



**The Park Federation Academy Trust
Wood End Park Academy
Teaching and Learning Policy**

Approval

Signed by the principal	Ms Surjeet Johra
Date of approval	September 2015
Review	September 2025
Next review	September 2026

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled.

Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

1.	Teaching and Learning Policy Rationale	4
2.	Aims and purpose	5
3.	Planning	6
4.	Questioning	8
5.	Feedback	9
6.	Marking Policy	10
7.	The WEPA Way	11
8.	Instructional Coaching	12
9.	Appendix 1 - Opening Minds	13
10.	Appendix 2 - ICT	15
11.	Appendix 3 - WEPA Marking Codes	16
12.	Appendix 4 - KS1 Marking Codes	
13.	Appendix 5 - Every Time We Write Checklists	
14.	Appendix 6 - Metacognition	



'To question is to grow'

Wood End Park Academy
Working for Excellence Performance Always

Authors: Director of Teaching and Learning: Fauzia Khalil
Principal: Surjeet Johra

Teaching and Learning Policy Rationale

We aim to put our children at the centre of their own learning and place great emphasis on real life skills and attitudes such as resourcefulness, resilience, reflectiveness, reciprocity and co-operation. We develop this through the teaching of Opening Minds competencies (see appendix for list of Opening Minds competencies taught in each year group) and a growth mind-set approach throughout everyday teaching, enabling pupils to become successful and independent learners. Through metacognition, the pupils are taught to understand their own thought processes – how they learn – which they can then apply to a range of contexts and learning experiences.

The ultimate goal is for all of our children to develop a mind-set which enables them to break through learning barriers: 'I have a growth mind-set. I am in charge of how smart I am because I can grow my brain like a muscle by learning hard things. I can achieve anything with effort and right strategies. And even if I fail or make a mistake it's a great thing because I can learn from them and I get better.' Growth Mind-set in action.

We recognise the importance of making learning engaging, meaningful and memorable. For this reason, we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our academy are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Aims and purposes

Any attempt to raise standards in our academy must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a *daily* basis.

Across our academy, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim: ✓ To provide consistency of teaching and learning across our school.

- ✓ To enable teachers to teach as effectively as possible.
- ✓ To enable children to learn as efficiently as possible.
- ✓ To give children the skills they require to become effective lifelong learners.
- ✓ To provide an inclusive education for all children.
- ✓ To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements**, which are key to raising standards in teaching and learning.

Our responsibilities

We will ensure that our curriculum is engaging, memorable and relevant. It must be based on assessment of need. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Wood End Park Academy **excellent**.

Our Learning Environment

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be happy and organised;
- be well resourced and clearly labelled
- make learning accessible
- be encouraging and appreciative, and celebrate diversity
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners through interactive displays.

Planning

- Termly Overviews are completed as a year group before planning of any unit of work commences.
- The termly Overview should contain references to computing links which will enrich and extend the learning of children.
- The termly Overviews should contain references to opening minds competencies and where these skills can be developed in lessons daily.
- Daily planning should be linked to assessment of prior learning/put lesson in a context of past and future learning e.g. talking to the children, personal notes, looking in books.
- Plan for children to have enough knowledge or experience before being expected to write.

- There should be a clear structure and organisation that is fit for the purpose – style and content of learning meet the needs of all pupils-personalised learning. Planning should acknowledge different children.
- Planning should build on and extend learning for all pupils e.g. runs with the comments the children make.
- There should be a clear measurable learning objective that pupils understand and that is reviewed as a lesson progresses and evaluated at the end.
- Planning activities should capture a pupil's imagination, be relevant to their daily lives and be real experiences.

Planning Checklist-ensure planning contains the following: School planning format to be used- non-core planning should be planned using the English planning format and maths using the maths format.

