



The Burgess Hill Academy

Teaching, Learning and Assessment Policy

2026-27

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1. Purpose

This policy sets out The Burgess Hill Academy's expectations for consistently strong teaching, learning, assessment and feedback. Teaching and assessment are connected processes: teachers assess what students know and understand so that teaching can be adapted and students can make secure progress.

- establish clear and consistently understood expectations;
- support teachers to implement the planned curriculum effectively;
- ensure that assessment identifies what students know, understand and can do;
- enable teachers to address gaps and misconceptions promptly;
- maintain high expectations for every student;
- provide appropriate support and challenge;
- ensure that assessment and feedback are purposeful and proportionate;
- support reliable reporting to students, parents, leaders and governors; and
- improve outcomes, particularly for disadvantaged students and students with SEND.

2. Statutory and professional framework

This policy has been developed with regard to the Education Act 1996, Education Act 2002, Academies Act 2010, Equality Act 2010, Children and Families Act 2014, Data Protection Act 2018 and UK GDPR, the SEND Code of Practice: 0 to 25 years, the Teachers' Standards, relevant examination-board requirements, current Joint Council for Qualifications regulations and guidance, and Sussex Learning Trust's scheme of delegation and relevant Trust policies.

3. Core principles

3.1 A strong curriculum comes first

Assessment must reflect the curriculum that students have been taught. Teachers must understand the intended curriculum, the knowledge students are expected to learn, how learning is sequenced, the expected end points, likely misconceptions and how current learning connects with prior and future learning.

3.2 High expectations for every student

All students are entitled to ambitious teaching and a broad curriculum. Teachers should provide scaffolding and support without unnecessarily reducing curriculum ambition.

3.3 Teaching should be responsive

Teachers use assessment throughout teaching to determine what students already know, whether new material has been understood, which misconceptions are present, who requires further explanation or practice and what students are ready to learn next.

3.4 Assessment should be purposeful and proportionate

Assessment should provide useful information that leads to action. The academy will avoid assessment without a clear purpose, unnecessary data collection and excessive marking that has limited impact.



3.5 Feedback should lead to improvement

Feedback should focus on the most important knowledge, misconception or next step, be understandable and be provided at a point when students can use it.

4. The Learning Loop and Teaching and Learning Framework

The Learning Loop provides the structure for lessons at The Burgess Hill Academy. The Teaching and Learning Framework (TLF) contains the detailed, research-informed and evidence-informed practices that sit behind each phase of the Learning Loop. Teachers are expected to teach to the TLF.

The TLF represents best practice, but it is not a script. Teachers apply it with professional judgement, adapting its approaches to the subject, curriculum sequence, students' existing understanding, the complexity of the material and the intended learning. Its purpose is to secure consistent high-quality practice without making every lesson identical.

The TLF has been developed using established evidence, including Rosenshine's Principles of Instruction and the strategies outlined in Teach Like a Champion. It sets out how teachers plan and deliver retrieval, explanation, modelling, guided practice, independent practice, checking for understanding, feedback and classroom adaptation.

4.1 Ready to Learn – Do Now

Lessons normally begin with a calm, purposeful retrieval or recap activity that students can start independently. Teachers review responses and address misconceptions that would prevent access to the lesson.

4.2 The Big Picture

Students should understand what they are learning, how they will achieve it and why it matters within the curriculum. The teacher clarifies the core knowledge and connects the lesson to prior and future learning.

4.3 New Learning – I Do

Teachers introduce new or complex knowledge through clear explanation, modelling, worked examples, explicit vocabulary teaching and carefully planned checks for understanding.

4.4 Build It Together – We Do

Students practise with teacher guidance. Teachers model the steps to success, use hinge questions or checkpoint tasks, address misconceptions and gradually reduce scaffolding as students become more secure.

4.5 Show Me on Your Own – You Do

Students complete purposeful independent work that enables them to apply the intended learning. Teachers monitor understanding, provide targeted support and remove scaffolds when students no longer need them.



4.6 Evaluate – Knowledge Check

Teachers check what students have learned and use this information to inform subsequent teaching. This may include questioning, review of work, low-stakes assessment, cumulative review or evaluation against success criteria.

5. Effective classroom practice

5.1 Explanation and modelling

- possess secure subject and curriculum knowledge;
- anticipate likely misconceptions;
- explain new material clearly;
- use worked examples and models that reveal the important features of a concept;
- make expert thinking visible; and
- revisit or reframe explanations where students have not understood.

