



Ireby Church of England Primary School

'Created to do Good' Ephesians 2:10

Teaching and Learning Policy

Signed by:

_____  _____ Head Teacher

Date: 14th January 2026

This policy is reviewed and amended as and when required

School Governance:

Responsibility of the Head teacher and staff

Curriculum Intent, implementation and Impact Policy

Contents:

- 1. Our Christian Vision ‘Created to do good’ Ephesians 2:10**
- 2. Our curriculum intent**
 - Equality, inclusion and equal opportunities (intent)
- 3. Our implementation**
 - The teaching of language and vocabulary
 - Equality, inclusion and equal opportunities (implementation)
 - Quality questions
 - Shared discussions
 - Feedback from children
 - The importance of listening attentively
 - Developing language through responses
 - Enriched opportunities
 - Curriculum organisation and rationale
 - Curriculum organisation
 - Evidence-based teaching strategies
 - Learning Objectives
 - Communicating Content
 - High-quality outcomes
- 4. Evaluating the impact**
 - Understanding the standards
 - Understanding how children are progressing towards achieving standards
 - Supporting children to achieve the standards
 - Feedback: Verbal and written
 - Verbal feedback
 - Written feedback and marking
 - Common errors
 - Self and peer review
- 5. Summative assessment**
- 6. Identifying children’s needs**
- 7. Presentation of work in children’s books**
- 8. Our learning environment**
- 9. The role of parents, carers and extended family**
- 10. Moderation of standards**
- 11. Evaluating the effectiveness of this policy (frequency)**
- 12. Role of Governors**
- 13. Monitoring and reviewing this policy**
- 14. Appendix**

1 Our Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our curriculum policy supports our vision by teaching our children to be resilient providing a secure structure which embraces challenge and enables children to learn from mistakes. Our curriculum policy supports the process of learning, creating a clear pathway for staff and children to follow, develop their talents and to flourish.

2 Our Curriculum Intent

It is our intent, that we use our curriculum, and the way in which it is implemented, to ensure that all our children value themselves and others. We want them to understand the true meaning of inclusion, equality and equal opportunity for all so that they can take full advantage of every learning opportunity and in so doing, develop respect and tolerance. In short – we want to create a community in Ireby which reflects the world as we would like it to be.

We also believe that through the creation of a inclusive culture, we will allow all our children to thrive, grow as people and achieve high standards across the curriculum.

Equality, inclusion and equal opportunities

We strive to ensure that our classrooms are a place where everyone is; valued equally, included in their learning and given equal opportunity to succeed.

We understand that our pupils join us from a variety of different backgrounds and having had a variety of experiences. From the first day to the last, we make sure every child is made welcome. We greet them at the gate with a smile, speak to them with respect and listen to them with attention. We build relationships and get to know them and their families so that we can give them the very highest quality provision.

Our implementation

The teaching of language and vocabulary

Regardless of their starting point, we make the development of the English language a priority for every child. From the moment they walk into school it is a focus. In our speech and through our curriculum, we explicitly develop a deep understanding of words. We love to discuss words, use words and value words – words are how we communicate. They come before reading or writing. Being able to speak with clarity, using appropriate vocabulary,

grammatical structure and with confidence to a range of audiences is vital to future success. It unlocks pathways to being a confident reader ([see our reading policy](#)) and a better learner, able to engage fully in all areas of the curriculum and school life.

As teachers, we are role-models. We speak to children of all ages using high-level vocabulary. We identify specific technical vocabulary and words for specific lessons and units of work. These will be displayed during lessons and constantly referred to and used in our explanations. We limit these words to ensure focus, making sure we don't over-load children.

Children are asked, through a variety of techniques, to use these words in their explanations. We discuss meaning and context and listen carefully to any explanation children may give encouraging the use of appropriate vocabulary through reframing or probing questions.

Equality, inclusion and equal opportunities (implementation)

Inclusive classrooms happen because teachers (by which we mean any adult who has contact with a child in a learning capacity) use specific teaching techniques to create an inclusive culture.

We recognise that in order to build relationships and trust, so we need to give children a platform to express themselves, value their contributions equally and ensure they are actively involved in their lessons.

Quality questions

Questions are a teacher's best friend. A great question makes our children think and challenges their mind. But often children, like most people, need time to think and process their thoughts before they can offer a quality answer. At Ireby, we recognise this and give our children time – if a question is worth asking – we want to explore the very best quality answers.

