



Parkland

Primary School

Learning together

Reading

Subject Policy

Subject Leaders:

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Rationale

This policy outlines the intent, implementation and intended impact for the teaching, leadership and assessment of Reading at Parkland Primary School. The school's policy for Reading follows the 2014 National Curriculum Framework and the Early Years Foundation Stage Framework.

Our Mission

At Parkland Primary School, we believe that every child in our school community should have *Limitless Learning* opportunities. We all have the ability to succeed and our school works hard to ensure that our pupils can *Discover their Potential*.

Our Values: Grow, Believe, Achieve, Succeed

Intent

At Parkland Primary School we have worked together to create a shared language for learning (Appendix 1). Underpinning this and all curriculum design is our whole school definition of learning:

'Learning is the process of building on and strengthening the connections in your brain.'

A high-quality reading curriculum ensures pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

The National Curriculum for reading aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

Curriculum Drivers

At Parkland Primary School, through the delivery of a high-quality reading curriculum we aspire for our pupils to be...



CONFIDENT LEARNERS through...

- Allowing pupils to have high aspirations and achieve their personal best.
- Providing exceptional opportunities for pupils' personal development.
- Developing the characteristics of confident individuals.
- Providing blended learning opportunities through the use of high-quality technology to support curriculum delivery



SUCCESSFUL LEARNERS through...

- Culturing a lifelong love of reading.
- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.
- Preparing pupils for the next stage in their education and for the world of work.
- Providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.



RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum and understanding of their role in building a sustainable world.
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain.
- Offering a wide range of rich experiences in the curriculum and wider curriculum for personal development.

Implementation

How reading is planned and taught:

Teachers work collaboratively to plan reading. Reading is planned using progression maps and knowledge mapping to ensure the teaching is designed to help learners to remember in the long term, the content they have been taught and to integrate new knowledge into larger concepts. (See Appendix 2 and 3)

For the reading curriculum we block learning and re-visit practice over time through a spaced practise approach (Learning Scientists, 2016), as research suggests this will lead to better long-term application of the skills.

Opportunities for retrieval practise occur in two places in the curriculum:

- **Daily review** to activate prior learning forms the start of most lessons.
- **Retrieval practice** of each of the reading skills will take place over the three terms, with priority being given to retrieval, inference and word meaning.

