Harborne Academy Teaching and Learning Policy

January 2017

Aims of the Policy
- To provide a consistent approach to outstanding quality teaching and learning in order to ensure standards of attainment are raised.
- To ensure that all staff members are involved in providing opportunities for all students to experience a varied, challenging education in a stimulating environment.
- To ensure that all staff members are aware that the overall aim is for outstanding quality teaching and learning to be the main focus of the Academy.

Objectives of the Policy
- To identify consistent expectations in relation to the shape of lessons and the lesson plan structure.
- To identify consistent expectations in relation to the procedures followed by students at the beginning and ends of lessons.
- To provide guidance for staff in relation to the provision of a range of activities within lessons to ensure pace, challenge and a range of learning styles are achieved.
- To identify a whole Academy framework for monitoring and evaluating the quality of teaching and learning within individual Curriculum Areas and across the whole Academy.
- To provide guidance in securing a positive learning environment within all Curriculum Areas.
- To provide guidance specifically in relation to behaviour management within the classroom.
- To identify support and training opportunities available in relation to whole Academy and an individual colleagues practice.

Academy Teaching and Learning Priorities
- To embed the Harborne Quality Mark (HQM), which addresses our key expectations of: Entry and Exit 7, Classroom Management 7, and Teaching and Learning 7.
- To embed the staff 4Ps (Pride, Professionalism, Passion and Performance)
- To ensure the Academy Marking and Feedback Policy is consistently applied by all staff.
- To embed the Culture for Learning Policy to ensure that student behaviour across the Academy promotes positive outcomes in all forms.
- Increase opportunities for ICT, literacy, numeracy and learning skills.
- Rigorous use of student assessment to inform classroom lesson delivery and targeted intervention to narrow the attainment gap and maximise progress for all learners.
- Ensure students are aware of their targets and how to make the bespoke progress.

Student Outcomes
- Students take ownership of the 4Ps (Pride, Professionalism, Passion and Performance)
- Learn self-help skills and be made aware of the working world in preparation for adult life.
- Acquire the skills to become a successful independent life-long learner and adult.
- Acquire good moral values and develop habits of effective self-discipline and positive social behaviour.
- Develop an enquiring mind with the confidence to explore through risk taking.
- Learn to communicate effectively.
- English will be used as a vehicle to raise standards across the curriculum through literacy, oracy and a matrix of transferable skills.
- Understand mathematical ideas and learn to apply numerical skills.
- Acquire the control of tools, ICT equipment and technology.
- Learn to communicate meaning in pictorial or written forms.
- Learn about different religions, beliefs and cultures.

Harborne Quality Mark (HQM)
The HQM is a number of routines and practices that are non-negotiable expectations from all Academy staff to enable a culture of excellence for learners and staff. The HQM will ensure that consistency and structure enables teachers to teach and learners to learn. The HQM will advocate strategies that in the long term will produce a more conducive learning environment and outstanding outcomes across the Academy.

STAFF 4 Ps

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PRIDE

- Aim to be an outstanding teacher.
- Place learners at the centre of the learning experience and listen to their voice.
- Have the highest expectations for our learners.
- Create a learning environment and displays that are excellent.
- Shapes learners' learning environment that will influence learner motivation and achievement/behaviours.
- Take pride in your practice to ensure excellent learner outcomes.

PASSION

- Be passionate, positive, and enthusiastic about your work. Go the extra mile.
- Take an interest in every child. The better you get to know your learners, the more influence you will have on their attitude.
- Keep your learners attention. Teach your learners why the knowledge you convey is important and how they can apply what they learn in their daily lives.
- Seek new subject knowledge and share this with your learners and colleagues.

PROFESSIONALISM

- Follow planning procedures and protocols.
- Take charge of your classroom. Manage your learners' behaviour.
- Never miss a deadline.
- Keep up to date with your marking and grading of learners' tasks.
- Treat your colleagues and line managers with respect.
- Treat your learners with respect.
- Be on time to lessons and duties within the Academy.

PERFORMANCE

- Take responsibility for your learners' results. As a professional teacher, the grades your learners achieve are you. Bear this in mind, in all you do. No excuses.
- Increase performance management against targets.
- Keep abreast of education policy and legislation (Academy professional/procedures).
- Improve performance and practice for all.

Student 4Ps

Our learners should...

