




*“Community with learning, is a community with heart”*

*“Cymuned a’i chynefin, sy’n chymuned â chalon”*

# Branas School

## Assessment Policy & Framework

<b>Written:</b> September 2022	<b>Reviewed:</b> September 2023
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<b>Role:</b> Executive Headteacher	
<b>Implemented:</b> September 2023	<b>Date of review:</b> September 2024

*CareTech’s children’s education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential*

## OUR CULTURE AND ETHOS

We are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our students learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. The school exists to improve the quality of life of our pupils both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils.

The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods.

## OUR SCHOOL

Branas School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

The school provides specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children.

## OUR PUPILS

All young people in Branas School have a history of harmful behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan or a Statement of SEN.

## THE VISION

### ***BELIEVE, EMPOWER, ACHIEVE, ASPIRE***

**BELIEVE** IN OUR TEAM AND IN OUR LEARNERS  
**EMPOWER** OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY  
 NURTURE OUR LEARNERS TO **ACHIEVE**  
 AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

*“Community with learning, is a community with heart”*  
*“Cymuned a’i chynefin, sy’n chymuned â chalon”*

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious; working quickly to turn around pupils’ attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;

4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

## OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

## OUR VALUES AND AIMS

Our values are:

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Aims:

- All pupils will undergo a 2 week induction period where we look to initial assess and diagnose learners within core subjects areas and look to support a transition timetable to reintegrate learners successfully back into education
- Within the first 6-weeks all pupils will undergo in depth assessments in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges pupils to invest in education as a priority for a successful placement;
- All pupils are supported and challenged to achieve at least 95% attendance in school;
- All pupils are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All pupils are supported and challenged to achieve nationally recognised academic awards in core subjects;
- All pupils are supported and challenged to achieve accreditation in a wide range of subject areas ;
- All pupils are supported and challenged to become independent learners;
- All pupils learn how to keep themselves safe, and build positive relationships with those around them;
- All pupils are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All pupils are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All pupils are enabled to attend and participate in regular therapy sessions;

- All pupils learn strategies to manage their feelings and know where to go for help when things are difficult;
- All pupils will have the opportunity to participate in work experience and work-related learning opportunities;
- All our pupils learn the skills to interpret data and apply mathematical concepts;
- All our pupils learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All pupils are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

# Pupil Assessment

## Rationale

The purpose of this document is to establish clear ground rules and recommendations for assessment at Branäs School. It is expected that teachers should read it and act accordingly regarding the assessment of pupil work. Assessment is the process of obtaining, analysing and interpreting evidence for use by pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated into the delivery of the curriculum and is an essential component of effective classroom practice. Assessment at Branäs School supports each pupil in the achievement of their full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and care staff.

### Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress
- All staff are regularly trained in our approach to assessment
- The school uses a variety of ipsative, formative and summative approaches to assessment.

### Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning
- We also use the outcomes of assessment to check and support our teaching standards and help us improve
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year
- Each pupil is assessed as either 'emerging', 'developing', 'secure' or 'mastered' each relevant criterion contained in our expectations for that year
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools, where possible, to make sure our assessments are fair, reliable and valid

### **Our use of assessment**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched
- Teachers use assessment of SEMH needs to build a 'toolbox' of strategies that so that a learner will feel safe enough to learn in a structured but nurturing environment.
- The information from assessment is communicated to parents/carers and pupils on a termly basis through a structured conversation. Parents/carers and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and design, behaviour, and social and emotional development

## **During the Referral Process**

### **Pre-placement Information**

As part of the transition process to Branas School, education information on the learner is requested from the Placing Authority prior to the onset of a placement. This data may include:

- National Curriculum Levels from testing in Year 2, 6 and 9
- Statement of Special Educational Needs or EHCP
- School reports, certificates and teacher observations
- Educational Psychology reports
- Samples of learner work
- Risk Assessments
- Individual Education Plans
- Personal Education Plans

This information allows the Head Teacher/SENCO to build a baseline assessment programme that takes into account prior learning. However often the information from previous educational settings is scant. This is often a result of the fractured nature of a learner's educational history rather than inefficiency on behalf of the Local Authority.

