



GREENWOOD DALE FOUNDATION TRUST

BISHOP CREIGHTON ACADEMY

Teaching & Learning Policy

REVIEW PROCESS	
REVIEWED	31/07/2023
NEXT REVIEW	31/07/2024

Aims of this policy:

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote **consistency** in the quality of teaching
- To ensure that all pupils have access to the same high quality of teaching and learning, including the use of technology for learning
- To ensure that all pupils make good or better progress

At Bishop Creighton Academy, we support all our children to:

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Be active contributors to the school and the wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging toward the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

To achieve this we will provide:

- A happy, healthy, safe and secure environment
- High quality teaching across the whole curriculum
- A rich, ambitious, relevant and engaging 21st curriculum, designed to provide all pupils with knowledge and cultural capital to succeed in life
- A curriculum that is coherently sequenced toward cumulatively sufficient knowledge and skills for future learning and employment
- Use of technology across the curriculum
- A wide range of extra-curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partner in the education of their children and the life of the school
- School leadership focused on continuous improvement
- Effective management systems which support the drive to raise standards

Good Quality Teaching and Learning

Good quality teaching and learning at Bishop Creighton Academy is characterised by:

- High aspiration for all children so that their achievement and enjoyment is maximised
- High staff morale, motivation and teamwork where staff support each other in striving for the best; which takes into account staff workload and staff well being
- Strong teacher subject knowledge
- Effective planning match to children's needs and interests, which promotes the development of core skills (Literacy, Communication, Numeracy) in all subjects
- A range of teaching strategies and resources that interest, encourage, engage and challenge pupils
- Children's involvement in their learning, including the use of effective feedback and marking
- The provision of outdoor learning experiences which promote good physical and mental health
- Strategies that promote high expectations for behaviour and engagement
- The effective use of the significant contribution of learning support assistants
- Engagement with parents including the provision of homework

At Bishop Creighton Academy we affectively apply the 5 keys to good teaching:

Consistent use of:

- Clear Learning Objectives/Learning Questions
- Explicit Success Criteria – the 'Steps to Success'
- Use of Learning Environments – both real and virtual
- Opportunities for discussion & collaboration
- Teacher Modelling

Good quality learning is characterised by:

- Observable pupil progress
- Pupil engagement, motivation and their ability to focus and persevere with challenging tasks
- Pupils ability to work collaboratively and independently

The development of skills:

- enquiry
- problem solving
- creative thinking
- information processing
- reasoning
- evaluation
- self-awareness
- managing feelings
- empathy
- communication
- innovation
- collaboration

A good lesson at Bishop Creighton Academy has the following features:

- The teacher is the first into the classroom at the start of the lesson
- Children are given clear guidance and support about what is expected of them
- The lesson is well planned so children are working at the appropriate level of challenge
- The teacher is well prepared with the appropriate resources
- The teacher identifies opportunities to “flip” learning through the use of technology – pre and post lesson tasks/discussion
- Connections with previous learning are made by the teacher and pupils
- Opportunities to integrate more than one skill linked to PiXL foci are identified
- The big picture ie. The “what and how” of the lesson/unit is explained
- Links are made to our core values and learning behaviours
- The learning focus is communicated clearly at the start of the lesson and referred to throughout
- The success criteria are differentiated to the need of the children and are made clear
- The teacher has high expectations and fosters an ethos of self-belief
- Skilled questioning promote thinking and assess learning
- All parts of the lessons are characterised by opportunities for visual, auditory and kinaesthetic learning
- Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson and in the plenary
- When answering questions or solving problems, time is given for rehearsal and reflection and “talk partners” are used
- Children make good progress and achieve well for their level of ability
- The lesson ends with a review of the learning objective.
- The teacher strives for pupil interest, involvement and enjoyment
- Positive reinforcement and praise are a feature of the learning experience
- The teacher works with a different focus group daily to accelerate learning
- The lesson is well paced
- Learning is chunked to provide for different concentration, retention and developmental levels of the children
- Mini-plenaries consolidate learning and move learning on
- Appropriate forms of assessment are an integral part of the learning process
- Learning walls are regularly referred to guide and support learning
- The teacher ensures that the learning environment is ready for the next lesson and that transitions between lessons are smooth
- The classroom is tidy and well organised
- Children’s previous work is marked