- Clear **Learning Objective**, which is skill based and in child speak, 'I can....'
- Non-core and science learning objectives to be learning questions 'LQ: How do you know...?' 'Why did...?'
- Child-friendly intent for each lesson
- Record the computing tool to be used and to what effect to enrich and extend learning. Include an IT element when appropriate using tools available. Video recordings taken in a features lesson could be used to play back and remind children of features later in the week/unit.
- Lesson plans show clear and effective use of super six:
 - Structuring the lesson
 - Quality of teacher explanation
 - Quality of teacher questioning
 - Adult-pupil / pupil-pupil interaction
 - Embedding the concepts taught
 - Activating pupils to learn
- **Success Criteria**
- steps to success, what children need to do to achieve the learning objective.
- The success criteria should be built with the children and detail the steps needed to meet the LO or LQ. The success criteria should be built with the pupils from the AfL and through the teaching input.
- Highlight in purple the specific higher order features (to reach 'exceeding') on the success criteria that you expect more able pupils to be achieving.

Retrieval practice (quizzes) for science and non-core subjects

- Science and non-core lessons start with a quiz.
- The quizzes contain questions that enable pupils to revise prior learning.
- To ensure pupils have the opportunity to engage in spaced learning, questions on the quizzes will include the follow:
 - questions from the previous lesson
 - questions from the previous units
 - questions from the previous years
- The pupils are given time to complete the questions.
- Teachers walk around and hot mark.
- Teachers address any misconceptions seen in the quiz.

WEPA Lesson Plans

Preamble:		Quiz	Unit Intent	Character (e.g. Super Scientist)	Vocabulary
		Learning Journey - intent of the lesson	Concepts	CLAPS	GRADES
Learning Question					
	AfL	Assess prior knowledge on the learning Pick out the misconceptions Expose to an aspect of new learning			=
	Build the success criteria				
	Teaching Input	Iron out the misconceptions New teaching points Interactive - use of talk partners - show me			
	Modelling	Teacher models task			
	Have A Go	Pupils practising Scaffolds Keywords Teacher assesses			
	Pupil Task	Same intended outcome Monitoring Guided group			
	Plenary	Assess the LQ Extent Link to future			

AfL Starter Activity

- Activity to support the teacher's assessment of what pupils already know. Pupil discussion is a key feature with adults eavesdropping to ascertain pupils' understanding. The success criteria should be built with the children from the pupil's responses in the AfL.
- Stimuli should be provided that will enable the pupils to activate prior knowledge of the subject being covered. This is part of our commitment to using the knowledge from Cognitive Science research.

Modelled examples

- to help children recognise what standards they are aiming for, build on their ideas.
- Provide up levelling opportunities whilst teaching. Always model best examples and good use of technical language. Address misconceptions through modelling and prompting.

Questioning – include a range of questioning types:

- cold call (ask a question and expect all pupils to have an answer) ask the question and say the pupils name at the end.
- wait time – for deeper thinking questions. Tell pupils you will give them time to think of an answer. Pupils can refer to their books, make jottings or notes during the wait time.
- Call and response - ask the class to respond all together in unison to build confidence with energetic, positive engagement. This can help pupils get ready to learn, recall learning or create long-term learning.
- Ensure that speaking and listening is a feature in all lessons, as well as the use of pupil whiteboards.
- Visualise the outcome and work backwards when planning the layers ensure activity is key to learning objective

○ **Scaffolds**

These are put into place to support pupils: challenge/support at the right level.

Resources for SEN and EAL children are created to allow these pupils to access the work and complete parts independently.

- Non-core and science lesson outcomes should be the same for all pupils with scaffolding in place to support less able pupils. This scaffolding should be removed so pupils can be more independent.
- Opportunity for peer and self-assessment (through coaching) noted in the unit of work.
- **LSA and CT** role noted at each stage of the lesson- what specifically are they doing to support and extend. Note any extra resources that they might use. LSA and CT to work with a focus group. Adults use the focus activity to maximise pupil progress and guide pupils to achieve their targets.

- **Plenary planning**-choose an activity that best fits the lesson's purpose: reflection, discussion, probing and extending questioning, assessment, investigation, value effort.
- **No hands up rule**-whilst teaching and questioning you should practise the no hands up rule. This is important so that all pupils know that they may be asked a question. Should you ask a question and choose a child who cannot answer, prompt them or develop a system where other children may help them, such as "phone a friend", "50/50" where you give them the answer and another choice and "ask the audience". Specific talk partners should be given (boy/girl is ideal).
- **Homework**- should be related to the current learning or revision of key concepts already taught.