Pride

- Aim to lead and not just follow.
- Try hard before asking for help.
- Express themselves eloquently and articulately.
- Present themselves in the best light and complete work to an excellent standard.

Passion:

- Like to explore and ask questions.
- Be enthusiastic and enjoy learning new things.
- Be thoughtful, considerate and appreciative.
- Seize the day – and see opportunities.

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Professionalism

- Be on time and well prepared for learning, meeting deadlines.
- Be calm and responsible learners.
- Be tenacious in the pursuit of goals.
- Be ambitious to succeed.

Performance

- Be achievers and finisher's.
- Respond positively to feedback and criticism.
- Aim for excellence.
- Balance teamwork and independence.
- Think rigorously and methodically.

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The Harborne Quality Mark (HQM)

Consistently embedded routines and practices will support a more conducive learning environment and ultimately the progress of our students.

HQM Entry and Exit 7

1. Teachers or supporting adults will be at the class door to positively greet students and ensuring that they are wearing their uniform appropriately
2. Students are encouraged to enter the room quickly, but calmly and reminded to complete their DO Now Activity.
3. Whenever possible, resources should be set out on desks before the lesson.
4. Students should remove bags from shoulders and place them under the desk. Equipment, including planners, should be placed on the desk.
5. Lessons should begin immediately with a short 'Do Now Activity' that is to be completed while students enter the room (staff register can be completed whilst students are completing this activity).
6. At the end of the lesson, students should be asked to tidy up their work stations and stand behind their desks or stand in pairs behind the class door.
7. The class teacher will stand in the doorway to dismiss the class in a calm and orderly manner.

HQM Classroom Management 7

1. Harborne data driven seating plans based on ability (Amber, Green and Purple) used for lesson delivery.
2. Questions must be colour data driven and targeted to ensure that all students are alert.
3. Students are told not to talk over another student or when the teacher is talking.
4. The class teacher uses 3-2-1 to get silence and attention (by 1, all students must be quiet, pens down and facing the front).
5. Prompt students to stay focused throughout the whole lesson and use Behaviour Watch to issue 20 minute and 45 minute detentions where necessary.
6. If a student displays poor behaviour the Teacher must:
   a) Give a verbal warning so the student knows that they have the chance to improve their behaviour before any consequences.
   b) Second warning, students name is written on the board.
   c) Third warning, student receives a tick next to their name (20 minute detention).
   d) Fourth warning, Student receives a second tick and can be removed from the classroom by on-call (45 minute detention).
7. Praise students regularly and when they excel, using Behaviour Watch to award points.

HQM Teaching and Learning 7

1. The Department PPT template used to deliver every lesson.
2. Use of student data to plan differentiated resources.
3. Subject specific 'Do Now Activity' at the start of every lesson, shared while students enter the classroom.
4. Share with students the lesson objective/s, differentiated success criteria with the accompanying grades and the extension activity.
5. Minimum 2 effective AFL points in a 60 minute lesson.
6. Teacher talk time a maximum of 7 minutes for any given time.
7. HA Marking Policy is used to provide students with feedback on their work.

At the end of the Academy day, students will be escorted in pairs quietly to the main entrance with the class teacher leading the line and additional staff in the classroom will support the orderly end of day dismissal.

Classroom Principles and Practice

Before the Lesson:
- Planning must be sound. Know what you want to teach and how. Do you know what you want each pupil and student to achieve? Learning outcomes and success criteria are essential.
- Differentiation is vital in ensuring that the needs of **every** student are catered for-accessing the curriculum.
- Ensure a good well managed learning environment is in place - Bright well-presented displays, orderly desk, no litter, system established for giving out resources.
- Are the learning needs of the students integrated into every key objective?
- Has your plan been shared with the Teaching Assistants? Do they know who they are working with? Why? How? Outcomes expected and success criteria against which to assess.
- Do not try to achieve too much in one lesson.
- Ensure you have all the right resources e.g. Visual aids, practical activities.
- Have you photocopied or have multiple copies of resources?
- Run through the lesson in your head- Plan for the possible weak points.
- Be ready in your classroom when your pupils or students arrive.
- Welcome the students with confidence (the first 2/3 minutes of a lesson are crucial).
- Be adaptable and flexible as the lesson begins. Responding to the students' involvement and understanding.