Planning

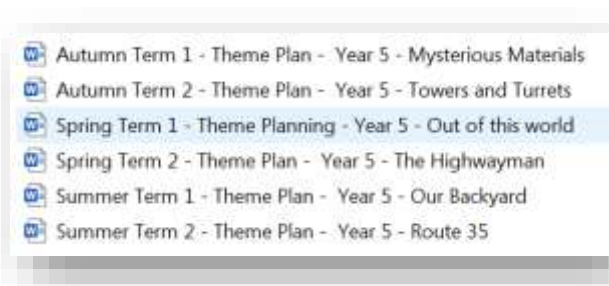
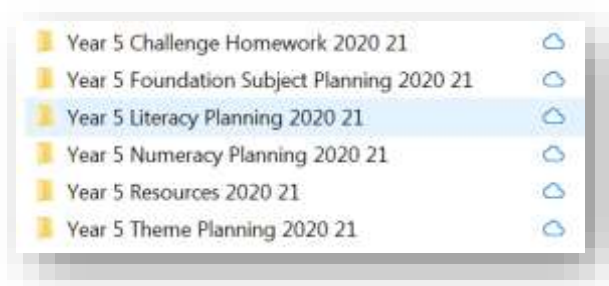
“If you fail to plan, you plan to fail”

The Curriculum

- Across the Academy our teaching delivers the National Curriculum. We use a wide range of resources to support curriculum delivery including; Edison Connected Curriculum, White Rose Mathematics, Literacy Shed +, Accelerated Reader, Bedrock Vocabulary, Purple Mash, Language Angels etc
- Phonics: From EYFS to Year 3 we use Bug Club Phonics – a synthetic & systematic phonics programme
- Pupil’s social, emotional and health development are central to our provision of teaching and learning.
- The curriculum is enriched by the use of experiences for children including visits, visitors to school and a programme of extra-curricular activities. As well as making the most of our local environment, each year group plans a trip each term linked to their topic.
- We embrace the Greenwood Academies “Your Character Counts” strategy. We hold the view that **all** our pupils have the potential to acquire the essential personal capabilities and positive characteristics to be successful. These are innate; but both social disadvantage and low aspiration in the home mean that some of our pupils enter our academy missing the early opportunities to develop these essential attributes.
- We also hold the view that from the moment a child enters our academy, we have a responsibility to nurture and develop her/him through both academic rigour and the building of character so that each person can be successful in life, breaking the cycle of disadvantage within our communities. We must ensure that pupils develop, *independently*, a range of attitudes and characteristics that will define them as positive individuals willing to contribute constructively to society.

Achieving the best quality planning

- We strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils.
- A reference copy of planning for all subjects and years groups can be accessed via our **Curriculum documentation OneNote**.
- Planning should be uploaded to the OneDrive on a weekly basis by teachers, enabling ease of access for leaders and support staff. Folder and file structure should be as follows;



- As part of our approach to continuous professional development, subject leaders take a supportive role in helping teachers develop their planning skills as appropriate
- Trainees, NQTs & RQTs should share their planning with their mentor on a weekly basis.

Adaptive teaching

- We consider a range of approaches when adapting learning. We take a **mastery approach** to both scaffold and extend our pupils learning. No ceiling is ever placed on our pupils' abilities.
- Teachers should decide upon class groupings. Groupings are not fixed and may change lesson to lesson/by subject area
- We use the language of GDS (Greater Depth), EXS (expected), INT (intervention), BEL (slightly below ARE) and OYG as per the GAT assessment system.
- Alternative provision is provided for our high needs SEND or MENA pupils to meet their individual needs as appropriate.

Steps to Success

- Differentiated success criteria are planned for in every literacy, maths and theme lesson. The “steps to success” follow a set format as below. They are numbered for easy reference, have space on either side for teacher and self or peer assessment and have a next steps box for marking. *The idea of the ‘Success Steps’ is to support pupils in making good progress within a lesson; teachers should be mindful that pupils’ progress against the steps is evident in learning demonstrated and/or captured in pupils’ books.*
- Steps to Success should be written in child friendly language starting with an imperative verb.
- Children may be involved in creating their own steps.
- One step may relate to the PiXL foci/an integrated skill as appropriate.