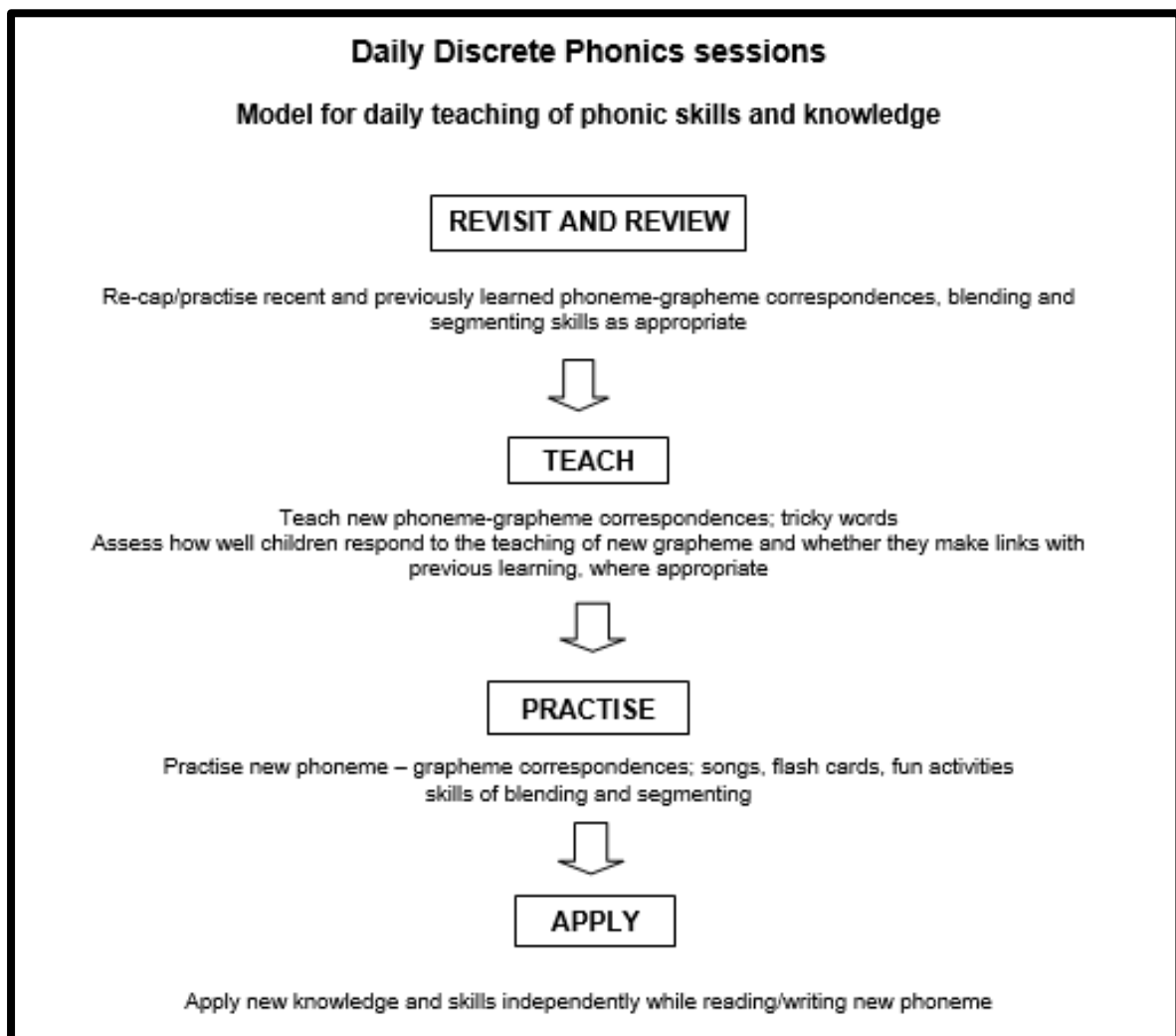
EYFS: (See Phonics Policy/Appendix 7)

At Parkland, early reading is taught through the teaching of phonics using Letters and Sounds (DFE,2013). This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught through a daily 20 minutes phonics session to:

- Discriminate between the separate sounds in words;
- Learn the letters and letter combinations most commonly used to spell words;
- Read words by sounding out and blending their separate parts;
- Study written representations of a sound and how it looks;
- Recognise on sight vocabulary identified as 'Tricky words'.

Reading is also taught through story-time and Guided Reading sessions, where teachers will provide opportunities for children to practise and consolidate their phonic and reading skills. The children are given opportunities to apply their phonic skills throughout the day during phonics teaching, and independent reading to an adult.

A typical EYFS and KS1 daily phonic lesson structure:



Phonics

Key Stage 1 continues to follow Letters and Sounds to increase the children's phonetic knowledge. Phonics is taught in discrete 20-30 minute daily sessions, with opportunities provided for children to apply their knowledge throughout the day in both reading and writing lessons.

Reading Lessons

Reading is taught 3-4 times per week to develop children's reading and comprehension skills. The high-quality texts chosen will be age-appropriate and aim to develop specific comprehension skills. The explicit teaching of comprehension is key to developing confident readers who engage with and understand the text.

Reading aloud is a fundamental reading skill. During reading lessons, prosody will be explicitly modelled to highlight good timing, phrasing, emphasis, and intonation when reading. Research shows strong links between oral reading prosody and general reading achievement.

Opportunities are provided for children to apply taught skills both guided and independently during whole class reading lessons and 1:1 reading with an adult.



Comprehension skills using the reading dogs will be used, and referred to, during Guided Reading lessons and when teachers are reading a class text or a story.