Start of the Lesson:
- Meet and greet at the door: half in/half out of corridor; ensure the students filter into the room in a single file and quietly; welcome pupils or students at the door positively.
- Establish clear routines on entry – students should sit according to your seating plan: coats off, bags on the floor, appropriate books and materials out, students facing you and in silence ready to learn. The routines need to be taught.
- There should be a clear beginning to every lesson and a speedy start.
- Link each lesson with the previous one through the use of questions and answers (*it is vital that students see how the work they do is related).* Aim to build on the previous knowledge.
- Always state the lesson's subject, context and purpose. The students should always know what is expected of them, if they understand what is required of them and can achieve they are less likely to disrupt.
- Be enthusiastic about what you are teaching.
- Have clear limits for your classroom management and clearly articulate these. Don't set unreasonable limitations!
- Catch any students being good straight away and reward them using the rewards system.
- Have a clear and timed settling activity for students upon entry to the classroom.
- While this is done walk the room, ensure all students are on task, liaise with TA if present, give quiet individual praise whenever possible, no negatives; take the register, no need to call out names.
- Give clear instructions; do not get into a debate; repeat instructions as necessary "I want you to".

Main Part of the Lesson:
- Give the big picture; link with prior learning objective; describe what class are going to be learning today; explain learning objectives and differentiated success criteria.
- Are you encouraging high standards? Establish expectations – have the listening rule; only one person to speak at a time, hands up to answer questions, no shouting out.
- Use the strategy 3-2-1-0 to gain silence in all your classes.
- Careful Timing: Move the lesson along with steady pace and rigour. This can potentially avoid points of disruption and often helps many students achieve more.

- Use examples that the students can relate to. Clarify any points throughout – mini plenaries to assess the learning thus far.
- Make lessons interesting and keep it pacy.
- Vary the timing of activities.
- Are you assessing the understanding of the students with the questions that you are using?
- Be flexible and adaptable. **Are students learning?** Adjust the lesson delivery if necessary.
- Think of ways you can draw key concepts from the students. Are you appealing to their curiosity and encouraging them to respond creatively?
- Use part of the board for key words/ key terms/ focus on spelling, use these words frequently.
- Keep individual abilities of students fixed in your minds.
- Prompt action needs to take place to address poor behaviour.
- Be consistent in the use of consequences for poor behaviour.
- How much are you talking? Are the students active or passive?

End of the Lesson:
- Leave enough time to close the lesson calmly.
- Go back to the big picture and show where today lesson fits in and what will be happening next.
- Clarify what the students have learnt, and set a question for the next lesson.
- Successes shared/ celebrated with or indicated to class.
- Have a procedure for collecting up books or completed work.
- Allow time for students to self and peer assess.
- Ensure all resources are cleared up and handed in.
- Has homework been allocated and how does it relate to the learning in the lesson just delivered?
- Wait for the signal for the end of the session and dismiss groups of students at a time – never allow students to leave early.
- Check the corridor and ensure students are calm and following the one-way system.
- Find an opportunity to reflect over each lesson, identifying strengths and areas of development for future lesson delivery.

Registers
- Must be taken every lesson within the first 5 minutes and lateness must be recorded.

Learning Activities
All students learn in different ways and it is therefore important to provide a range of learning activities which cater for the different learning styles of students.

A Visual Learner:
- Prefers to read, to see words, illustrations and diagrams.
- May talk quite fast, using lots of images.
- Memorises by writing repeatedly.
- When inactive, may doodle, look around or watch something.
- When starting to comprehend or correct, may say 'that looks right'.
- Is most distracted by untidiness.

An Auditory Learner:
- Likes to listen, be told or talk ideas through.
- May talk fluently and logically with few hesitations.
- Memorises by repeating words aloud.
- When inactive, may talk to self or others.
- When starting to comprehend or correct, may say 'that sounds right'.
- Is most distracted by noises.

A Kinaesthetic Learner:
- Likes to get involved, hands on, to move things, to try out alternatives,
- May use lots of hand movements,
- Talks about actions and feelings; may speak more slowly,
- Memorises by doing things repeatedly,
- When inactive, may fidget or walk around,
- When starting to comprehend or correct may say, 'that feels right',
- Is most distracted by movement or physical disturbance.