Date:	LQ: Context: <i>(Detail of genres or sub-section)</i>		<i>Independent</i> <i>Supported</i>
Pupil	Steps to Success		Teacher
	1		
	2		
	3		
	4		

Marking and Feedback

Outstanding marking at Bishop Creighton Academy is characterised by:

- Completion on the day of teaching and at the latest before the child next sees the exercise book/digital workbook. Children feel their work is valued and misconceptions can be addressed straight away. “Live marking” should take place during every lesson as appropriate.
- Marking initially against the “steps to success” and learning question. Steps achieved should be indicated with a tick, and a dot if not achieved – both by teacher and child.
- Further specific next steps, sometimes with examples - should be written in the body of the pupils work or at bottom of the page as appropriate.

- When using the OneNote – teachers may choose to provide a written comment (digitally inked or typed) or record a voice memo when providing feedback. Teacher marking completed in blue to stand out from children's work.
- Specific praise eg. *I love your choice of alliterative adjectives to describe the queen. You used a short sentence to effect really well to make me want to read on.*
- A balance of positive and developmental comments.
- Some task based next steps either to address misunderstandings or move the learning on.
- Encouraging children to respond to your comments- have a dialogue.
- Time during lessons for children to respond to comments and reflect. This should be done by pupils in purple polishing pen in exercise books or using purple text within digital workbooks.

Presentation of Books

At Bishop Creighton Academy we aim for the highest quality presentation in everything we do.

- We foster a sense of pride in our environment and work. Our Presentation prompt poster should be displayed predominantly in all classrooms and used as a point of reference at all times.
- Children's written books are labelled electronically with the subjects, their name and class. Teachers may write names and year group (numerically) in the appropriate box. All A4 books will have a clear jacket.
- The same high quality of work is expected in ALL written books and digital notebooks, including when being used for cross-curricular subjects.
- Teachers model high standards of presentation in marking, display/learning environment and when using interactive white boards/inking on screen.
- When working in books, children write with a pencil or black handwriting pen, Pen may be used from Y5 upwards in literacy if handwriting has reached a high standard. Pupils should type in black in digital notebooks.
- Children may use rubbers to erase individual words or mistakes but not whole sections of work. Children may also use a single ruled line to cross out work. When working in the OneNote pupils should be taught to use the lasso tool to erase errors.
- Rulers are used to underline and draw straight lines, including number lines.
- Small pieces of paper stuck into books are stuck in straight, for example photographs, planning prompts etc. A4 worksheets should be marked and filed in a folder – not stuck in books. The same expectations should be adhered to in digital notebooks.
- When working in sketchbooks – LQ and dates are not required as we feel this distracts from artwork

Use of Technology

- Technology is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21st century. As a Microsoft school we support colleagues in developing the skills to use these resources effectively.
- All classrooms have interactive boards fitted with Microsoft Wireless Display adaptors, allowing teachers to roam around the classroom providing support and feedback without being tethered to the front of the room.
- Each KS2 class has a set of 30 Dell Latitude 3190 touch screen devices. These should be allocated to pupils at the start of each academic year and asset tag numbers recorded. Pupils should use the same device each day for ease of login process.
- Year 2 have a set of 15 devices. These should be allocated to pairs of pupils.
- EYFS and Year 1 have access to 60 I pads and 10 Dell Latitude 3380 devices. These should be set out in the classroom at the start of each day.
- All year groups have full access to a range of online learning programmes.

Use of OneNote: a hybrid model

Pupils work across Key Stage Two is predominantly captured in pupils digital notebooks accessed via OneNote. We take a considered, progressive approach to the use of digital notebooks that best meets the needs of our pupils.

	Autumn		Spring		Summer		Writing
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half	Full year
Year 3	Teacher modelling	Review readiness	Reading	Review readiness	Reading & Maths		Paper book
Year 4	Reading, Maths, MfL		Review readiness	Some Theme	Full use of OneNote		Paper book
Year 5	Full use of OneNote and wider capabilities						Hybrid model
Year 6	Full use of OneNote and all capabilities – full integrate Flipgrid, Forms etc						Hybrid model

- In all year groups, teachers should use both PowerPoint and OneNote as a teaching aid. The teacher should choose the most appropriate tool. Teachers should capture modelling on the OneNote – this should be stored in the content library or collaboration space for pupils to refer to at a later date as appropriate.
- All Key Stage 2 Reading lessons should be recorded via the OneNote. In writing lessons, teachers should generally take a “hybrid” approach. LQ’s, Steps to Success, mini-tasks and some feedback should be recorded on the OneNote; pupils’ longer writing tasks should generally be captured in books. Any writing in paper books should be dated and titled only. Further detail may remain in the OneNote.
- Adapting backgrounds – all mathematics OneNote’s should have a squared background. In other subjects teachers may adapt the OneNote to improve accessibility for individual pupils as appropriate. For example, changing background colours, use of dark mode etc.
- The spelling & grammar check function and maths calculate functions should be turned to off on all pupil OneNote’s.
- Pupil OneNote’s should have a section for each subject. Half termly themes should each have their own section. Folders and pages should be organised & labelled as follows for continuity & ease of access;



