use Shading to Create a 3D Object on Paper.
- When observing lessons or during learning walks XLT will expect to see the 'Learning Objective' either on the board and in student's workbooks.

Use of Success Criteria:

To ensure that students are clear on the learning journey it would be good practice for them to understand the success criteria that they need to achieve to support their learning.

When used, these 'Success Criteria' must be shared with students in a common format and regularly referred to during the learning journey.

E.g. Which Fuel is the Most Efficient at Transferring Energy per 100g?

You will be able to:

- Define specific heat capacity.
- Describe how to accurately collect data from combustion experiments.
- Explain the relationship between heat absorbed and the temperature of the water.
- Calculate the energy transferred from the spirit burner to the water.

The success criteria should be written using Blooms taxonomy and demonstrate progress towards the higher order thinking skills.

Teachers should aim to regularly share success criteria with their classes and must always ensure that they are evident in their planning.

Demonstrate the use of a variety of AFL techniques which should inform students of the progress they are making and how they can improve.

Use a variety of assessment and AFL techniques to assist students in making progress.

Ensure that outcomes show evidence of the range of techniques in use.

Staff annotations on work will show that techniques such as verbal feedback, peer assessment or self-assessment have been used.

Regularly give students written feedback on their progress and written advice as to what they need to do to improve.

Ensure that time is allowed for students to reflect on their learning in order to ensure that they are coping and being stretched.

This reflection time must be followed opportunities for students to respond to what they learnt during his time.

Ensure that students know what is expected of them and be able to show evidence that they are making progress.

Be inspirational in your feedback and not allow students to be restricted to minimum target grades.

Work Scrutiny Criteria

Teacher:	Signature:	Subject:	
Observer:	Signature:	Overall Assessment:	

	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
1. Frequency of Feedback (Teacher – impact)	<ul style="list-style-type: none"> Marking and feedback takes place at least every two weeks. A summative assessment of a single piece of work is made in each half term. 	<ul style="list-style-type: none"> Marking and feedback takes place less than every two weeks. A summative assessment of a single piece of work is made in each term. 	<ul style="list-style-type: none"> Marking and feedback is infrequent. A summative assessment of a single piece of work is made infrequently. 	<ul style="list-style-type: none"> Marking and feedback is either non-existent or too infrequent. There is limited or no evidence of summative assessment.
2. Literacy Correction (Teacher – impact)	<ul style="list-style-type: none"> The teacher uses the school marking policy to frequently annotate work for all literacy issues. Student work indicates a wide range of resources and teaching strategies that support the development of literacy e.g. spelling of key terms, glossary of key terms, highlighting texts. 	<ul style="list-style-type: none"> The teacher uses the marking policy to highlight minimum standards in some key assessments e.g. capital letters, full stops, use of paragraphs and incorrect spelling of subject specialist vocabulary. Student Work indicates an appropriate range of resources and teaching strategies to support the development of Literacy. 	<ul style="list-style-type: none"> The teacher sometimes uses the marking policy to highlight basic corrections in some assessments e.g. incorrect subject specific spellings. Student work indicates a selection of resources and teaching strategies to support the development of RWCM. 	<ul style="list-style-type: none"> The teacher rarely or never use the marking policy to correct students work. Work indicates activities are rarely or never used to support the development of RWCM.
3. Quality of Feedback (Teacher – impact)	<ul style="list-style-type: none"> The teacher's written feedback is consistently of a high quality. Students are frequently given questions to answer or guidance, which clearly encourages them to improve their work. 	<ul style="list-style-type: none"> The teacher's written feedback regularly informs students how to improve. Students are regularly given questions to answer or guidance, which clearly encourages them to improve their work. Praise is regularly used to motivate students. 	<ul style="list-style-type: none"> The teacher's written feedback sometimes informs students how to improve. Students are sometimes given questions to answer or guidance, which clearly encourages them to improve their work. 	<ul style="list-style-type: none"> The teacher's written feedback does not inform students how to improve. Students are not given questions or guidance to encourage improvement in work. Negative comments and/or irrelevant praise

	<ul style="list-style-type: none"> Marking makes explicit what the students have done well/identifies strengths. 		<ul style="list-style-type: none"> Praise is sometimes used to motivate students. 	<ul style="list-style-type: none"> is used, e.g. 'you must try harder'.
4. Pride in Work (Student – implementation)	<ul style="list-style-type: none"> Presentation shows that the student has a pride in their work. The student has produced a large quantity of work. The work is of a very high standard. The work is effectively organised and would provide students with a detailed set of revision materials should they need them. 	<ul style="list-style-type: none"> Presentation shows that the student takes some pride in their work. The student has produced an appropriate quantity of work, which reflects the time allocated to the subject. The work is produced to a good standard. Work is well organised and laid out. 	<ul style="list-style-type: none"> Presentation is mixed and the student does not appear to always take pride in their work. In approximately 75% of lessons the student is producing an appropriate quantity of work. The work is of a variable standard. There is some evidence of the work being organised. 	<ul style="list-style-type: none"> Presentation is poor and the student does not appear to take pride in their work. There is lots of evidence of incomplete work. The work is of a poor standard. There is no evidence of work being organised.
5. Response to Literacy Correction (Student – implementation)	<ul style="list-style-type: none"> The student always uses the annotations to self-correct aspects of literacy. There is evidence that the student is maintaining their own list of key terms/glossary of keywords. 	<ul style="list-style-type: none"> The student regularly uses the annotations to self-correct aspects of literacy. The student is regularly correcting subject specific vocabulary mistakes. 	<ul style="list-style-type: none"> The student sometimes uses the annotations to self-correct aspects of literacy. The student is sometimes correcting subject specific vocabulary mistakes. 	<ul style="list-style-type: none"> The student rarely or never uses the annotations to self-correct aspects of literacy. The student rarely or never corrects subject specific vocabulary mistakes.
6. Response to Feedback (Student – implementation)	<ul style="list-style-type: none"> There is extensive evidence of a dialogue between the student and the teacher. The student always responds to advice in their subsequent work. There is extensive evidence that the student has responded to verbal feedback received. 	<ul style="list-style-type: none"> There is regular dialogue between the student and the teacher. The student often responds to advice in their subsequent work. There is often evidence that the student has responded to verbal feedback received. 	<ul style="list-style-type: none"> There is some dialogue between the student and the teacher. The student sometimes responds to advice in their subsequent work. There is sometimes evidence that the student has responded to verbal feedback received. 	<ul style="list-style-type: none"> There is insufficient evidence of dialogue between the student and the teacher. The student never responds to advice in their subsequent work. There is no evidence that the student has responded to verbal feedback received.
7. Self-assessment (Student – implementation)	<ul style="list-style-type: none"> There is significant evidence that the student is consistently involved in marking/evaluating their own work. 	<ul style="list-style-type: none"> The student is often involved in marking/evaluating their own work. 	<ul style="list-style-type: none"> The student is sometimes involved in marking/evaluating their own work. 	<ul style="list-style-type: none"> The student is never involved in marking/evaluating their own work.