Shared discussions/ team and partnership work

We create classroom partnerships so that children can discuss and articulate their ideas share responses with their peers. We will often model how these partnerships work successfully so that there are equal opportunities. Learning how to listen with attention is a vital part of this process. The teachers will spend their time listening to the quality and equality of discussions (ensuring all are involved) – making sure good examples are shared with the class and making interventions only if they lead to improved learning outcomes.

Feedback from children

Children give feedback through a range of medium. We utilise whiteboards, especially in maths, for children to take their time and demonstrate their thinking. We also utilise technology. Throughout our curriculum children use Microsoft Teams to share ideas. We often work collaboratively on a question and children contribute through a shared document which is visible to all. This allows teachers to give immediate feedback and model improvements in the moment.

During feedback, teachers will select pairs or individuals and ensure that all children have the opportunity to speak. We know our children – we know who would be quiet – who would be lay low and let others dominate. By gentle encouragement and through rehearsing thoughtful answers and possible teacher intervention – we give all our children the opportunity to be part of their lesson – equal opportunities – for all.

'Hands-up' is no longer useful to us as an inclusive tool as we recognise that it promotes inequality through those who dominate through language and confidence.

No Hands up

Asking children to respond to 'hands up' is a common part of schools' teaching but at Ireby, we recognise that this can cut down opportunities for learning and talk.

At Ireby we therefore don't favour a hand's up approach to answering questions as we understand that children from families who are accustomed to talking already have the confidence and oral skills to grasp opportunities to speak, and will engage themselves readily in questions and answers. Other children, however, might hold back from responding, including shy ones, those who are new to learning English and those whose oral skills are less well developed. As a result, the language gap widens further.

If six children raise their hands and only one is chosen to answer, the other five are excluded, even if they had something worthwhile to say, whilst other children may stay silent altogether.

Instead, strategies employed above support equal opportunity at Ireby.

Calm learning environments

When children are learning to read and write, a noisy environment, where other activities are taking place at the same time, makes it difficult for them to hear what the teacher and other children are saying, particularly for those who have hearing difficulties or impairments, those with speech, language and communication needs and those who find it difficult to pay attention.

If these children cannot hear clearly, it limits their opportunity to think clearly and therefore their chances of responding are immediately limited.

Calm, quiet classrooms give them the best chance to interact and make progress in reading, writing and across our curriculum.

To importance of listening attentively

When listening to feedback from pairs or individuals our staff listen attentively. We listen for specific vocabulary and opportunities to model or probe for higher-quality responses – for learning opportunities or to praise high-quality and share it with the class.

We might take something that was said and ask them to reframe their response, or reframe it for them by modelling. We might ask others to contribute their ideas for improvement, being careful to foster a culture where feedback accepted as learning. Teachers work hard to ensure all are included.

Developing language through responses

When we ask a question, we might gently insist that the vocabulary used by the children and reflected back to us – again, we teach the children to expect this. For example, a teacher might ask: 'What were the causes of World War 2?' children may respond 'the causes of World War 2 were...' or, as we grow their understanding 'there were several factors which historians have identified as causes of World War 2.' This would be a clear sign to us that children are beginning to understand and concepts and vocabulary connected to that subject whilst at the same time developing children's ability to communicate effectively with a wider audience

Enriched opportunities

Children learn best when they are most engaged. Throughout our curriculum, we seek to establish partnerships with individuals and organisations who can inspire our children and support our vision. Partnership work is not an add on, it is carefully planned to ensure that we maximise learning opportunities. Evidence suggests that these immersive practices have impact. We also know that they are opportunities to acquire skills, knowledge and language.

We have documented our whole curriculum and the organisations we work with.

Curriculum Design and long-term memory

The emphasis in our curriculum is for children to have a deep understanding of each subject through the development of their skills and knowledge over time. Through our curriculum, we want our children to gain an appreciation of each discipline and understand how this knowledge can be used to support our vision, 'created to do good'.

To achieve this, we work towards committing skills and knowledge to long term memory. For every subject, units of work are carefully sequenced so that children build on skills and knowledge throughout their time at Ireby.

Likewise, children will learn the processes, skills and behaviours required to become a successful historian or artist. Substantive and disciplinary knowledge required to achieve this is carefully sequenced and planned.

By the time our children leave for secondary school, they will have the skills and knowledge they require to be highly successful across all curriculum subjects.