5.2 Questioning

- check understanding across the class;
- require students to retrieve and apply knowledge;
- identify misconceptions;
- deepen thinking;
- develop subject vocabulary and oracy;
- ensure all students participate; and
- determine the next teaching action.

5.3 Practice

- guided practice;
- independent practice;
- retrieval over time;
- application in different contexts;
- extended responses;
- examination-style practice where appropriate; and
- correction and improvement.

5.4 Vocabulary, literacy and oracy

- identify important subject-specific and academic vocabulary;
- explain and model vocabulary explicitly;
- expect students to use terminology accurately;
- support students to read complex subject texts;
- model the structures of successful written responses; and
- provide purposeful opportunities for extended writing and spoken responses.



6. Adaptive teaching and inclusion

Teachers are responsible for the progress and development of every student they teach, including where a Learning Support Assistant or specialist member of staff provides additional support.

- use relevant information about SEND, disadvantage, reading, English as an additional language, prior attainment, medical or accessibility needs and agreed reasonable adjustments;
- use annotated seating plans and student profiles where required;
- adapt explanation, modelling, resources, pacing and questioning;
- provide additional guided practice or alternative methods of recording;
- plan the use of Learning Support Assistants; and
- maintain high expectations while enabling access to the intended curriculum.

6.1 Inclusion in the classroom

The academy's approach to supporting students with SEND is based on three connected principles: **Know, Adapt and Teach.**

Know

Teachers must know the students they teach and understand the barriers that may affect their learning.

This includes:

- reading and applying the student passport and agreed support strategies;
- using an accurate, annotated seating plan to record relevant adaptations;
- positioning students carefully to support attention, participation and access;
- understanding students' strengths, needs and prior attainment;
- identifying emerging concerns and making a SEND referral where appropriate; and
- working with the SENDCO, Learning Support Assistants, parents or carers and other relevant professionals.

Adapt

Teachers should make reasonable and purposeful adaptations that help students access the same ambitious curriculum as their peers.

Adaptations may include:

- reducing unnecessary distraction within the classroom environment;
- considering lighting, noise levels and access to a suitable low-stimulus space;
- using buff paper, overlays or other agreed accessibility resources;
- providing word banks, writing frames, sentence starters and keyword lists;
- using age-appropriate reading materials;
- using concrete apparatus, manipulatives, visual aids and worked examples;
- breaking instructions and tasks into manageable steps;
- providing additional processing time;
- using movement breaks, quiet signals and predictable routines;



- modelling and rehearsing clear expectations; and
- using specific praise to reinforce effort, independence and successful learning behaviours.

Adaptations should remove barriers without lowering expectations or unnecessarily reducing the intended curriculum.

Teach

Students with SEND benefit first and foremost from high-quality teaching. Teachers are expected to teach to the academy's Teaching and Learning Framework, using the Learning Loop and its research-informed approaches to support all students.

This includes:

- clear explanation and explicit modelling;
- careful sequencing and chunking of new knowledge;
- teaching essential vocabulary directly;
- guided practice before independent work;
- regular checks for understanding;
- targeted questioning, including planned questions for students with SEND;
- addressing misconceptions promptly;
- using scaffolds and withdrawing them as students become more confident;
- prioritising identified students when circulating and checking work;
- providing timely verbal and written feedback; and
- ensuring students have sufficient successful practice before moving on.

Learning Support Assistants should support access, participation and independence under the direction of the teacher. Responsibility for the student's learning, progress and assessment remains with the classroom teacher.

The **Know, Adapt, Teach** model should be applied alongside the detailed expectations set out within the Teaching and Learning Framework. It is intended to support consistent inclusive practice and informed professional judgement; it is not a separate intervention programme or a prescribed script.

Adaptation should enable students to access the intended curriculum. Where a curriculum adaptation is required, this should be agreed in liaison with the SENDCo, Subject Leader and Teaching and Learning Lead. A Curriculum Change Form must also be completed and approved before any changes are made to the curriculum.

7. Assessment framework

7.1 Short-term assessment: checking understanding

Short-term formative assessment occurs during everyday teaching. Methods may include retrieval activities, questioning, mini-whiteboards, low-stakes quizzes, observation, discussion, practical work, short written



responses, live review of students' work and exit tasks. Formative assessment should influence what the teacher does next.