Students' access to the curriculum is dependent on individual needs for learning, identified at point of admission to school through a comprehensive suite of baseline and diagnostic assessment tools, covering literacy, numeracy, cognitive skills and personal-social development. These baseline assessments support the differentiation of teaching approaches and materials, leading to an individual learning pathway for each young person.

Progress in learning is regularly monitored through termly progress testing and through completion of modules of work for accredited awards, which are internally marked and moderated. Progress is also measured in core subjects against key performance indicators which match with the Welsh National Curriculum.

## Initial Assessment on Admission

On admission to the school all young people undergo a baseline assessment process in the areas of curriculum, cognition and behaviour. This is completed within the first two weeks of being admitted to the school. As part of this, any identified and specific diagnostic assessments will also be arranged. These may be carried out by the on-site Therapy team. As a matter of course, all pupils entering the school are screened for dyslexia and are tested for examination access arrangements as soon as possible on arrival.

### Assessment of prior attainment and understanding

In order to maximise the precision of assessments and minimise learner's resistance to 'tests', when possible baseline assessments are incorporated into the weekly timetable. These can happen:

- In discrete lessons solely for subject testing;
- During 1:1 intervention sessions;
- As an element of the planned lesson to confirm learning;
- As a section of the lesson devoted to assessment;
- Observations by teaching staff of attitudinal aspects of performance;
- As part of teacher assessed work.

The process requires skilled judgement from the teaching team, as to the likelihood of success for the learner. Marking is immediate and a feedback session follows the assessment activity. This is good practice as it prevents learners with amplified levels of anxiety and arousal becoming more nervous due to the perceived uncertainty of their performance.

English, Mathematics, Science, P.S.E. and I.C.T. are all assessed through the above scheme in order to determine current working levels, examination potential and learning pathways, and gaps in learning need of targeted intervention.

**English:** BKS<sub>B</sub> Literacy  
GL PTE  
NGRT  
NGST

**Maths:** BKS<sub>B</sub> Numeracy  
GL PTM

**Science:** GL PTS  
KS3 Progress Testing/ELC and GCSE Examination Questions  
Science National Curriculum Key Performance Indicators.

**PSE:** PSHE Association module assessments



**ICT:** KS3 Progress Testing/ELC and Examination Questions  
Digital Competence Key Performance Indicators.

**Create:** KS3 Progress Testing/ELC and Examination Questions  
**Art & DT**

### **Cognitive Profiling / Neurodiversity**

Many of our pupils arrive lacking detailed information about their learning needs and past educational history. Therefore, we ensure that all pupils receive a cognitive assessment and profiling to allow us to build a more complete picture of their abilities and needs.

Cognitive profiling is also carried out by the therapy team who give all new pupils a WISC(V) test as part of their initial 16-week assessment. The WISC-V yields a number of scores which include a Full-Scale IQ (Intelligence Quotient), and five composite index scores. The index scores provide a more refined exploration of an individual's cognitive abilities in regard to cognitive functioning across a broad range of areas. The areas are: Verbal Comprehension (vocabulary, general knowledge, verbal reasoning, verbal comprehension), Visual Spatial (organising and thinking with visual symbols and patterns), Fluid Reasoning (reasoning, visual intelligence, simultaneous processing, abstract thinking) Working Memory (attention and concentration, processing information, sequencing ability, mental mathematical skills, holding and manipulating information in mind) and Processing Speed (thinking speed, motor speed, reaction time, visual scanning speed). Results are shared with the Headteacher as soon as they are available and are used in conjunction with the other tests to help build

## Completion of Baseline Assessment Period

Using this information, teachers will map out an individual learning pathway that leads towards the most suitable accreditation outcomes for the end of KS4.