Curriculum organisation and timetabling

In both Key Stage 1 and Key Stage 2, we timetable subjects to be taught each week. The only exception to this is history and geography, art and DT. These alternate each half-term in order to ensure the depth of study required and support our aim of committing this learning to long-term memory, enabling children to know more and do more.

Employing evidence-based teaching strategies

At Ireby, teachers focus on researching and employing [evidence-based teaching strategies](#) in order to support our aims and commit learning to long-term memory. Through our cycle of evaluation, school Improvement planning and professional development, we seek to refine these strategies and maximise their impact. Examples include; quality of [feedback](#), [mastery learning](#) or [phonics](#). ([Education Endowment Foundation Toolkit](#))

Learning objectives

Teachers make sure that the learning objective (LO) for each lesson is clearly shared with the children (though not necessarily at the start of each lesson). The learning objective may be achieved over more than one lesson.

Communicating content

Teachers communicate content with clarity using a variety of strategies and techniques. Teachers are clear about how to share the concepts/ knowledge or skills being taught.

Understanding a high-quality outcome

Teachers understand what a high-quality outcome will look like and will have made expectations clear to children through teacher modelling.

Teachers understand that it is the quality and clarity of our modelling that sets the expectations for high-quality outcomes. If teachers do not clearly model a high-quality outcome, then we cannot expect children to achieve a high-quality outcome. Only when our modelling is high-quality, can we set high expectations for all our children.

The teacher's role is to support all children to achieve these high standards through the fostering an inclusive environment which encourages equal opportunity for all (see above).

Teachers may use tools such as visualisers to model high-standards and celebrate success.

4 Evaluating our impact

Understanding the standards

Once a lesson has started, learning objectives will be shared and high-standards modelled. Teachers then start to use strategies that enable us to constantly gain feedback from our children on how they relate to our teaching and how they are progressing towards the expected standards.

Understanding how children are progressing towards achieving standards (during and between lessons)

Though there is a thread of consistency on why we do this (to support our aims), there may be differences in our approaches depending on the children and the age of the children. We understand how children are progressing towards achieving standards through:

Asking questions: Explain why, tell me more, show me how? Why do you agree? What do you notice? What else do you notice?

Asking children to demonstrate: Children can use apparatus, whiteboards or other resources to demonstrate and show their understanding of a concept or skill. For example in a maths or PE lesson.

Group or individual discussion feedback: We can learn from our discussions the ideas that children may have and probe further when deeper understanding of their thought process is required.

Observing and listening to children: This could involve teachers quietly observing children work for a period and seeing how they perform tasks and how they are emotionally responding to their learning. Positive intonation and body language often give clues to how children are responding.

Written work: Children show us their thinking in their written work. Sometimes we will need to probe deeper in order to secure effective understanding of children's progress.

Supporting children to achieve the standard (in lessons and over time)

When **we formatively assess**, our purpose is to understand our children's thinking so that we can then use our professional judgement on how best to move forward with their learning. **Teachers and teaching assistants need to decide:**

- whether a child's understanding is truly embedded for that learning objective. Whether this knowledge has been committed to long-term memory and can be transferred to a range of contexts.
- Whether it is not yet embedded and is insecure, leading to further misconceptions and the inability to learn future skills or knowledge – and what actions to take to move learning forward.

Feedback: Verbal and written

Once we have formatively assessed children's learning during or after a lesson, we then give appropriate feedback (written or verbal). Giving and responding to feedback is a highly effective way to support children's progress ([EFF 'Feedback'](#)).

We recognise that in order to maximise this learning opportunity, teachers need to have expert subject knowledge to give the right advice in the right way as well as an understanding of the standards expected during the lesson.

Verbal Feedback

During a lesson this is done 'in the moment' directly to a child, and demands confident teaching strategies, subject knowledge and understanding of the standards.

Our objective is to give clear and concise feedback which addresses misconceptions or gives opportunities to further learning and achieve our standards for that lesson. Where verbal feedback has been given, teachers will mark the work with a VF (in green). We then give children opportunity to respond, which they are expected to do in purple pen. When monitoring our effectiveness, we look at whether or not VF led to progress towards the standard.

Written feedback/ Marking:

Written feedback can be given during a lesson or between lessons. It has most impact when discussed with a child. All written feedback should be completed before the children start the next lesson in that subject.