7.2 Medium-term assessment: curriculum assessment

Subjects will use planned assessments to evaluate how securely students have learned important curriculum content. Summative assessment should normally take place around every 20 lessons, as identified in the Subject Assessment Plan. This is an approximate planning expectation rather than a rigid rule: assessment points should be deliberately placed where they provide useful and valid evidence.

- reflect the content students have been taught;
- assess identified curriculum end points;
- sample knowledge from across the relevant sequence;
- include an appropriate balance of recent and earlier learning;
- identify content requiring reteaching;
- support reliable judgements; and
- be included within the Subject Assessment Plan.

7.3 Long-term assessment: progress captures

Formal progress captures provide a periodic summary of students' attainment, progress and Attitude to Learning. Their timing and content will be set out in the academy's annual assessment and reporting calendar.

8. Subject Assessment Plans

- the purpose of each significant assessment;
- the curriculum content assessed;
- the year groups and courses covered;
- approximate timing, including summative assessment around every 20 lessons where appropriate;
- the assessment format;
- how the assessment will be marked or judged;
- how consistency will be secured;
- how results will be recorded;
- how students will receive feedback;
- how misconceptions will be addressed; and
- how assessment information will inform curriculum planning and intervention.

9. Designing assessments

9.1 Valid

The assessment should measure the curriculum knowledge or skill it is intended to assess.

9.2 Reliable

The outcome should be sufficiently consistent to support its intended use. Reliability may be strengthened through shared tasks, agreed mark schemes, exemplar material, moderation and standardisation.



9.3 Fair and accessible

Students should be given an appropriate opportunity to demonstrate what they know. Assessment design should consider clarity of language, reasonable adjustments, approved access arrangements and unintended barriers.

9.4 Proportionate

The length and frequency of assessment should be justified by its educational purpose and the information gained.

10. Marking and feedback

10.1 Principles

The ultimate purpose of feedback is to improve student learning. Feedback may be verbal, written, whole-class, individual, immediate, delayed, teacher-led, supported by peer or self-assessment, or provided through models and worked examples.

Teachers will use purple pen for written marking and feedback. Students will use green pen to respond to feedback, correct work and make improvements.

10.2 What Went Well and Even Better If

For significant written or assessed work, teachers will identify what has gone well (WWW) and what would make the work even better (EBI). Feedback should be specific, focused on the most important next step and capable of being acted upon by the student.

- WWW identifies a genuine strength linked to the learning or success criteria;
- EBI identifies a clear and achievable improvement;
- students are given an opportunity to respond in green pen; and
- teachers check the response where necessary to determine whether improvement has occurred.

10.3 Proportionate feedback

Not every piece of work requires extensive written marking. Teachers should use professional judgement to select the feedback method that will have the greatest impact. However, where written feedback is provided, the academy's purple-pen and green-pen convention and WWW/EBI approach must be followed.

10.4 Whole-class, self and peer feedback

Whole-class feedback may be used to address common strengths, misconceptions and errors. Self-assessment and peer assessment may be used where students understand the expected standard, have suitable criteria or models and have been taught how to provide useful feedback.



11. Moderation and standardisation

Subject leaders must ensure that assessment judgements are sufficiently accurate and consistent for their intended purpose. This may include agreeing criteria, collaborative marking, standardisation, sample review, use of examination-board exemplars, review of anomalies and participation in Trust or external moderation.

12. Recording and using assessment information

- identify content requiring reteaching;
- plan subsequent teaching;
- provide support or challenge;
- identify students who are falling behind;
- evaluate outcomes for disadvantaged students and students with SEND;
- inform intervention;
- review curriculum sequencing;
- support discussions with students and parents;
- inform Subject Raising Standards Plans; and
- evaluate curriculum implementation.

13. Targets, working grades and Attitude to Learning

Targets provide a reference point for ambition and progress but do not place a ceiling on achievement. At Key Stage 4, working grades should represent the teacher's best evidence-based judgement of the standard at which the student is currently working. Attitude to Learning judgements must remain distinct from attainment and be based on published academy descriptors.

14. Internal and external examinations

Internal examinations, including mock examinations, are used to assess cumulative curriculum knowledge, prepare students for public examinations and inform revision, intervention, tier and entry decisions. The academy may mirror JCQ conditions during mock examinations. External examinations and regulated assessments will be conducted in accordance with awarding-organisation requirements, current JCQ regulations and the academy's examinations and non-examination assessment policies.