Feedback

Verbal feedback (by teachers)

This should be a part of everyday practice at WEPA in every lesson – feedback in the moment. The more that we probe the pupils, the more is revealed.

This can be done in a variety of ways:

Checking pupils' understanding through questioning 'What have you learnt so far?'

Guiding the pupils with where they are going in their work 'Tell me what you're going to do first/next...'

Asking pupils their steps to success (using the success criteria as a prompt)

Offering suggestions to improve

Learning from mistakes (developing a growth mind-set) and making this a part of classroom practice (using the visualiser) 'How can you develop on that...? How could you change this to...?'

'I noticed that...'

Give specific praise on what the pupil has done well

Model a good example

Pupil feedback

Another effective use of feedback is through the pupils, which again should be part of classroom practice.

This can be done in the following ways:

Through questioning (display on IWB): 'Can you explain that? Why do you think that? What would the consequence be of that? Can you put it another way?'

Encouraging the pupils to coach each other (see appendix for pupil prompts) through peer conversation stems and questions.

Mini plenaries to display work under the visualiser, which pupils can use the success criteria to mark against.

At the end of the lesson, pupils use success criteria tables to say what has or hasn't been achieved.

Marking Policy

Each lesson must have a learning objective (LO), skills based and at age-related expectations.

When marking: **mark to the Learning Objective** with:

-LO? If the child shows no evidence of being able to apply the skill. This should happen rarely as adults should be picking up on any pupils who are struggling. Ensure an adult works with this child to catch.

-LO/ if the child can use the skill quite well but there are parts of the success criteria that has not been used.

-LO* if the child has used all features of the success criteria to good effect.

In addition, **presentation and handwriting** should also be marked:

PH? - If the child's handwriting and presentation is not at the standard shown in their own handwriting sample and at age related expectation.

PH/ -If the child's handwriting and presentation is at acceptable standard for age and ability.

PH* -If the child's handwriting shows correct letter size, formation and joins, dates and LOs underlined, clear thought and attention to detail in diagrams, pictures etc.

KS2 Next step comments: at least every other piece in English should be marked with a next step comment and example where appropriate. The next step should be one that the child can *easily* use in their next piece of work.

In mathematics, a next step comment or challenge question that helps the child move on in their maths is placed at least once a week.

All other subjects are marked with either a question or reflection to develop understanding or a next step at appropriate times.

VF is written when the teacher has been able to give verbal feedback with the pupil about their work, to provide purposeful feedback to move the pupil on.

KS1 Next step comments:

The children will get at least two pieces of feedback from an adult per week. At least once a week, a next step should be written in the children's books. At least once a week, verbal feedback should be given to the children and indicated with a TC and a symbol/short phrase (see appendix 5) for the discussion topic.

In mathematics, a next step challenge should be placed at least once a week. At the start of the lesson the next day is the option of 1-3 differentiated questions for the children to solve independently.

Targets: each child must have their own writing target. A writing target is given after each big write and form a focus of teaching in the guided group work.

Arithmetic targets inform the makeup of arithmetic maths starters.

With next steps and targets, an example must be included so the child knows how to carry out the next step/target and can readily apply into their next piece.

Mark with a tick or arrow to show effective parts of a child's work or to praise good practise that you see and want child to continue.

Mark at least one area of writing that could be developed and be improved.
All work needs to be marked before the pupil sees their next piece in that subject

TheWEPAway

Below are additional teaching and learning strategies, unique to Wood End Park Academy, which helps to build on the learning, knowledge and skills that the pupils in our academy need to acquire, so that they are well-rounded pupils, ready for the world we live in.

As well as being placed on plans, vocabulary ladders will be displayed for the pupils at the beginning of each non-core lesson. Some vocabulary will be recapped and others may be new words. Each of these words will be discussed with the pupils at the start of the lesson. In maths these words are called star words.

The pupils are given an Every Time We Write checklist (see appendix) checklist which outlines the basic skills that the pupils should already know. These basic skills should be utilised by the pupils and expected within all lessons.