Learning Environment

Each classroom should have:

Sentence stacking board

Following the JC approach, at the end of each lesson, copy 3 pupil sentences onto the lined sentence strips and display on the board. Build and add to this across the unit. Please take a photo when the unit is finished.

- An explanation of the board – this will be provided
- Back the board with neutral paper/borders
- Lettering to stay the same as this year
- Write pupil sentences on lined sentence strips
- Ensure teacher handwriting models year group expectations

Marvellous Maths

Maths displays are staying the same. If you require new copies of lettering, please find them on the OneDrive. Maths displays can be backed with square paper.

Please ensure displays include:

- Current learning block
- Key mathematical vocabulary
- Prompts to support amber areas from PiXL assessments (Y2-Y6 only)
- Number bonds/facts (KS1)
- Times Tables (where appropriate)
- Any work pupils are proud of
- Photos of children learning and using math skills

Wider Curriculum Displays

Each classroom should have a history, geography and science display.

Please ensure the displays include:

- Overarching subject title – created on Canva
- Unit Title – smaller font
- Three prompts – “In this unit we are learning...” “This builds on prior learning in Year X about...”, “This unit prepares us for learning in Year X about....” This should be taken from the long-term plan. Try to include both substantive and disciplinary knowledge.
- Key vocabulary (taken from our vocabulary progression document)
- Information that facilitates learning
- Photos of pupils working, learning, trips, experiences etc
- Examples of pupil work
- Pupil ideas/captured conversations/thoughts
- QR codes to link to: end of unit reviews on Forms, Flip etc

Art Gallery

If you have space, please feel free to create an Art Gallery for your class.

Reading area

There is **no** Reading Garden display on a display board. Please focus on your classroom reading area instead. The theme for reading areas is **mini library** but individual teachers can present this as you like. Classes will be provided with new bookshelves for books over summer for your reading area. The reading area should include:

- **Some** front facing books
- No more than 30 books in total in reading corner at one time; another 30 books to be stored in the classroom to be swapped into the book corner in Spring and Summer terms
- Old, damaged or inappropriate books to be discarded
- Any other books in good condition to be taken to The Space - these will be donated to PP children in Autumn term
- Books organised by genre (appropriate for year group) with clear genre labels
- Children's preferences visible (story voting stations in KS1; peer recommendations and reviews displayed in KS2)
- Class favourite books/authors available and promoted

If you are unsure, please speak to Helen E.

Positive Behaviour display

This should be a small permanent display. The display should be used for reference throughout the year. If you do not have a board, please use cupboard doors or try to keep to an isolated spot – limit sticking on walls.

- Pack including lettering, values and rules poster in BCA_Primary > Class display masters
- Display agreed classroom rules; these should be worded positively and where possible linked to good 'learning behaviour'
- Promote pupils' achievements as a whole. Where possible, it should include a photo gallery of any events, achievements, experiences, snip tweets etc.

Other information to display:

- Information about timetables, grouping, routines etc - in a place that is accessible to children and other members of staff.
- Digital clocks and child friendly analogue clock
- Clear written fire procedures.

Classroom Organisation

- books and resources should be well organised, clearly labelled and accessible to children.
- pupils should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table.
- devices should be easily accessible and viewed as stationary items. Pupils should be encouraged to charge, clean screens themselves. Care should be taken to ensure chargers are not trip hazards.
- books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson.
- all areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment, confiscated toys etc. Surfaces should only ever be covered with labelled resources or 3D display.
- windows and window ledges should be kept clear of resources, and display, to allow maximum natural light into rooms.

- furniture use should fit the purpose (e.g. for whole class shared writing all pupils should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with pupils trained on how to safely and efficiently reorganise furniture as required.
- all adults using the classroom need to be able to move comfortably around the space and should have their own place for resources and filing.

Home-learning

There will be a half-termly challenge and weekly home-learning tasks.