15. Reporting to parents and carers

The academy will report formally to parents and carers in accordance with its annual reporting calendar. Reporting may include attendance, Attitude to Learning, current attainment or working grades, targets, assessment or examination results, strengths and areas for improvement. Reports must be accurate, understandable and compliant with data-protection requirements.

16. Intervention and Raising Standards

- reteaching curriculum content;
- adapting future teaching;
- additional guided practice;



- additional reading or vocabulary support;
- subject intervention or mentoring;
- communication with parents or carers;
- review of attendance and punctuality;
- SEND review or reasonable adjustments;
- review through the Inclusion Panel where appropriate; and
- review of examination tier or entry.

Subject leaders will use assessment and examination information to update their Subject Raising Standards Plans. Subject Outturn meetings at the start of the Autumn term will review examination outcomes and identify priorities for curriculum, teaching, assessment and intervention.

17. Roles and responsibilities

17.1 Sussex Learning Trust

- set relevant Trust expectations;
- provide assurance, support and challenge;
- support moderation and professional development; and
- monitor standards and outcomes.

17.2 Local Governing Body

- monitor implementation;
- consider outcomes for different student groups;
- challenge leaders about significant variation or underachievement; and
- seek assurance about SEND, equality and workload.

17.3 Headteacher

- ensure that the policy is implemented;
- secure consistently strong teaching and assessment;
- ensure responsibilities are clear;
- provide appropriate staffing, resources and professional development; and
- address significant inconsistency or underperformance.

17.4 Senior leaders

- lead teaching, learning and assessment strategy;
- maintain clear academy expectations;
- coordinate the assessment and reporting calendar;
- monitor implementation;
- support and challenge subject leaders; and
- ensure quality assurance leads to action.



17.5 Subject leaders

- ensure that teaching implements the intended curriculum;
- maintain a clear Subject Assessment Plan;
- ensure assessments are valid and appropriately sequenced;
- secure moderation and standardisation;
- monitor teaching, work and assessment;
- update the Subject Raising Standards Plan; and
- follow up agreed actions.

17.6 Teachers

- know and teach the planned curriculum;
- teach to the Teaching and Learning Framework using professional judgement;
- maintain high expectations;
- check understanding and adapt teaching;
- plan purposeful assessment;
- provide feedback using teacher purple pen, student green pen and WWW/EBI for significant work;
- participate in moderation;
- make reasonable adjustments; and
- implement agreed interventions.

17.7 Learning Support Assistants

- support access to teaching and assessment under the direction of the teacher;
- use agreed strategies;
- promote student independence;
- support reasonable adjustments; and
- avoid completing assessed work for students.

17.8 Students

- participate actively;
- complete independent work and assessments honestly;
- respond to feedback in green pen;
- complete required improvements;
- prepare appropriately for assessments; and
- ask for support when needed.

17.9 Parents and carers

- support attendance, homework and revision;
- engage with reports and consultation meetings;
- encourage independence;
- raise concerns promptly; and
- work with staff where additional support is required.



18. Professional development and quality assurance

The academy will provide professional development according to identified need. Teaching, learning and assessment will be evaluated through curriculum documentation, classroom visits, learning walks, work scrutiny, assessment materials, moderation, student voice, staff discussion, outcomes, Subject Outturn meetings, subject reviews and follow-up of previous actions. No single activity will be used to make a definitive judgement about the quality of a teacher or subject.

19. Equality, SEND, safeguarding and data protection

Teaching and assessment must be implemented in accordance with the Equality Act 2010 and the academy's safeguarding and data-protection procedures. Leaders and teachers must consider reasonable adjustments, approved access arrangements, accessibility, potential bias, barriers arising from disadvantage and the need to maintain high expectations. Assessment information must be accurate, secure and shared only with authorised individuals.

20. Concerns and complaints

Concerns about teaching, assessment, feedback, reporting or reasonable adjustments should normally be raised first with the relevant teacher or subject leader. Where the matter is not resolved, it may be referred to the appropriate senior leader. Formal complaints will be considered under the academy's complaints procedure.

21. Monitoring and review

The Headteacher will ensure that this policy is implemented and reviewed. It will normally be reviewed annually, or sooner where statutory, Trust, examination, teaching, assessment or reporting requirements change.