When giving written feedback, teachers have agreed the following:

- Teachers look for evidence that a LO has been met to the required standard, during or across lessons, independently.
- Pink pens will be used to denote where that evidence is found – this could be the form of a tick or a simple comment.
- Where teachers notice a misconception or opportunity to improve the quality of children's work towards the expected standard, a mark will be made in green pen. We use this sparingly and may be limited to 1 or 2 greens for a piece of work (depending on the child).

Teacher's use the following marks:

- Ticks (pink)
- Green dots
- Underline in green for spelling
- Where Verbal Feedback has been given (VF) marked in green pen.
- Where teachers had to model in books, or sit with a child for longer periods during a lesson to ensure that standards were met, teachers will mark that work with a Teacher Support (TS) in green pen.
- When a teacher has sufficient evidence that a child has achieved the expected standard 'independently', they will highlight the LO for that lesson using a green highlighter.
- Where a child's work has an imbalance of TS or VF marked on it, even if this helps them to achieve the standard during the lesson, the LO cannot be highlighted green. Instead, highlighting should be delayed until there is clear evidence that the objective has been met.
- As teachers, we are the intervention. We use our professionalism and rigour to support every child to achieve the objective. This could be in the

moment, between lessons or early in the next lesson. The aim is for all LO to eventually be highlighted green at the earliest opportunity.

Common errors

Teachers will note common errors that are made by a significant number of pupils and use them to inform immediate teaching points during a lesson or influence future teaching;

Self and peer review

When appropriate, children may review and mark their own or another child's work, but this should be with the learning intention and success criteria for the work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own. Children will often analyse high-quality work in order to identify clear success criteria.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is something related to the pupil's spelling learning.

To support our aims, we recognise the need for high-quality continued professional development of all our staff including; the sharing of good practice, collaborative work with colleagues in other schools and training from recognised sources of expertise.

5. Summative assessment:

The rationale for summative assessments are the same as formative; to understand our pupils and support the achievement of our aims and vision.

It also allows us to judge our children's standards against those that are being achieved nationally.

It also allows us to judge whether children's learning has been committed to their long-term memory as summative assessments are taken periodically and not during a lesson or immediately after a block of learning.

Reading, writing, mathematics and phonics receive between 3 and 6 (6 for phonics) summative judgements per year. Data is then stored, analysed and used to make decisions on how best to support our children.

At the start of every unit of work, teachers place a sheet in the children's book. This sheet details:

- the sequence of LO (Learning objectives) for that block
- the prior and future learning that the block is part of
- The vocabulary required to be learnt in that unit
- The required standards for the end of that unit

Teachers assessment of these objectives will feed in to our summative assessment and will include how children have engaged and demonstrated their understanding during lessons, work in book, children's understanding a period of time after the lessons have been taught.

Curriculum subjects are eventually assessed against set end points and recorded on an internal system (Scholarpack) for analysis.

Identifying children's need:

All children are assessed against the outcomes for each unit of work and their progress towards specific 'end points' for each subject across our curriculum and their ability to commit skills and knowledge to long-term memory. In phonics and maths, we are rigorous in assessing, reporting and discussing weekly progress against objectives, our aim being that no child is left behind.

Our expectation, is that children make progress towards these end points as a result of quality-first teaching, i.e normal class lessons and in the moment interventions (the teacher is the intervention).

If, as a result of our daily formative assessment, we recognise that a child is not meeting the LO independently we:

Use our professional judgement to assess if it is specific to a particular objective, or set of objectives and whether misconceptions can be addressed through the adaptation of our normal class teaching, VF or TS.

If that is the case, it can be resolved quickly through VF or TS and we should see the child making progress and achieve standards independently.

If it is the case that a child is not meeting objectives and that, despite adaptations to our class teaching, progress is not being made and their continues to be a reliance on TS or VF, then we swiftly move towards intervening through wave two intervention.

Wave 2 is a time scaled, small group or 1-1 teaching intervention led by a professional with the necessary skills and materials appropriate to an

individuals needs. It will need to be completed at some point during the school day, whilst taking every care not to narrow the curriculum for a particular individual. Impact is tightly monitored. Our expectation, is that it supports children to meet the LO or required standard in each curriculum area – Wave 2 intervention will have a particular focus on reading, writing, spelling, grammar and maths skills as we seek to effectively utilise our scarce resources.

If, despite Wave 2 intervention, a child does not make progress towards meeting objectives and is still unable to achieve required standards independently, we then:

Assess the appropriateness and effectiveness of the Wave 2 intervention provided. If it is found that it was of a quality that should have led to progress then we move to the next step.