1. Each class will send home a half-termly challenge which needs to be linked with Theme, open-ended and creative.

- This challenge must be set at the start of each new term to allow the children enough time to be complete.
- A description of the challenge needs to be created as a flyer on Canva. Please print A5 and this can be stapled into their school planners.
- Please ensure the task requirements are clear and parents will be able to understand.
- These challenges will need to be due in on the penultimate week of term – make the due date clear on the flyer.
- A Challenge Champion will be chosen. Their parents will be invited to the final celebration assembly of each half term and the Challenge Champ will be presented with a certificate and prize.

2. Weekly home-learning tasks need to be set and monitored by teachers.

- Each week a Bedrock lesson, Maths Shed assignment, spelling list on Spelling Shed and Reading Progress needs to be set.
- These tasks must be set for each Monday and if children have not completed by Friday morning, they will need to find time to complete during the school day (break time and lunch time) on Friday.
- Teachers need to monitor and track completion and follow up with any parents who consistently do not engage/complete.

Assessment

- Teachers should refer to the GAT Primary Academies Assessment Protocols.
- Trust and PiXL Assessment calendars should be referred to by teachers for key data deadlines.
- PiXL QLA's should be completed and analysed by teachers and findings used to identify future foci areas. The language of "Laser focus" should be used with pupils to share PiXL QLA foci

Foundation Stage

- Some of the core principles in this policy should be found in all foundation stage learning environments. There will however, be some adaptations that will be supported with reference to the Early Years Foundation Stage policy.
- Emergent writing and work in progress are valuable for display and need to be labelled as such so the context is understood.

Teaching & Learning Policy

Appendix

1. Use of technology to support learning
2. Software used at Bishop Creighton Academy to support learning
3. PiXL Process: Whole school approach to use of QLAs
4. Marking & Feedback poster
5. Presentation expectations poster



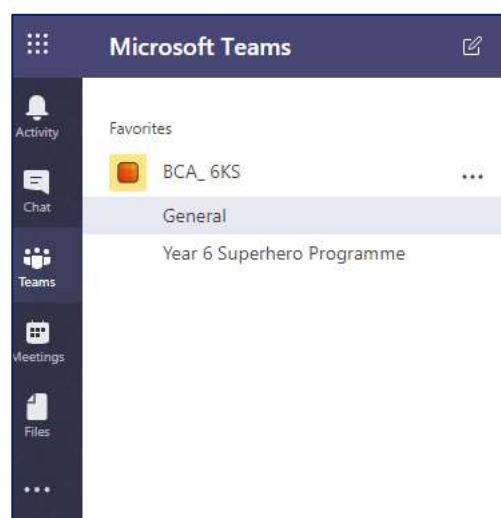
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Use of technology to support learning

Some Do's and Don'ts when using Office 365 applications

Microsoft Teams

- Pupils may not use chat, video call or status update function at any time – in or out of school
- Teams – Pupils should use Teams to interact with their teacher and classmates. Each class Team has a 'General' channel for any talk linked to general learning. They may also have some specific channels linked to certain topics.
- Pupils may respond to comments in their class Team out of school hours. All comments must be linked to learning.
- Pupils may use emoji's but should aim to write in proper sentences not text speak.



Airhead

- Pupils may access airhead out of school at any time.
- Pupils may not create their own launchpads without their teacher's permission.
- Pupils may add apps to their launch pad as long as they support learning.
- Pupils may not add social media apps to their launch pads.



Emails

- Like Teams, email accounts may only be used for learning. Use of emails should be kept to the minimum.
- Pupils should make a regular habit of reading and deleting emails that are not relevant. Inboxes should be emptied regularly.
- Pupils may not email other pupils or adults unless instructed to do so by their teacher.

Flipgrid

- Pupils may only use Flipgrid if their parents have given written consent.
- Pupils may use the emoji's in their video responses.
- Pupils may also like & respond to others pupils posts. Any comments must be positive and appropriate.
- Pupils should aim to write in proper sentences not text speak.



Use of Google & other search engines

- Pupils may go on other websites during lessons which support learning only.
- Pupils may not access sites such as Youtube without permission from their teacher.
- Pupils should not attempt to link their own google accounts.
- Pupils should not save any websites to their toolbar. Any saved sites should be added to launchpads

Devices

- Pupils should take good care of academy devices. They should not change desktop backgrounds or cursors etc as will cause devices to run slowly.