Metacognition strategies should be embedded into your daily routines.

This includes asking pupils how they feel before attempting a task (especially if it is difficult) so that the pupils learn to overcome the anxiety that they have and build up resilience to the unfamiliar – this way they are more likely to attempt a challenge (see appendix for examples). Furthermore, when introducing one lesson a day, as well as saying the LO and LQ, explain the skills (see appendix) and strategies that the pupils will use to achieve the LO and LQ. For example, today we are going to plan an investigation and **how** we will do this is by thinking, deciding and making suggestions. This way the pupils will develop an awareness of how they learn and begin to make links within their own learning.

Pupils will ask themselves key questions to support their learning.
See appendix 6 for 7 questions for stronger learning.

End of day reading is a part of everyday life here at Wood End Park Academy. During this time (from 3pm) pupils are able to hear teachers read, as well as read individually, a class text which has been chosen specifically for them. The pupils develop a love of reading and an enjoyment of reading a book for pleasure. Teachers are expected to ask questions of the pupils with the main focus on language. New words are explained to the pupils and displayed in the classroom, so that the pupils can utilise them in their own work.

Instructional Coaching

Instructional coaching involves a more expert teacher helping another teacher to develop their practice with individual classroom-based observational feedback. Coaches focus on bite-sized pieces of feedback (a goal) and provide specific steps (strategy) that the teacher can take to develop their expertise through regular coaching over time.

The programme supports teachers through:

- Teachers have a mentor
- Regular dropins
- Regular feedback sessions
- Work scrutiny

The teachers work in partnership with your mentor to improve practice. The development of teachers is done through a supportive approach with good communication.

We adopt a variety of approaches to continue excellent performance.

Modelled Lessons

The purpose of a modelled lesson is to demonstrate good practice; how a lesson should or could look. A modelled lesson clarifies expectations. A modelled lesson could take place in the following formats:

1. Mentor to their own class
2. Teacher teaches the same lesson to own class
3. Teacher observes an teacher with the mentor

Before the modelled lesson takes place, the mentor modelling should clarify to the observer the specific points to observe and focus on. Wherever possible, the mentor modelling should guide the observer through the lesson and openly share why and how they are teaching specific pedagogical components. Likewise, wherever possible it can prove useful to have a mentor to observe alongside the observer to provide guidance during the observation of strategies to view in action and use in their own practice.

Coached Lesson Dropins

Teachers are dropped into weekly. The time and focus of the lesson is discussed and agreed with the mentor. Mentor watches part of the lesson and provides feedback to the teacher. The feedback will consist of positives from the lessons and a goal. The mentor gives the teacher strategies to achieve the goal during the feedback session. The strategies can be actively practised as part of the feedback session.

Work Scrutiny

Work scrutiny is an important part of reviewing the quality of teaching and learning by looking at pupil outcomes in detail. Carrying out a work scrutiny will provide insight to standards, use of pitch and challenge, teacher subject knowledge and curriculum coverage. Work scrutiny will happen during learning walks as leaders will be able to view work in the lesson, look at books during the lesson and speak to pupils about their work. Whole school work scrutiny will also be carried out for specific subjects or pupil groups bi-weekly during the leader's session. This will also form an important part of professional development so that all middle leaders are equipped with the knowledge and expertise to carry out effective work scrutiny. Findings from the work scrutiny will be recorded and shared with all teachers.

WEPA Marking Codes

LO* learning objective has been securely met

LO/ learning objective has been mostly met but not all of the success criteria used

LO? Skill in the learning objective needs practising, not understood.

PH* excellent presentation

PH/ nearly there with presentation

PH? presentation needs improving – use the next steps given

VF verbal feedback was given going through the strengths and next steps to be used

NS read the next step to use in your next piece of work

For non-core subjects:

A question to think about related to what you have just studied

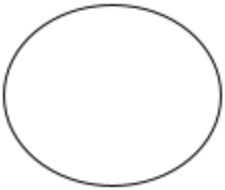
Something to reflect upon; give your thoughts as it will deepen your understanding.