Independent Reading

Children are provided with the opportunity to read with an adult at least once a week to practise and consolidate their reading and comprehension skills. Children who are not reading at ARE will be heard at least 3 times per week by an adult to help develop their phonic and reading skills.

Each child is provided with a reading folder, a reading book at the appropriate level and a home/school reading journal. Staff and parents will write in the journal when a child has read. Children may also be given phonic sounds, high frequency words or common exception words to practise at home.

Incentives (Appendix 12)

Regularly on a Friday in EYFS and KS1, a reader will be chosen to take home the bedtime story bag. In each class, a reader of the week will be chosen and awarded a reading certificate and a bookmark. Every half term, three children from each of the EYFS and KS1 classes will be given a reading award.

Structure of a KS1 reading lesson

The reading texts you use should be based on your topic, however, please try to include a variety of fiction, non-fiction and poetry texts. Each reading lesson lasts approximately 20-30 minutes

	Fluency	Lesson focus	Suggested content of lessons
Lesson 1	Fluency (HF words)	Vocabulary (1a) Fluency	<ul style="list-style-type: none"> It will focus on unknown or challenging vocabulary taken from the text. The children will need to have a good understanding of the meanings of the words in the text in order to be able to comprehend it. 'A reader must know at least 90% of the words in a text to comprehend it,' Nagy and Scott 2000 The lesson should include fluency of words from the text, matching words to definitions, matching words to pictures, sharing children's definitions and understanding. Modelled segmenting and blending of words leading to increased fluency to support children when reading the text.
Lesson 2	Fluency (varied EARS fluency task)	Prediction (1e) Shared reading of the text - identify and explain key aspects of the text (1b) (1c)	<ul style="list-style-type: none"> This lesson is about sharing and discussing the features of the text with the children. Children will use their prediction skills to think about the type of text, what the text may be about, with children given opportunities to justify their response. The lesson could involve a variety of ways of reading the text, E.g. teacher reading, echo reading, choral reading, children saying aloud word when teacher pauses, stand up/sit down at the end of each sentence, reading in pairs. You should allow time to discuss the different features of the text and time for questioning, so the children can offer opinions, share ideas and understand the specific features. Teachers can also assess children's understanding.
Lesson 3/4 Evidence from this session will be recorded in Guided Reading books.	Fluency (varied EARS fluency task)	Guided and Independent practice (see grid below for coverage of skills)	<ul style="list-style-type: none"> In this lesson you will specifically teach the children how to answer questions based on the content domain for that week. Content domains: 1a, 1b, 1c, 1d, 1e, 1g. Discuss and agree strategies that should/could be used to answer each type of question. Model the thought process as you work through a selection of questions together, the children need to understand how to answer the questions and where to look for the answers in the text. The modelling of answers and feedback on the questions are an important part of the lesson. Children then have a go at applying the taught skills and answer some questions independently. During this part of the lesson, the teacher may choose to work with a group of children who require more support. Ensure you have challenge tasks/activities ready for those who complete the questions quicker than the rest. Once the children have answered the questions, spend time feeding back and discussing the answers. <p>(Use the content domain document for examples of question stems/types)</p>

Coverage of content domains in KS1 (Appendix 3)

1a: Draw on knowledge of vocabulary to understand texts

1b: Identify and explain key aspects of fiction and non-fiction, such as: characters, events, titles and information

1c: Identify and explain the sequence of events in texts.

1d: Make inferences from the text

1e: Predict what might happen on the basis of what has been read so far

1g: Identify and explain interesting words and phrases

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn term 1	Retrieval(1b)	Retrieval(1b)	Retrieval(1b)	Retrieval(1b)	Retrieval(1b)	Retrieval(1b)
Autumn term 2	Inference (1d)	Retrieval(1b)	Inference (1d)	Retrieval(1b)	Inference (1d)	Retrieval(1b)
Spring term 1	Vocabulary (1a)	Retrieval (1b) and Inference (1d)	Prediction (1e)	Summarising (2c)	Vocabulary (1a) (1g) and Summarising (2c)	Retrieval (1b) and Inference (1d)
Spring term 2	Identify words and phrases (1g)	Vocabulary (1a)(1g)	Retrieval (2b) and summarising (2c)	Prediction (1e) and Inference (1d)	Retrieval (1b) and Inference (1d)	Identify words and phrases (1g)
Summer term	During the Summer term, AfL is used to identify which content domains a class may need to focus on further.					