Any pupil not adhering to the do's and don'ts above will have their access to technology restricted or removed.

Software used at Bishop Creighton Academy to support learning

Accelerated Reader <https://ukhosted79.renlearn.co.uk/2233498/>

- Accelerated Reader is a powerful tool for monitoring and managing independent reading practice, motivating pupils to read for pleasure
- All pupils from Year 2 upwards have access to Accelerated Reader as well as some more-able pupils in Year 1.
- Pupils take a Star Test at the start of each term to determine the Proximal Zone that they should select books from.
- After each book is read, pupils show take an AR quiz to check understanding. They may only change their reading book if a pass score of 100% is achieved. Quizzes may only be taken at school.
- Teachers should check **Growth reports** on a regular basis to monitor pupil progress.

Bedrock Vocabulary <https://app.bedrocklearning.org>

- Bedrock Vocabulary is a vocabulary curriculum which teaches vocabulary explicitly, whilst encouraging reading.
- There is a direct link between a pupil's vocabulary size and their academic achievement. Narrow vocabularies affect pupils' grades. Helping pupils to improve and widen their academic vocabularies is essential if standards and outcomes are to improve.
- Teachers should provide access to three Bedrock sessions per week – 2 during class time and one as a home learning activity

Reading Eggs <https://readingeggs.co.uk/>

- All pupils in the academy have access to Reading Eggs as part of our Home learning offer.
- Reading Eggs makes learning to read interesting and engaging for kids, with great online reading games and activities.

Spag.com <https://www.spag.com/>

- All classes have access to Spag.com. SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group.

TTRockstars <https://play.ttrockstars.com/auth/school/student>

- Year 2 upwards have access to TTRockstars and should utilise daily.
- Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.
- Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

Language Angels <https://www.languageangels.com/schools>

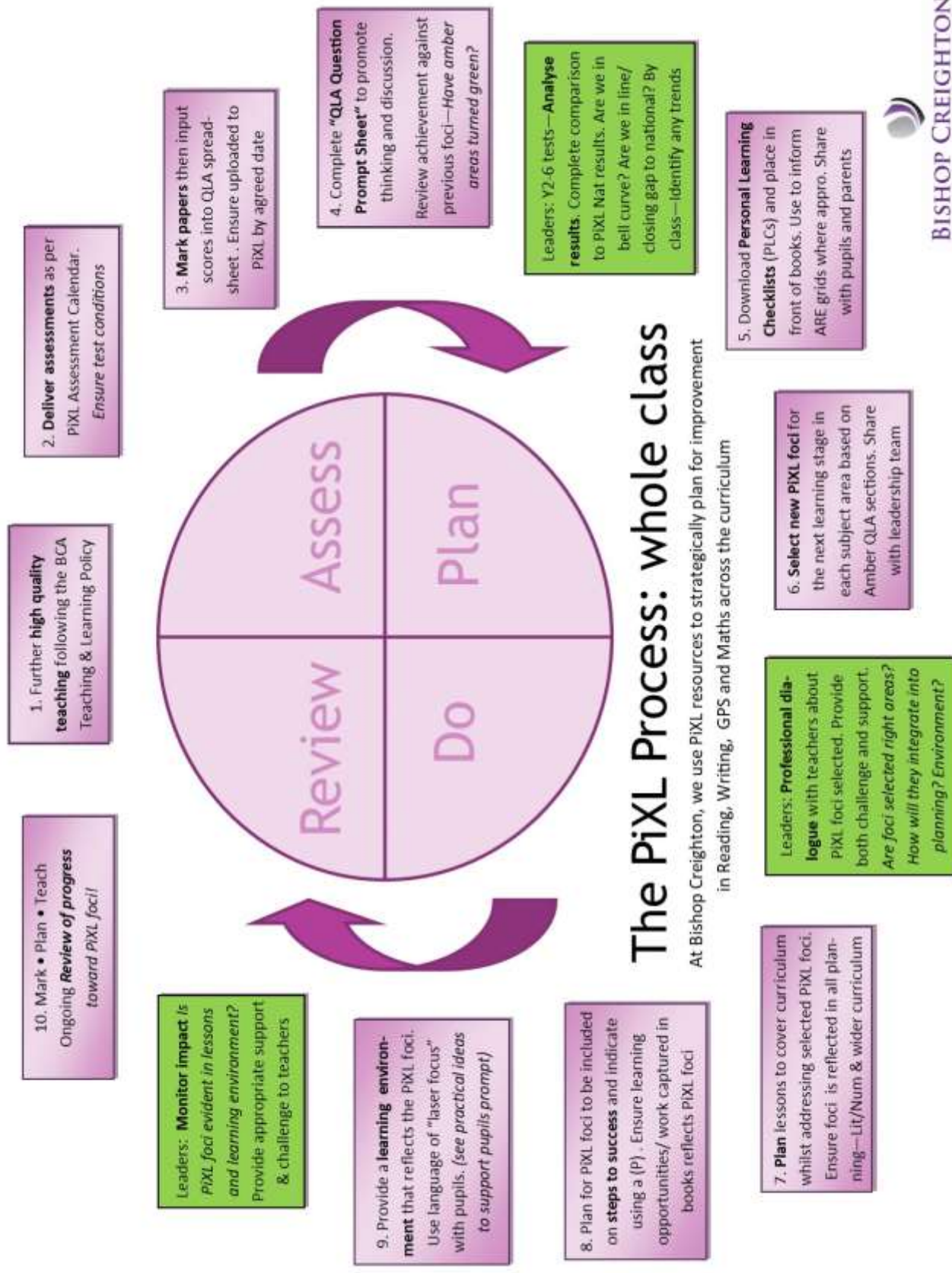
- Key Stage 2 have access to Language Angels for weekly MfL lessons