Appendix 1: Learning Loop overview

Phase	Primary purpose	Typical practice
Do Now	Retrieve prior knowledge and establish readiness	Silent retrieval, recall, recap or prerequisite check
Big Picture	Clarify what is being learned and its place in the curriculum	What, how and why; links with prior and future learning
I Do	Introduce and model new learning	Explanation, modelling, vocabulary and worked examples
We Do	Guide initial application	Joint practice, questioning, scaffolding and correction
You Do	Secure independent application	Purposeful independent work with appropriate challenge
Evaluate	Determine what has been learned	Questioning, review, short task, demonstration or knowledge check

Appendix 2: Assessment quality checklist

Question	Requirement
What is its purpose?	The intended use is clear.
What curriculum content is assessed?	The assessment reflects what has been taught.
Is it valid?	It measures the intended knowledge or skill.
Is it reliable enough?	The result is sufficiently dependable for its intended use.
Is it accessible?	Language, format and reasonable adjustments have been considered.
Is it proportionate?	The information gained justifies the time and workload.
How will it be marked?	Criteria or mark schemes are clear.
How will consistency be checked?	Appropriate moderation or standardisation is planned.
What will happen afterwards?	Feedback, reteaching or intervention is identified.



Appendix 3: Teaching and Learning Framework

The full Teaching and Learning Framework sets out the detailed practices that sit behind the Learning Loop. Teachers are expected to teach to the framework, applying it as research-informed best practice rather than as a rigid script.