Key Stage 2

Reading Progression Document (Appendix 2)

The Reading Progression Document is used to help teachers to plan their lessons, ensuring that the reading skills the children require are taught and revisited throughout the year.

Key stage 2 pupils are taught using daily 30-minute reading lesson.

Within these sessions a range of reading skills are taught to the children based on the national curriculum expectations. The areas of the curriculum are divided up into the 7 content domains -

- 2a: Give/explain the meaning of words in context
- 2b: Retrieve and record information / identify key details from fiction and non-fiction
- 2c: Summarise main ideas from more than one paragraph
- 2d: Make inferences from the text / explain and justify inferences with evidence from the text
- 2e: Predict what might happen from details stated and implied
- 2f: Identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g: Identify / explain how meaning is enhanced through choice of words and phrases
- 2h: Make comparisons within the text

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn term 1	2b - Retrieval	2a - Word Meaning	2d- Inference	2d - Inference 2b - Retrieval	2c - Summarising	2e - Prediction
Autumn term 2	2a - Word meaning	2f - how content relates and contributes to meaning as a whole	2b - Retrieval	2g- how meaning is enhanced through word and phrase choices	2d - Inference	2h- Make comparisons
Spring term 1	2b - Retrieval 2f - how content relates and contributes to meaning as a whole	2b - Retrieval 2c - summarising	2a - Word meaning 2d - Inference	2d - Inference 2h - Make comparisons	2e - Prediction	
Spring term 2	2a - word meaning 2b - Retrieval	2b - Retrieval 2f - how content relates and contributes to meaning as a whole	2c - summarising 2d - Inference	2d - Inference 2g - how meaning is enhanced through word and phrase choices	2e - Prediction 2h - making comparisons	
Summer term	During the Summer term, use your AfL to identify which content domains your class need to focus further on.					

For any additional weeks, use AfL to adapt teaching required for an individual class.

Progression for teaching of the content domains

The **Reading dogs** are used to help the children identify the content domains (Appendix 9).



Structure of KS2 Reading lessons

Structure of KS2 reading lesson

The reading texts used should be based on the current topic, however, please try to include a variety of fiction, non-fiction and poetry texts.