Purple Mash <https://2simple.com/purple-mash/>

- All classes have access to Purple Mash. Used to embed computing and digital skills across the whole curriculum with teaching and learning software for KS1 and KS2

Teachers also have access to the following online resources to support curriculum planning & delivery;

- PiXL – pixl.org.uk - Access to school improvement classroom strategies, resources & assessments
- EdShed - <https://www.edshed.com/en-gb/> Access to range of literacy and maths resources



Feedback & Marking

“Feedback is the single most important thing we can use to impact student learning”

Your teacher will provide you with feedback – either a written comment or a voice note to help you improve your learning.



Responding to feedback! Every time you receive some feedback – make sure you read or listen to it then use your purple “polishing” pen to act upon the feedback you have been given...

Self Assessment

At the end of every lesson, remember to review your learning against your LQ and Steps to Success.

Date: 28.09.20	Can I revise adding numbers using the formal written method of column addition?
Pupil	Steps to success
✓	1. Identify the place value of digits within numbers
✓	2. Understand the column addition method and use it independently
✓	3. Solve calculations
✓	4. Apply problem solving and reasoning skills

Literacy & Theme marking codes



great word choice/sentence/paragraph or idea



mistake here (e.g. spelling or punctuation error or doesn't make sense)



missing word or punctuation

Maths marking codes



correct answer



incorrect



mistake here — double check



BISHOP CREIGHTON
ACADEMY

Presentation Expectations

We take PRIDE in our work



When working in exercise books:



At the start of every lesson, make sure your 'Success Step slip' is stuck in neatly at the top of your page & you have read & understood it!

Make sure you underline any headings or sub-headings with a ruler.



Use a ruler to draw any tables, lines or arrows.



Handwriting:

Form your letter carefully. Sit your letters on the line. Join up your handwriting if you can.

Write in pencil, or black pen if you have your pen license.

Use capital letters correctly—at the start of a sentence, for names of people or places, days or months.

Put a neat line through any mistakes you make.
DO NOT scribble out mistakes.



Complete your work to the best of your ability. DO NOT leave work unfinished.

Take care of your books: Don't bend back pages, keep them clean & store in the correct place.



Presentation Expectations

We take **PRIDE** in our work

When working in OneNote:



At the start of every lesson, make sure you have read and understood your LQ & Steps to Success

Make sure you underline any headings or sub-headings using the ruler tool



Use the ruler or shape tools to draw any tables, lines or arrows



Digital Inking:

Zoom your screen in to make digital inking easier!
Always use your stylus when digital inking - do not use your finger or the rubber end of your stylus.
Make sure your device is placed in a comfortable position — either flat in tablet mode or tilted to support your wrist.

Form your letters carefully. Join up your handwriting.
Select black ink or purple ink for editing.

Delete any mistakes you make.
Use the rubber or lasso tool.



Complete your work to the best of your ability. **DO NOT** leave work unfinished.

Take care of your device: Store it carefully, make sure it does not get scratched. Clean your keyboard, screen & lid regularly.