At the end of the 2-week baseline assessment period, the school will update the learner Individual Learning Plan. This is then reviewed termly. A copy of this will be sent to the placing Local Authority, the Care team and therapist.

At the end of this period, teachers will also produce the first IEP for each student.

## Ongoing Assessment

All teachers carry out assessment activities as an integral part of their everyday practice. This assessment may be summative or formative.

### Formative Assessment

**Formative assessment is Assessment FOR Learning.** It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process

Qualitative and quantitative information is gathered through good use of Assessment for Learning (AfL) practices in the classroom and regular formative assessment across the year. Students are encouraged and supported to take responsibility for their learning: evaluating their progress towards end of KS4 targets. The development of self-assessment skills to enable them to do this is a fundamental part of all learning across the curriculum. ***See Appendix A for further guidance on AfL***

### Summative Assessment

**Summative assessment is Assessment OF Learning.** It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning, e.g:

- External Examinations
- Internal School Examinations

- 3 weekly assessments

#### Summative assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is externally referenced
- is focused on the outcome

All subject areas have their own subject trackers which informs progress made against National Curriculum and/or qualification assessment criteria. This is fed into overall tracking for each learner to measure progress made from starting points termly.

### Curriculum for Wales

Branas school values the purposes of the curriculum for Wales and these four purposes will be at the heart of our curriculum, with progress in these areas being embedded within all areas by subject teachers. As this is embedded, it will be the starting point for all decisions on the content and experiences developed as part of the curriculum alongside the National Curriculum and carefully sequenced qualifications. Progress in these areas are designed to influence how teachers plan, teach and assess.

#### 1. Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- Undertake research and evaluate critically what they find and are ready to learn throughout their lives.

#### 2. Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- have the confidence to participate in performance

- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

### **3. Ethical, informed citizens who:**

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

### **4. Healthy, confident individuals who:**

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

## **Accreditation**

At Branas School all young people are given the opportunity to receive accreditation for their achievements in school. It is often impossible to predict the length of a placement, or the future for a pupil once they leave the school. Therefore, we seek to provide pupils with a wide range of available accreditation, across all areas of the curriculum, at Key Stage 3, Key Stage 4 and Key Stage 5, appropriate to age and abilities. Likewise, wider curriculum opportunities and vocational activities are linked to recognised summative accreditation when possible.

We offer the following routes to accreditation:

- GCSE;
- L1/L2 Awards: Functional Skills, Vocational Awards;
- NCFE Entry Level 1,2,3 and Level 1 / 2 Awards, Certificate and Diplomas
- Entry Level Awards WJEC;
- Entry Pathways Qualifications WJEC;
- AQA Unit Awards;
- ASDAN: Bronze/Silver Awards;

All pupils develop a portfolio of accreditation to evidence their academic and non-academic achievements. This prepares them for their next steps in education or training and for life as an adult in British society.

## Marking and feedback

The marking of pupils' work is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers. Positive marking and feedback recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement to be made.

Branas School has commissioned exercise books which guide feedback and help to ensure consistency of marking and ensure progression. **See Appendix C for an example**

Marking has two purposes. One, students act on feedback and make progress over time. Two, it informs future planning and teaching. It is a dialogue between teacher and student. Teacher marking should be something that students use to understand and try to improve; the aim of effective marking is to get students to engage with the feedback and then take action in order to improve their learning. Branas School values feedback from all aspects and regularly encourages feedback from additional sources as well as from teachers.

### Effective marking helps to:

- recognise pupil achievement
- monitor pupil progress
- provide feedback and guidance for improvement and progression
- motivate and encourage pupils
- record and report pupil attainment

### It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria /outcomes
- using both quantitative and qualitative criteria
- for improvement, using constructive comments

*See Appendix B for further details about marking*

## Recording and reporting pupil progress

Recording and reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external stakeholders. This is linked to formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes is the responsibility of each teacher.

## Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress. Teacher records can inform reporting, both formal and informal, to pupils, parents, staff and other appropriate external stakeholders.