Teaching & Learning Framework



	What is it?	How to plan it?	How to deliver it?
Ready to learn	Do Now - Recap and retrieval of prior knowledge - Accessible without teacher guidance 5 minutes	Questions: - Multiple Choice Questions (MCQs); short answer questions; open-ended prompts - Matching activity - Match key vocabulary to definitions; label a diagram - Cloze task - fill in the gaps; definitions of key vocabulary	- Ensure the Do Now is on the board - Meet and greet students at the classroom threshold. Check uniform - Prompt students to complete the Do Now task - Ensure the corridor is clear of students - Take the register in silence - Check answers, provide feedback & note any major misconceptions that will hold up the lesson. Do not start to teach major misconceptions
The Big Picture	Students understand: - the core knowledge of the lesson and how they will achieve it - where the lesson fits within the curriculum 2 minutes	What? - Start the What? with a stage from Blooms (Remember; Understand; Apply; Analyse; Evaluate; Create) - Option 1 - Bloom's progression - classification of learning objectives into levels of complexity - Option 2 - Steps to Success - Task based steps to achieve the core knowledge Why? - Connect to prior knowledge - Make it relevant to them (the hook) by linking to their lived experiences and their interests	- Cold call three separate students to read the What?, How? and Why? - Clarify the core knowledge of the lesson - Check for 100% understanding and adapt teaching to reach this
New Learning	I Do Knowledge is delivered through adapted delivery 8 minutes	- Use clear models and worked examples to reduce cognitive load and show what success looks like. - Prepare a question or task (with mark scheme) to demonstrate how to apply the new knowledge. This could be the 'How?' - Make abstract ideas tangible using analogies, metaphors, or familiar comparisons. - Be explicit with essential keywords. - Use clear, simple language and support explanations with visual aids. Sentence stems: "I read that/The text stated..." "I already know / I think that this is similar to..." "I learned..." "I agree with/ I disagree with..."	Accompanying slides are sparse - Deliver scripted or pre-planned teacher talk breaking down the concept/skill/ knowledge into manageable steps: - Demonstrate each step while narrating your thinking aloud to make expert thinking visible - Refer to your mark scheme for the question/ task and demonstrate how it meets the criteria - Check for 100% understanding and adapt teaching to reach this: - Everybody writes: Students write their ideas on a prompt before discussing with a group/ teacher - Turn and Talk: Students briefly turn to a partner and discuss a question, idea, or prompt before the teacher takes answers. Provide sentence stems to develop pupils' oracy and quality of responses - Cold call differentiated questions to specific students (PP/ SEND/ Vul.) Use carefully considered questions to probe student's answers. Questioning should: - use Pose, Pause, Pounce and Bounce - provide sentence stems to develop pupils' oracy and quality of responses - be precise about the type of answer they are looking for – what misconception can it help reveal? - distinguish between a poorly considered answer and a rich answer – do not accept 'almost answers' Keywords: Choral Repetition Step 1: Introduction - say, spell, define and explain etymology Step 2: Say the keyword (repeat twice) Step 3: Spell the keyword (repeat twice) Step 4: Define the keyword (repeat twice) Step 5: Select individual students (repeat twice) Step 6: Introduce more keywords (repeat steps 1-5) Step 7: Put keywords into a sentence
Build it together	We Do Modelling ensures all students know the steps to achieve the core knowledge 10/15 minutes	- Provide clear models and worked examples to reduce cognitive load and show students exactly what success looks like - Prepare to address common mistakes or misconceptions Checkpoint (hinge task) - Prepare a question(s)/task that matches the task just modelled with the class. This should take a few minutes to complete. - The question(s)/ task presented should, when answered, give you an accurate understanding of the students' ability to achieve the core knowledge	- Use guided practice immediately on whiteboards/ in books after modelling in New Learning to ensure students rehearse the steps while they are still secure. - Demonstrate each step while narrating your thinking aloud to make expert thinking visible - gradually reducing scaffolds as proficiency increases - Refer to your mark scheme for the question/ task and demonstrate how it meets the criteria - Students self-assess their work with reference to the mark-scheme - Students share their work/ score. Address common mistakes or misconceptions, noting them. Checkpoint (hinge task) - Students work independently on a further question(s) for a set amount of time, e.g. 3 minutes. - Students self-assess against the mark scheme and record this on their whiteboards/ in their books - Students share their work/ score. Address common mistakes or misconceptions, noting them. - Ensure students practise frequently with high success before moving to independent work - Group students for focused support - Cold call selected (PP/ SEND/ Vul.) student/s to explain what they need to do in the Show me on your own phase
Show me on your own	You Do Layers of scaffolding enable students to demonstrate knowledge through completion of independent work 15/20 minutes	- Set tasks that are achievable in the time given. - Present all instructions clearly on a single slide. - Provide scaffolds (sentence stems, examples, writing frames) and remove them as students become confident. - Include opportunities for extended writing. - Add a challenge task that extends learning in breadth (different context) or depth (more complex examples)	- Remind students of agreed volume. - Provide scaffolds for difficult tasks—sentence stems, worked examples, writing frames Teacher Support - Support focus students; others work independently. - Once focus students are able to work independently, circulate and monitor identified students (PP/ SEND/ Vul.) first. - Live marking. Provide verbal and written feedback in exercise books. Ask students to write down your feedback and then initial it. - withdraw scaffolds when students no longer need them. - Remind students of time remaining and expected lesson progress - For extended writing tasks, set an expectation on the amount of writing that should have taken place
Evaluate	Knowledge check Knowledge is checked to determine whether pupils have mastered today's learning 10 minutes	Select students work from the lesson Assessment for Learning Task Questions: - Multiple Choice Questions (MCQs); short answer questions; open-ended prompts - Matching activity - Match key vocabulary to definitions; label a diagram - Cloze task - fill in the gaps; definitions of key vocabulary	- Knowledge check Option 1: - Select suitable work to show - Mark work against success criteria - Cold call students (PP/ SEND/ Vul. first) to evaluate the work and provide positive comments and areas for improvement. - Option 2: Provide an <i>assessment for learning task</i> and give feedback. e.g. use a regular, cumulative review to strengthen retention and to check whether learning has transferred into long-term memory - Option 3: Cold call students (PP/ SEND/ Vul. first) to recap what they have learnt. Connect to the lesson What?, How and Why? - Set homework - Inform students of the next lesson's content - Dismissal: Tidy up; stand behind chairs in silence; check uniform; give recognition (R3); dismiss row by row Ensure marking prioritises PP/ SEND/ Vul. books



Know

- A printed, annotated seating plan is used and regularly updated to note individual adaptations.
- Students are positioned to gain the best support and reduce distraction.
- Student Passport printed, understood, and enacted.

Adapt - Classroom Environment

- Access to a reduced-stimulus space.
- Lighting and

Adapt - Resources & Materials

- Buff paper/overlays.
- Word banks, writing frames, sentence starters.
- Age-appropriate reading materials.
- Concrete

Adapt - Behavioural & Emotional Regulation

- Movement breaks.
- Quiet signals/routines.
- Specific praise for effort.
- Encourage peer support.
- Clear expectations

Teach
Teach to the TLF



Document Version Control

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