Wave 3 intervention: teachers contact our external SEND advisor to ask for a formal assessment of needs. Outcomes will then be implemented and monitored. At this point, refer to our SEND policy.

Presentation of work in children's books:

All children must have pride in their work. Every piece of work must reflect this. Dates and learning objectives must be clear and underlined. Handwriting must reflect the best they can be at that time.

By upper Key Stage two, unless there is a specific reason, children should be writing in joined, legible handwriting in pen. Children will be taught, and encouraged, to do this.

By this point, work must also be indepth and be of sufficient quantity that sufficiently demonstrates the building of skills over time. At every stage, teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, mathematics. These have been taught and may be on display. They make it clear what well presented work in the subject looks like. Children's work will be celebrated.

Teacher's handwriting must be legible and model an age appropriate style to the pupil; where the child is not able to read and respond in the usual way, other arrangements for communication must be made

Our learning environment:

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. Strong relationships are built on mutal respect and care for all and support the delivery of our Christian vision, 'Created to Do Good' Ephesians 2:10.

Class display is used to support the building of skills and knowledge over time and to commit knowledge to long-term memory. An example of this could be facts and figures vital to learning – such as phonics sounds or times tables, or more complex connections through the development of a timeline that links every period of history we study.

Class display is also used to inform and to celebrate children's work and progress. Displays should be informative, well organised and accurate. Handwriting, where used should model required standards.

Classrooms should be bright, airy spaces; conducive to learning. They should be tidy and highly organised. The children should be trained to be part of keeping it this way. These are life skills that will support their future development.

The role of Parents and carers and extended family

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Parents' Evening

In the autumn and spring term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss how the pupils have settled into their new class. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against end points in the Key Stage.

Written pupil reports

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year.

We write individual comments based upon children's learning and how they interact in school. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6, we also provide details of the standards achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, and at the end of Year 6, on Standard Assessment Tests (SATs), in reading and mathematics. Where Year 6 SATs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the levels at which a pupil is working.

We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their

child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- holding parents' briefings to explain our school strategies for various aspects of the curriculum such as phonics.
- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school (class newsletters)
- explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;
- welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate through parent voice.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

Throughout the year we invite parents in to class to learn alongside their children. This builds our relationships and supports our Christian vision and every week, we invite parents in to discuss and choose books in our library working with our teachers.

The role of parents in speaking and reading with their child

[\(See reading policy\)](#)

Moderation of standards

Teachers use national exemplification materials to make judgements about the standards of the children's work. All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers continually moderate levels of children's work every term.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

External moderators, organised by the Local Authority (LA), visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1. Similarly, the proper administration of Key Stage 2 SATs is moderated every few years by the LA, as part of statutory regulations. We were last moderated in June 2022.

Evaluating the effectiveness of this policy:

The headteacher and Games/ PE subject leader are responsible for monitoring and evaluating the effectiveness of this policy in achieving the Christain vision and aims of our school. This will be achieved through:

Activity	Frequency
The formal performance management and appraisal of teachers	Autumn term (by 31 st October) review and set targets Spring and summer term reviews of progress
Lesson observations	Termly/ or ½ termly if appropriate
Professional development opportunities	Weekly
Pupil voice	Half-termly
Learning Walks	Half-termly
Work book scrutiny/ moderation	Half-termly
Summative assessment	Termly Reading/ Star reader ½ termly

The finding of these evaluations feedback in to our School Self-Evaluation and into our School Improvement Planning.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders and the governing body monitor the school's Curriculum, Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

Appendix

Agreed colours and symbols for marking

Teachers/ Teaching Assistants

- Use pink pens for positive comments relating to the achievement of the expected standard or LO – including ticks and comments
- Green pens for points of improvement including:
 - Dots
 - Comments
 - Modelled examples
- VF where verbal feedback was given and children have improved the quality of their work
- TS where higher levels of modelling or 1-1 teaching intervention was required during the lesson or between lessons
- SP where spelling requires review

- Highlighted LO where sufficient evidence is available of independently meeting the standard
- Highlighted amber where the balance of TS or VB has not provided sufficient evidence of independently achieving the standard
- 'I' marked where children have 'independently' met the standard

Children

- Use purple pen/ pencils to improve their work when responding to feedback
- Pink pencils when peer marking for positive comments/ ticks
- Green pencils for improvement points and dots