	Lesson focus	Suggested content of lessons (Each reading lesson lasts approximately 30 minutes)
Monday	Vocabulary	<ul style="list-style-type: none"> This lesson will focus on unknown or challenging vocabulary taken from the text for the week. The children will need to have a good understanding of the meanings of the words in the text in order to be able to comprehend it. Teachers to use concrete examples, photos, videos to help with understanding. 'A reader must know at least 90% of the words in a text to comprehend it,' Nagy and Scott 2000 The lesson may include reading the words fluently, dictionary work, matching words to definitions, matching words to pictures, sharing children's definitions and understanding.
Tuesday	Shared reading of the text	<ul style="list-style-type: none"> This lesson is about sharing the text with the children and helping them to be able to read for fluency and understanding. The lesson could involve a variety of ways of reading the text, e.g. teacher reading, echo reading, choral reading, children saying aloud word when teacher pauses, stand up/sit down at the end of each sentence, reading in pairs, back to back. The lesson may have a different focus each week. E.g. Pronoun tracking, punctuation, conjunctions, dialogue, etc. Along with the skills of 'A good reader' - Predict, wonder and question; visualisation; so basically, You should allow time for discussion and questions about what they have read so the children all have a clear understanding of the text by the end of the lesson. See APPENDIX 15 for Oral reading strategies.
Wednesday	Guided practice	<ul style="list-style-type: none"> In this lesson you will specifically teach the children how to answer questions based on the content domain for that week. Content domains: (See Appendix 3 - Content domains progression document which contains examples of question types) Discuss and agree strategies that should/could be used to answer each type of question. Model the thought process as you work through a selection of questions together, the children need to be clear in how to answer the questions and where to look for the answers in the text. The modelling of answers and feedback on the questions are important parts of the lesson. The children should correct any answers in purple pen. Do 3 or 4 questions together as a class then 3 or questions in the children's books, working in pairs.
Thursday	Independent practice	<ul style="list-style-type: none"> This lesson will continue to focus on the same content domain as Wednesday's lesson. Here the children will apply their skills and knowledge from the guided practice lesson to answer questions independently. During this lesson, the teacher may choose to work with a group of children who require more support. Ensure you have challenge tasks/activities ready for those who complete the questions quicker than the rest. Once the children have answered the questions, spend time feeding back and discussing the answers. Make sure the children are clear about where/how to find the answers in the text and they correct any errors in purple pen. See Appendix 3 and 4 for examples of question stems/types
Friday	Tier 2 words and etymology	<ul style="list-style-type: none"> This lesson will focus on helping the children to understand the meanings of 2/3 Tier 2 words and apply them in different contexts. Suggested activities could be to find dictionary definitions, match meanings to words, work out which definition may be incorrect, use the word in their own sentence, test a friend, make flash cards. You may wish to use templates from Appendix 5

Fluency

An additional document called 'What is fluency?' (**Appendix 13**), explains how fluency should be taught at Parkland Primary School. The Megabook of Fluency:

<https://www.scholastic.com/pro/TheMegabookOfFluency.html> (password - expressive) is used to support the planning of fluency activities for Guided Reading lessons.

Tier 2 words, and common exception words (in spelling), should become automatically recognised and read by the children. This can be done by using a powerpoint with these words appearing on the screen to support automaticity and fluency.

Independent Reading

Children will be given time to read their own reading book. This book should be at an appropriate level for their reading ability. Teachers/support staff will aim to hear targeted readers three times a week.

As a school, we use Accelerated Reader to monitor and assess the children's reading ability. Children take a STAR reader test 3 or 4 times per year to check their reading progress and ensure they are reading books at the correct level (ZPD level)

Children will have a reading folder which will contain their reading book and reading record. This will be taken home at the end of each day and returned the following day. Children, parents and teachers should record which book the child is reading, how often they read, along with any tricky words or comments about the reading.

Incentives (Appendix 12)

In KS2, the children work towards achieving their Bronze, Silver and Gold awards. They will have to get at least 85% on the AR test for each book and read the specified number of books to gain each award. A certificate will be presented for Bronze, Silver and Gold, the children also receive a badge if they get a Gold reading award.

For any children who complete these three awards they will work towards the 'Millionaire Club award'. This is where the children have to read a million words, a certificate and book voucher will be awarded to anyone who achieves the 'Millionaires Club Award'.

Class Text (Whole School Reading Spine - Appendix 10)

Each class will have a class text that is read to the children by the teacher. Research shows that teachers reading aloud to the class is one of the most important things in a school day, enabling children to experience and enjoy stories that they might not otherwise hear. By reading well-chosen books aloud, teachers help classes to become communities of readers - ensuring children have the opportunity to share a wide repertoire of books which they can enjoy, learn from, and talk about - discussing different opinions and ideas. The text will often be based around the topic that they are working on, in order to deepen their knowledge and engage their interest.

Love of Reading (Recommended reads for each year group - Appendix 11)

All classes have an engaging reading area that is dedicated to promoting reading as a socially engaging activity that is valued and encouraged. These areas are where a variety of books and information about books are attractively displayed. Children are encouraged to browse, choose and read books to create a positive ethos to engage children to read for pleasure.