A range of learning activities should be identified within Schemes of Work for each Curriculum Area. When considering activities to be used within different topics/ lessons all staff should ensure that the learning activities chosen will challenge students and extend their learning. Effective use of questioning within lessons is a key activity in all subjects and should be incorporated into lessons wherever possible.

Staff should be aware that some activities limit students' learning and other activities provide them with opportunities to extend their thinking and knowledge. Activities should support students in developing their own independent learning skills. Identified below are listed a range of broad activities which different groups of students may access.

Some students may be able to access the following activities:
- Open ended problem solving.
- Hypothesis formulation.
- Independent research.
- Decision making exercises.
- Justification.

Most students will be able to access the following activities:
- Translation e.g. statistics to graphs.
- Categorising/ sifting.
- Ranking.
- Sequencing.
- Hypothesis testing.
- Evaluation.

All students should be able to access the following activities but these activities are lower order activities/ skills and therefore must be used within the framework of other higher order activities:
- True/ False exercises.
- Comprehension questions.
- Missing word completion.
- Summary.
- Learning from examples/ working with other students.

Creating a Learning Environment

Students learn best where the classroom environment portrays a learning environment and is conducive to learning. Teachers should consider the way in which desks are organised for different activities and ensure that they support the activities set. Seating plans should be used to support the strategic placement of students to support one another in their learning within lessons.

The displays in the room should support the creation of a learning environment and act as a learning resource for students in the classroom. They should depict 'high standards and expectations' and should support student learning e.g. literacy/ numeracy wall, assessment wall, recognising students' achievements, displays linked to what the students are learning which can be referred to as a teaching aid. The temperature in the room should always be considered and relevant action taken if possible, for example, radiators on/off, windows open/

closed. High expectations should be set in the way students present themselves within the classroom, for example the way students sit at desks, have their equipment ready, are not wearing coats etc. as these are all key to the students' attitudes to learning. A classroom should be an exciting and motivating learning environment where students work and achievements are valued.

Culture for learning within the classroom

The culture for learning within the classroom is the responsibility of the teacher supported by support staff if present. The teacher should work in line with the Culture for Learning Policy in relation to any behaviour issues within the classroom but should try, where possible not to let inappropriate behaviour interfere with learning. When reminding students of how to behave appropriately staff should refer to the HQM Classroom Management 7 and Culture for Learning Policy (see Appendix A), and explain to the students that their behaviour should not continue. The HQM must be clearly displayed on classroom walls.

Support for improvements in teaching and learning

All teachers should be committed to improving/ developing their teaching and learning skills over time and will be given support, through a range of strategies, to achieve this. Priorities for improvement in teaching and learning are integral to Performance Management and to the ongoing monitoring, evaluation and review procedures linked to Curriculum Areas and individual teachers.

Whole Academy training of teaching and learning will be provided for all staff on an annual basis linked to the Academy's priorities for development. In addition to this ongoing training in relation to teaching and learning will be provided through the following:
- Whole Staff Meetings.
- Subject Meetings.
- Peer support through joint planning/ peer observations/ modelling.
- Good to Great Programme.
- Individual coaching.
- Access to individual training.
- Ongoing lesson observations identifying strengths and weaknesses/ priorities for development.

In addition to the above any member of staff who is identified as providing inadequate teaching on will be given "focussed support" as part of the 'Intensive Support Plan' to support them in delivering satisfactory or better teaching in the near future. This support will be more intensive and will involve a commitment from the member of staff to improve. Harborne Academy is committed to an "open door" approach where staff members see the positive benefits of being observed in order to support them in improving the quality of their teaching.

Staff Development

Staff development requirements in relation to teaching and learning will be identified through monitoring of teaching and learning within Curriculum Teams and through the Academy Leadership monitoring Performance Management. Individual staff will identify their own teaching and learning objectives through their Performance Management Reviews. This information will be provided for the Principal (teaching staff) and Deputy Principal (teaching support staff). Staff development in this area will be seen as an on-going major priority for the Academy as it is key to raising standards of attainment.

Monitoring and evaluation of the quality of teaching and learning

The quality of teaching and learning will be monitored through a whole Academy approach using a range of developing strategies over time, enabling the Academy to identify progress in relation to targets and to identify future priorities for development.