Teachers update their Pupil Progress Tracker on a half termly basis by the penultimate week of the half term. They use this information to monitor how students are progressing towards their targets. Students who are making below expected progress are identified for targeted intervention to help them catch up. Students making above expected progress may be put onto a different learning pathway towards more stretching targets at the end of KS4.

ILP targets relating to Literacy and Numeracy are reviewed and evaluated every half term by the education team and also reviewed by the multi-disciplinary team as part of placement planning meetings. Targets not met are re-structured to ensure that they are achievable. Targets met will be developed to ensure continuing progress.

The half termly review of ILP targets relating to behaviour is supported by data relating to behavioural skills and emotional development. This might include incident reports and records, teacher observations and information from the termly re-assessment using the Boxall Profile.

## Reporting

All pupils will receive a progress report at the end of each half term and a full report at the end of each term. This will inform them about their progress in all curriculum areas and in relation to social and behavioural aspects of development. Copies of this report will be sent to:

- the placing Local Authority through the Social Worker and Virtual School who will be responsible for sharing a copy with the parents;
- the Registered Manager pupil's care home
- the Care Team responsible for the young person.

## Monitoring

This policy will be reviewed by the Head Teacher every 12 months. The date of next review will be **September 2024**.

## Links to other Policies and Procedures

For further information on aspects of this policy please refer to:

- Curriculum Policy
- Behaviour Policy
- Examinations Policy
- Safeguarding Policy
- Subject Development Plans

## Appendix A: Assessment for Learning (AfL)

Teachers at our school integrate the following AfL strategies into their teaching and learning.

### Features of good AfL

### Teaching strategies

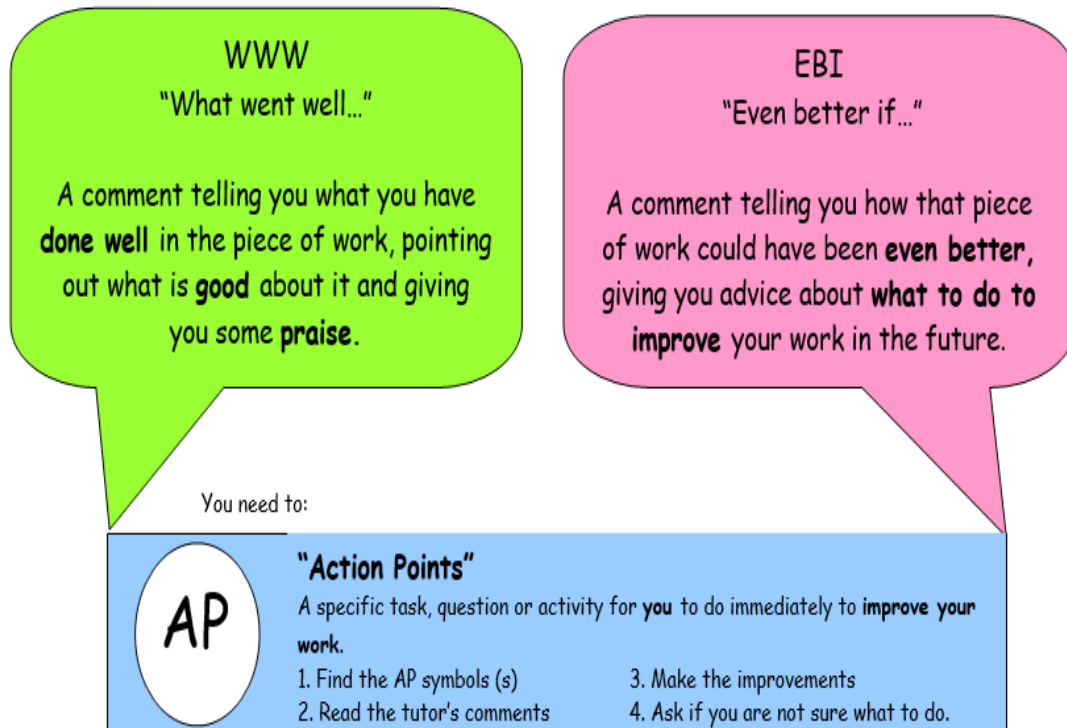
Sharing learning objectives with pupils	<ul style="list-style-type: none"> <li>• Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that pupils can understand</li> <li>• Use these objectives as the basis for questioning and feedback during plenaries</li> <li>• Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning</li> </ul>
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> <li>• Show pupils work that has met criteria with explanations of why.</li> <li>• Give pupils clear success criteria and then relate them to the learning objectives</li> <li>• Model what it should look like, for example exemplify good writing on the board</li> <li>• Ensure that there are clear shared expectations about the presentation of work</li> <li>• Provide displays of pupils' work which show work in progress as well as finished product</li> </ul>
Involving pupils in peer and self-assessment	<ul style="list-style-type: none"> <li>• Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus</li> <li>• Encourage pupils to work/discuss together, focusing on how to improve</li> <li>• Ask pupils to explain their thinking: 'How did you get that answer?'</li> <li>• Give time for pupils to reflect upon their learning</li> <li>• Identify with pupils the next steps in learning</li> </ul>
Providing feedback that leads pupils to recognizing their next steps and how to take them	<ul style="list-style-type: none"> <li>• Value oral as well as written feedback</li> <li>• Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve and how to do it</li> <li>• Identify the next steps for groups and individuals as appropriate</li> </ul>
Promoting confidence that every pupil can improve	<ul style="list-style-type: none"> <li>• Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem</li> <li>• Encourage pupils to explain their thinking and reasoning within a secure classroom ethos</li> </ul>