Appendix 2:

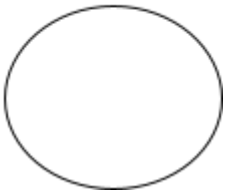
KS1 Marking Codes



Check finger spaces

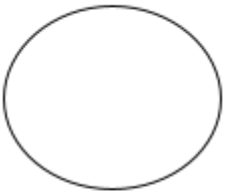


A Capital letter

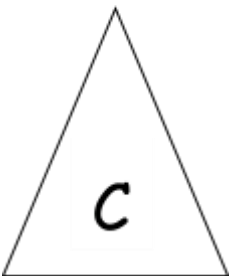


Full stop

_____sp Check the



spelling



Add an adjective

1/2/3 Try the maths challenge 1, 2 or 3

Appendix 3 - Every Time We Write Checklists

Every Time We Write Reception writers will...

- ✓ hold a pencil correctly
- ✓ write their own name independently
- ✓ experiment with mark-making and know what the marks mean
- ✓ use clear letters to communicate
- ✓ use the correct first sound when writing words
- ✓ use phonic knowledge to write simple regular words
- ✓ make phonetically plausible attempts at writing more complex words.
- ✓ begin to form captions and simple sentences.
- ✓ begin to use punctuation (capital letters, full stops)

Every Time We Write Year 1 writers will...

- ✓ use a full stop to end every sentence
- ✓ use a capital letter to start a new sentence
- ✓ write on the line
- ✓ use a margin
- ✓ write from left to right
- ✓ form each letter clearly
- ✓ use a finger space between words
- ✓ phonetically sound out words

- ✓ use a lead pencil
- ✓ use the upper and lower case correctly
- ✓ make sure ascenders are tall (to the top of the line)
- ✓ make sure descenders hang down (under the line)

Every Time We
Write Year 2 writers
will...

- ✓ use a full stop to end every sentence
- ✓ use a capital letter to start a new sentence
- ✓ use a capital letter for a name of a person or place
- ✓ write on the lines
- ✓ use a margin
- ✓ write from left to right
- ✓ form each letter carefully
- ✓ join letters that have been taught
- ✓ use a finger space between words
- ✓ phonetically sound out words
- ✓ use a lead pencil
- ✓ use the upper and lower case correctly
- ✓ make sure ascenders are tall (to the top of the line)
- ✓ make sure descenders hang down (under the line)

Every Time We Write

Year 3 writers will...

- ✓ use capital letters for beginning of sentences/proper nouns
- ✓ use full stops at end of sentence (or ! ?)
- ✓ write the date and LO and underline
- ✓ use cursive handwriting or clear, well-formed handwriting
- ✓ rule off last piece of work
- ✓ stick in sheets (so they do not stick out of the book)
- ✓ draw margins (if needed)
- ✓ use correct spellings of key words related to work (topic words)
- ✓ start a new line for new paragraphs
- ✓ start writing at the margin
- ✓ write to the end of the line

Every Time We Write

Year 4 writers will...

- ✓ Use full stops at the end of sentences (or ! and ? if needed)
- ✓ Use capital letters to start sentences and for proper nouns
- ✓ correctly spell the date and LO
- ✓ underline the date and LO (in pencil)
- ✓ rule off neatly
- ✓ start at the margin
- ✓ use correct cursive handwriting

- ✓ stay on the line
- ✓ draw diagrams in pencil
- ✓ use a ruler to underline / cross out / draw labels
- ✓ use neat side/messy side when needed in maths books
- ✓ use correct spelling of topic / maths vocabulary

Every Time We Write

Year 5 writers will...

- ✓ use full stops to mark the end of sentences
- ✓ use capital letters for the start of sentences and proper nouns
- ✓ use commas to mark clauses
- ✓ correctly spell the date and LO
- ✓ underline the date and LO (in pencil)
- ✓ rule off
- ✓ start at the margin
- ✓ use correct cursive handwriting that matches (or is better than) our handwriting sample
- ✓ stay on the line
- ✓ use handwriting pens in all books except maths
- ✓ draw diagrams in pencil
- ✓ use a ruler to underline / cross out / draw labels ✓draw neat margins in maths books
- ✓ use correct spelling of topic / maths vocabulary

Every Time We Write

Year 6 writers will...

