



Have faith...believe you can!

Workflow Principles

Overarching principles:

Students:

- 1) Can clearly articulate their learning journey; they know what they have learnt in the past, what they are currently studying, and where their learning is going next
- 2) Are fully aware of the key resources available to support their learning and how to access/use these effectively.
- 3) Take pride in their work, keeping it well presented and organised.
- 4) Receive regular, meaningful feedback via verbal or written self, peer or teacher assessment and are given time to action feedback.

Organisation of learning

- 1) Students are given explicit instruction and time during lessons to organise their learning (SEND children may require more time)
- 2) There is one consistent department policy on how exercise books, Goodnotes and Showbie are used and structured (this may be different across KS3, KS4 and KS5 as appropriate, and will include how work is submitted, how and where homework is completed)
- 3) Teachers check iPads and exercise books regularly to ensure organisation, quality of work and feedback.
- 4) Showbie is used to share learning resources with students.

The following three resources are used by most departments. Not every department needs to use all of them, but where they are using them, the structure must be consistent:

Exercise books:

- 1) Title and date are written neatly and underlined.
- 2) Learning is recorded in a coherent and well sequenced manner.
- 3) Students will indicate in their exercise book there is work relating to the lesson on their iPad.
- 4) All student work is “assessed” (either by self, peer or teacher) and relevant improvements/corrections made in response.

Goodnotes:

- 1) All students have a separate folder for each subject; within that subject folder they will have a ‘Year X’ folder.
- 2) Within each subjects ‘Year X’ folder they will have minimum of the following:
 - a. Curriculum Map (doc)
 - b. Resources (folder)
 - i. Topic 1 (folder)
 - ii. Topic 2 (folder)
 - iii. Repeat as required
- 3) Departments may also wish to have an ‘Assessment’ folder structured as follows, although it might be that they decide to have this on Showbie instead (it must be on one or the other)
 - a. Assessments (folder) (*which should include some of the following*)
 - i. KS3 Assessment Framework (doc)
 - ii. KS4/5 Subject spec / outline (doc)
 - iii. Scans of topic tests and exams
 - iv. Ongoing targets set from summative assessments
- 4) Documents will be named so students can cross reference them with relevant Showbie assignments (ie. by lesson title)

Showbie:

- 1) Showbie will be used to share learning resources with students; these will be explicitly signposted.
- 2) Within each Showbie class there is a minimum of the following:
 - a. Curriculum Map (assignment)
 - b. Topic 1 (folder)
 - i. Assignment 1 (lesson 1)
 - ii. Assignment 2 (lesson 2)
 - iii. Repeat as required
- 3) Departments may also wish to have an ‘Assessment’ folder structured as follows, although it might be that they decide to have this on Goodnotes instead (it must be on one or the other)
 - a. Assessments (folder)
 - i. KS3 Assessment Framework (assignment)
 - ii. KS4/5 Subject spec / outline (assignment)
 - iii. Topic Test (assignment)
 1. Scans of topic test/exam
 2. Ongoing targets set topic test/exam
- 4) Teachers will use the following strategies to help locate and sequence learning:
 - i. Folders are colour coded for shared teachers
 - ii. Numbered clearly 01, 02 etc in order
 - iii. Named clearly to match the lesson title/topic
 - iv. Current topic folder/assignment obvious to the students
- 5) All essential work should be downloaded from Showbie and stored in Goodnotes (this is particularly important for KS3 or when classes are being archived at the end of an academic year)