In summary the following aspects of monitoring will take place:

Subject Lead Teachers
- Lesson Planning checks termly
- Lesson Observations in relation to each member, which can be no more than 3 hours in an academic year by Academy members.
- Work Scrutiny should be undertaken following the Quality Review framework.
- Monitoring and Evaluation of achievement data in line with the Assessment Calendar.
- Regular team meetings to discuss progress/developments.
- Classroom environments/ displays informally checked.

Academy Senior Leadership Team
- Regular meetings with Subject Lead Teachers to check monitoring of the Curriculum Areas.
- Lesson Observations of Subject Lead Teachers and other department staff in line with the teaching and learning schedule.
- Monitor displays/ classroom environments termly.
- Monitor and evaluate the quality of whole Academy teaching and learning – half yearly identifying strengths and areas for development.
- Spot checks of students' work.

Equal Opportunities
Within all lessons teachers should be aware of equal opportunities and should ensure that the resources and activities support the individual needs of students.

Review and evaluation
This policy will be reviewed annually in line with the Academy's Policy Review Calendar.

Links with other policies
- Culture for Learning Policy – Appendix A
- Assessment Policy – Appendix B
- Home Learning Policy – Appendix C
- SEND Policy – Appendix D
- Inclusion Policy – Appendix E
- Marking and Feedback Policy – pages 11-14 below in this policy document

Harborne Academy Marking Policy December 2016:
The purpose of marking is to provide subject specific feedback to a pupil on work that has been completed to provide guidance on the next steps for success and to ensure progress over time. In addition, marking allows teachers to use the knowledge gained from pupil's work to plan subsequent lessons as part of their formative planning.

Marking is only useful and constructive, if it is accessible to a pupil and this should be the aim of all teachers. Pupils should be able to recognise their success and know what to do next.

Fortnightly Mark
Learning needs to be supported through feedback: oral and written comments relating directly to the differentiated (colour coded) outcomes. All subjects are required to provide feedback; ways of recording this marking and feedback needs to be regular and teachers must use the fortnightly marking template, consisting of 'WWW, Working at Grade/Score, HTD, **Now Try This** (leave the amount of space that you feel would be appropriate for the pupils to complete the Now Try This) a space and 'Now Try This checked by' and dated.' The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments or feedback.

This will form a "deep" marking of assessment pieces which will be levelled/graded and clear guidance given on how children can improve their work/level. Lessons may use the 'Now Try this' following the '**Do Now Activity'** at the start of a lesson (10 minutes at the most), end of a lesson or as part of an independent homework task to allow the opportunity to make progress and therefore able to 'close the gap'. Think where this would be most appropriate in your lesson.

Fortnightly Marking Template

What Went Well (WWW)	
Working at Grade/Score(WAG)	
How To Develop (HTD)	
Now Try This…	
Now Try This checked by:	
Date checked	

Peer Assessment
Peer Assessment is a powerful tool when used correctly. Pupils need to understand how to peer assess a piece of work accurately. Modelling this using a pupil's work under the visualiser or using a modelled answer on a powerpoint will help children understand how to peer assess properly. They may use a **success criteria** from the lesson that is glued into

every child's book or may use mark scheme, for example, from GCSE past papers. Children can add WWW, Working at Grade/Score and HTD at the bottom of the work assessed – this must be against the success criteria.

Self-Assessment
Self-Assessment is also a powerful tool and may be used at different points of a lesson, for example, as part of a 'Now try this', 'Starter Activity' or as part of an integral progress check within a lesson, so that children know what else they need to include to make sufficient progress. It is also possible to use a success criteria or a past paper mark scheme to allow children to assess their own work. Any success criteria used must be glued into books. Pupil can also use the 'WWW, working at grade/score and HTD at the bottom of their self-assessed work, where applicable.

Teachers should always check that peer or self-assessment is accurate and then sign that they have checked it.

End of Unit Assessment Feedback – Road to Success
Diagnostic feedback at the end of a term, every unit or topic will be completed on the 'End of Unit Assessment Feedback – Road to Success' template for any key stage. A minimum of one feedback sheet is required to be completed by the teacher at the end of each term. A success criteria may be used as part of the WWW or HTD on each feedback sheet, criteria may be taken from an examining board's specification, taken from a scheme of work, from a PLC or created from the assessment questions themselves. A WAG/score will also be provided on this feedback sheet. In addition, the feedback must be personalised for each pupil and pupils should be able to see the next steps to allow them an opportunity to improve.