- ✓ use a handwriting pen (except in maths or when drawing diagrams)
- ✓ use a capital letter to start each sentence
- ✓ place a full stop to end every sentence
- ✓ use ? and ! every time it is needed
- ✓ use a comma to mark clauses
- ✓ have a capital letter for proper nouns
- ✓ have no capital letters in the middle of sentences
- ✓ read our work out loud to check that it makes sense
- ✓ check our writing is all in the same tense
- ✓ use appropriate conjunctions to join sentences
- ✓ use exciting adjectives when the reader needs to visualise
- ✓ make sure our handwriting matches (or is better than) our handwriting sample ✓
use paragraphs to organise our writing.

Appendix 4 - Metacognition 7 questions for stronger learning

Metacognition Skills Progression

Nursery			
looking	listening	feeling	Guessing
choosing	Deciding	Thinking	Remembering
sharing	Taking turns	wondering	Keep trying
Trying out	Finding out	Using imagination	
Early years			
Trying different ways	Being a good team member	exploring	Remembering other learning
Showing others	testing	suggesting	estimating
Working out	Taking care	Solving problems	cooperating
Middle Years			
testing	checking	planning	Expressing feelings and thoughts
noticing	redrafting	Making connections	improving
Considering others	concentrating	Supporting	Using other learning
Looking for patterns	Revising/retrying	estimating	
Upper years			
Looking/observing	listening	feeling	guessing
Choosing	Deciding	Thinking	Remembering

Sharing	Taking turns	Wondering	Keep trying
Trying out	Trying different	Finding out	Using imagination
	ways		
Being a good team member	exploring	Remembering other learning	Showing others
Suggesting	Testing	Solving problems	Working out
Taking care	Checking	Cooperating	Noticing
Planning	Improving	Redrafting	Supporting

Expressing feelings and thoughts	Explaining thoughts and opinions	Remembering other learning	Showing others
Suggesting	Testing	Solving problems	Working out
Taking care	Checking	Cooperating	Noticing
Making connections	Concentrating	Using own plan	Predicting
Finding evidence	Planning ahead		

Prompts for being a good learning coach in English

- Is there anything you feel you need help with?
- What impact on the reader do you want to achieve?
- Do you think you are achieving this?
- How successful do you think you have been against the success criteria?
- How can you include this aspect of the success criteria?
- You could use a simile/metaphor etc. here. Can we think of one?
- Can you think of a better word instead of _____?
- Could you think of any adverbs to put before any verbs in your writing?
- Could you ask the reader a question in your writing?

Prompts for being a good learning coach in mathematics

- Have you followed the success criteria?
- Can you demonstrate that this is the right answer? Explain how you know.
- Would a whiteboard help you?
- Could you draw a diagram?
- What is the rule for (e.g. rounding numbers)?
- How do you know this number is (e.g. divisible by 2/prime/a factor of 32)?
- Let's talk through an example and go through the steps.
- Ask me questions and interrupt me if you don't understand.
- Now can you do this example on your own? Talk me through it.



PEER CONVERSATION STEMS

ADMIRATION

- "I like what ___ said because..."
- "That's a great point, because..."
- "When you said...I understood..."
- "This is interesting because..."
- "That's a great point..."
- "I agree with ___ because..."

QUESTION

- "Could you explain a bit more please?"
- "Could you show me?"
- "One question I have is..."
- "What do you think?"
- "I still have questions about..."
- "This makes me think"
- "I noticed that..."

INSPIRATION

- "What if..."
- "This makes me think..."
- "I wonder..."
- "I would like to add on"
- "Who else could we ask about..."
- "To add on to that..."

PERSPIRATION

- "Can you tell me more about..."
- "Could you please elaborate more on..."
- "Tell me more."
- "Could you give me an example?"
- "How do you know?"
- "If you did know the answer, what would it be?"

CLARIFICATION

- "So far we have said..."
- "I think the author is saying..."
- "So you are saying..."
- "Could we agree that..."

CLASS CREATION

COMMUNICATION: WHAT ARE NEXT STEPS...