## Appendix B: Marking

Teachers use the following strategy for written feedback on pupils' work. This will be supplemented by additional comments specifying what the student has done well, and what they could do to improve it further.

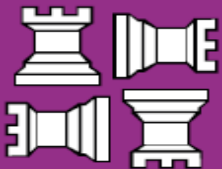

### How is my work marked? What do I need to do about it?

Your teacher will use:





## Appendix C: School exercise books

 <h1 style="text-align: center;">Branas School</h1> <div style="margin-top: 20px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Name:</td></tr> <tr><td style="padding: 2px;">Year:</td></tr> <tr><td style="padding: 2px;">Subject:</td></tr> <tr><td style="padding: 2px;">Teacher:</td></tr> </table> </div>		Name:	Year:	Subject:	Teacher:	<p><b>Standards Expected</b></p> <p>Your book is a record of your learning and progress. It should demonstrate the positive and proud way in which you approach your learning. Take care of it.</p> <ul style="list-style-type: none"> <li>• Keep your book neat and tidy - no graffiti or doodles.</li> <li>• Do not waste space in your book.</li> <li>• Writing should be done in black or blue pen.</li> <li>• Drawings, diagrams, tables and graphs should be done in pencil.</li> <li>• Write the date in full and title. Underline them with a ruler.</li> <li>• Any reflection, peer or self assessment, will be done in green pen.</li> <li>• Remember, your book tells the story of your learning journey in this lesson - take care of it.</li> </ul> <p>I agree to take good care of my exercise book, to bring it to every lesson and follow the expectations above. If I lose my book or deface it, I will pay £1 for a replacement and copy up all lost work.</p> <p>Signature: _____</p> <p>Date: _____</p> <div style="text-align: center; margin-top: 20px;">  </div>	
		Name:					
Year:							
Subject:							
Teacher:							
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%; border-right: 1px solid black; border-bottom: 1px solid black; height: 100%;"></div> <div style="width: 48%; border-bottom: 1px solid black; height: 100%;"></div> </div>							
<p>★ EBI/DIRT Task</p>	<p>🗣️ Student response to DIRT</p>	<p>🗣️ Key Words</p>	<p>👍 What Went Well</p>	<p>🗣️ Literacy Focus</p>			
01		04					