Poetry (Appendix 8)

At Parkland Primary, we are committed to providing our children with the opportunity to explore and appreciate a variety of different literary styles. As such, each year group will learn, and be able to recite, one poem per term from a broad range of poetry written by different poets. The poems selected are high-quality, classic poems that include a wide breadth of content, style and will provide the children with an opportunity to learn, analyse and discuss the poems. The poems will be shared in a class assembly, with the whole year group reciting the poem together. This links to the spoken language strand of the National Curriculum, enabling the children to develop their oracy and performance skills.

Blended learning

As part of our blended learning offer, we subscribe to MyOn which provides a wide range of reading materials for children to access across the school. Teachers can use this resource for whole class teaching, interventions and/or for children to access independently. Projects can be set for homework or to be completed in class, these can be linked to wider curriculum topics, if appropriate.

School Library

The school library has a variety of fiction and non-fiction books for the children to enjoy and choose from. The library is an engaging area that promotes a love of reading. Year 4 and 5 have their own dedicated library area in their buildings. Alongside this in KS1, there is a reading bus that delivers books to classes for children to choose new reading material.

Rosenshine's Principles of Instruction:

Parkland Primary School prides itself on being a research informed school. Following staff training on Rosenshine's Principles in Action (Sherrington and Caviglioli, 2019) school teachers are expected to actively present material and structure lessons using the ten principles of instruction below. These principles not only facilitate the memorising of information but allow pupils to understand it as an integrated whole, and to recognise the relationships between the parts. This **does not** mean that every lesson needs to follow the exact structure or sequence and this is **not** intended to be used as checklist for each lesson; these elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in different ways and at different times.

Principles of Instruction:

1. **Daily Review** - lessons begin with a short review of previous learning to re-activate recently acquired knowledge.
2. **Present new material using small steps** - recognise the limitations of the working memory by breaking down concepts and procedures into small steps.
3. **Ask questions** - teachers need to ask large numbers of questions to check for understanding
4. **Provide models** - a central feature of giving good explanations. These may include concrete models to aid abstract concepts, worked narrative examples modelling a process
5. **Guide student practice** - give time to guide student practice supported by modelling, corrective feedback and re-teaching where gaps remain.

6. **Check for student understanding** – teachers use their questioning to ascertain from as many children as possible what they have understood? A range of questioning strategies below can be used to do this (see below).
7. **Obtain a high success rate** – teachers need to engineer a high success rate (around 80%) where children are reinforcing error-free, secure learning, improving fluency and confidence providing a platform for independent practice. However, it is still important pupils are challenged here (a success rate a 90%+ is too high).
8. **Provide scaffolds for difficult tasks** – temporary aids may be required to support children in developing a level of independence but are withdrawn at the right point so that pupils don't become reliant upon them.
9. **Independent Practice** – here teachers need to construct learning so that students are able to do challenging things by themselves without help. It is important that the material that students practise is the same as during guided practise for appropriate levels of success to be secured
10. **Weekly and Monthly Review** – to ensure that previously learned material is not forgotten and break the forgetting curve. A variety of retrieval techniques can be used to do this.

Questioning Strategies used at Parkland Primary School:

- How do you know? Justify Why?
- What's the same? What's different?
- Think - Pair - Share
- Cold call (no hands up)
- No opt out (bounce back if a child isn't able to answer initially)
- Probing questions (staying with a child to probe deeper to check understanding)
- Say it again better (ask children to rephrase answers a second time to build a deeper, higher quality answer)
- Agree, Disagree, Add your own... (to structure class discussion around a question)
- Whole class response: choral, whiteboard, ABCD, thumbs up + down for true or false

Marking

In KS2 guided reading lessons, the children are expected to self-mark their answers during whole class feedback: yellow for correct and blue for incorrect. This enables the teacher to assess who needs support or further challenges, and time is provided for children to self-correct their answers in purple pen. (See Whole School Feedback policy for extra guidance).

Challenge

Children are challenged throughout the lessons by directed questioning, but they can also be challenged further through Digging Deeper tasks. The Digging Deeper tasks focus on the Greater Depth skills of open-ended challenge, creating their own tasks and proving and justifying their reasoning.