Teachers will use the Academy example for their end of term/unit feedback:

Road to success… (Assessment Feedback) – the Academy template is below.
This needs to be completed at the end of each half-term or unit (if earlier)

HARBORNE ACADEMY ASPIRE.BELIEVE.ACHIEVE ☆☆☆☆☆☆
Road to success… (Assessment Feedback)
Student Name: **Subject:**
WWW (What went well): 4   Identify what stem cells are 5   Describe 2 uses of stem cells to treat illnesses and diseases 6-7   Using at least 2 different connectives, explain 2 concerns against using stems to treat illnesses and diseases
HTD (How to develop): 8-9   Using persuasive language, give an overall conclusion with reasons, why you are for or against stem cell therapy to treat illnesses and diseases.
Working at Grade/Score: GCSE Grade 6

Handwriting and Presentation
It is the aim of the Academy to improve handwriting and presentation through feedback to pupils. Pupils should be taught what good handwriting and presentation looks like and how to achieve it. Pupils are expected to write in black pen and underline the date and lesson titles.

General Literacy Marking

Teachers should choose subject related keywords to correct in each piece of work. The spellings should be written correctly at the end of a piece of work and the children should be trained to copy them out correctly three times. Literacy targets may also be provided as well as subject specific targets by a teacher, on the fortnightly mark and end of unit feedback assessment mark. This is optional.

Grammar

All common grammatical mistakes should be corrected e.g. incorrect use of past tenses. If a pupil is repeatedly using the wrong tense throughout a piece of work it might be appropriate that this becomes the teacher's wish and is highlighted to show this.

In order to encourage good use of grammar it is important that all staff model correct grammar and that pupils using incorrect grammar are corrected verbally.

General Numeracy Marking

The marking of numeracy will follow this policy. Where appropriate, pupils will be given a 'closing the gap' task to complete; or a specified number of corrections to complete. Again the marking will be appropriate to the pupil, with the intention that it will impact on progress and improve numeracy. This can be used, where appropriate across the curriculum.

Feedback in Homework

- Feedback and marking of homework is in line with guidance in the Homework Policy.

Summary

1. Marking will be in red ink.
2. Books to be marked using the fortnightly template using a WWW, working at grade/score, HTD, Now Try This, and Now Try This checked and dated by.
3. Peer and self-assessment will be marked with a green pen by students and counter-marked by a teacher, (where applicable) as part of a teacher assessment.
4. Up to three incorrect spellings will be corrected in each piece of work.
5. Common grammatical errors will be corrected.
6. Pupils' successes will be acknowledged and celebrated.
7. Pupils' misconceptions will be challenged with written questions on the relevant page or as part of the 'Now Try This' activity.

The most important thing is that pupils understand the system, know how to improve and begin to take responsibility themselves for their progress.

Outstanding Marking Shows That:

- Strategies exist to acknowledge/celebrate the achievement of work.
- Comments are focused & diagnostic explaining ways for pupils to improve.
- Pupils are involved in setting targets for improvement.
- There is a good level of personalised comments from teachers.
- There is a subsequent response from the pupil.
- Pupils demonstrate understanding of targets set and independently work towards them.

Examples of Good Practice:

- If you are taking over a new set of pupil draw a line under their previous work and establish your high expectations from that point.
- Take every opportunity to demonstrate progress. For example, use the starter amber green purple stickers to indicate progress during a lesson.
- Provide success criteria for a task so that students can take responsibility for improving their own work.

- Give students practice at using assessment criteria by SA or PA so they learn how to improve and how to proof read and evaluate their own work.
- Include literacy as part of the assessment criteria.
- Highlight a passage to redraft as a 'Now Try This' task or draw a highlighted area in which you expect the students to respond to a new challenge. This indicates your expectation of how much they should write.

Harborne Academy Marking Guidelines

Marking Symbols Sheet to promote Literacy Skills

Marking Symbols Key:

P (. , ? ! : ; -)	Punctuation missing or inaccurate
C	Capital letter missing or inaccurate
SP	Spelling inaccurate here
WW	Wrong word used
T	Tense inaccurate (past/present/future)
G	Grammatical error
NP//	Start new paragraph
^	Missing word(s)
?	Meaning unclear