Inclusion and Equal Opportunities (challenge for all):

In line with our mission statement, we believe every child will have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world. Regardless of race, gender, cultural background, ability or Special Educational Needs or Disability.

If a child has a special educational need of disability, we will do our very best to ensure we meet that child's individual needs when accessing the Reading curriculum. We comply with the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will liaise with the in school SENDCO to arrange appropriate assessment of need and set up personal provision through initially writing a Personalised Provision Plan. In some cases, where the demands of the curriculum may be too much, this may involve the use of PIVATS targets to track small step progress for this child or differentiation within the classroom environment to meet the needs of that child.

Impact

Assessing Progress

Formative Assessment:

Pupils' progress will be assessed using regular formative assessment in lessons through strategies such as questioning, regular retrieval practice, quizzing, independent learning tasks and assessment of work in books. Verbal feedback is used to support children's development through 1:1 reading, small group reading and whole class learning. Teachers explicitly model the reading skills required during lessons to address misconceptions and improve the reading and comprehension skills of children. Teachers use assessment frameworks on an on-going formative basis to inform next steps.

In KS2, the children use Accelerated Reader quizzes to assess their understanding and comprehension of the text they have read. Teachers use this information to guide which books the children read.

Summative Assessment:

Assessing long-term learning:

Key Stage 1

- Phonic assessments (Termly)
- Statutory Phonic Assessment (Summer 1)
- Running records (Termly)
- Rising Stars assessments (3 per year for Year 1, 2 for Year 2)
- Statutory SATs assessments at end of Year 2
- Reading Tracker (Half termly)

Key Stage 2

- Star reader tests (3 or 4 times per year)
- Accelerated reader quizzes (when they finish reading their book)
- Rising stars assessments (3 per year for Years 3 and 4, 2 per year for Year 5)
- Teacher assessment trackers (ongoing)
- Statutory KS2 SATs tests for Year 6
- Past KS2 SATs paper in Summer 2 for Year 5

The identified skills for reading, for each content domain, will then be re-tested through a knowledge-based retrieval task. This will happen throughout the year to secure long-term knowledge acquisition and be used for more summative purposes.

Skills will be sequentially re-visited and built upon due to the coherently planned and sequenced progression mapping across the school.

Reading moderation

Members of SLT, English subject leaders and Phase Leaders will organise moderations and standardised activities throughout the year to ensure the accuracy of the teacher assessments. These moderation activities may be carried out in year groups, phases or whole school, alongside collaborations with other schools within the Trust (DSAT).

Tracking Pupil Progress

Children's progress is monitored both summative and formative assessments in line with the school's assessment policy.

This data is frequently monitored to ensure children are showing progress and remain on track to achieve their Age-Related target at the end of the year. If children are below ARE then specific, targeted interventions are set up to support individual needs.

- DSAT trackers are updated three times per year to record where the children are at with their reading (ARE, above or below). This information is passed on to the next year group.
- Each teacher has paper versions of the reading TAFs for their year group in folders - there is one sheet per child. These are to be updated termly in line with STAR reader assessments and DSAT trackers. These are used to record the children's understanding of the elements of the Reading National Curriculum (Appendix 6).
- KS1 complete reading trackers half termly to track reading progression and inform interventions.

Individual progress is reported to parents through two termly Parents' Evenings and an end of year report.

Useful Websites - Reading

Website	Description
https://www.literacywagoll.com/	Examples of good quality texts.
https://www.teachitprimary.co.uk/	You need to register but you can access pdf resources for free. Reading, writing and grammar activities.
www.grammarsaurus.co.uk	Good reading comprehension texts.
https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/oxford-reading-tree-levels/	Oxford Reading tree - books and online resources.
https://www.myon.co.uk/	Books to read online.

Other Useful Resources - Reading

The Literacy Box (Ks1, Yr3/4, Yr 5/6)

Age-appropriate text types with coverage of a variety of genres

Grammarsaurus book

References:

Department for Education and Skills (2014) National Curriculum in England Framework Document.

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