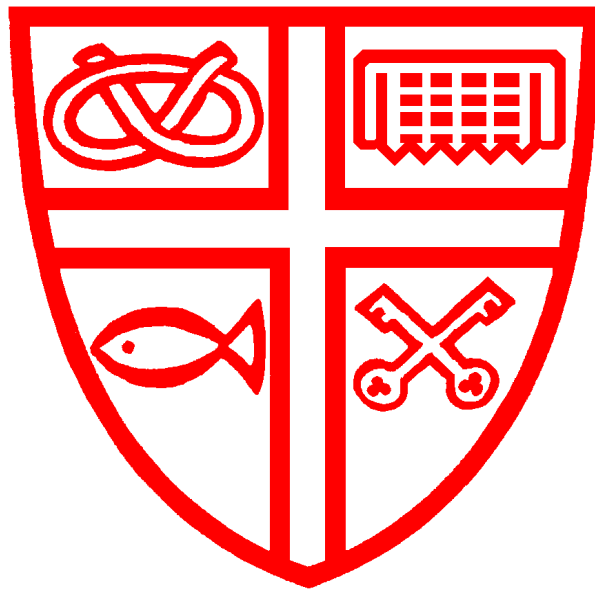


# St Peter's CE(VA) Primary School

Love Christ  
Love Learning  
Love One Another



## English

April 2020-2023

## **Vision Statement St Peter's (VA) CE Primary**

*"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:*

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

### **Aim:**

We intend to help children develop both the skills and knowledge that will enable them to communicate effectively within the world at large, through spoken and written language, as well as enabling them to enjoy and appreciate literature in all its forms. We aim to provide a consistent whole school approach to raising standards in English across the curriculum. The policy consists of key paragraphs that explain how the following elements of English are taught;

1. Reading
2. Writing
3. Handwriting
4. Phonics
5. Grammar, Punctuation & Spelling

### **Plan:**

In addition to the Teaching and Learning policy,  
in English:-

- Staff have a clear understanding of the wider curriculum and how the curriculum is built at St Peter's. They make pertinent links and connections amongst subjects as well as devising activities to practise skills and learning.
- Staff have a clear understanding of the long-term plans for English and the expectations of curriculum coverage.
- Staff will follow the medium-term plans and write focused, clear and precise short-term unit plans understanding the standards of the year group they teach.
- Staff follow the model of reading week, skills week and writing week for each unit of work, planning appropriate activities for the different abilities of children in their year groups.
- Staff will follow the Letters and Sounds document and Big Cat materials when planning for Phonics.
- Staff will follow the Non-nonsense spelling materials when planning discrete spelling sessions. These spellings are sent home every week.
- Staff will use the Guided Reading materials and medium-term plans to plan guided reading sessions.

- Work planned meets all the needs of the class from challenge for the able children, those who need scaffolding and those who need a specific programme to access their learning at their own level. Staff will ensure reasonable adjustments are in place in English for identified children.

### **Related Policies / Documents**

- Long-term plans
- Curriculum planning file
- English scheme of work
- Class yearly objectives

### **Teach:**

The National Curriculum Programmes of Study (2014) form the basis of teaching and learning. Clear objectives are set for each lesson and success criteria are shared with the children. Teachers differentiate according to need to support the learning of all children in the class. At St Peter's we recognise that each staff member brings different styles and skills to the table which we celebrate. However, to ensure that there is a consistent approach across all subjects and all year groups teaching need to follow the following ethos as the foundation for their practise (see Teaching and Learning Policy for more detail).

### **Reading**

- At St Peter's we provide a rich and stimulating learning environment, where speaking and listening, reading, and writing are integrated. We want to engage children with an understanding of a range of text types and genres. Therefore, the books/texts studied have been chosen very carefully to provide opportunities for the children to experience a range of both fiction and non-fiction genres.
- At St Peter's there is a clear, consistent reading structure in place that enables children to build up skills, confidence and enjoyment. The Big Cat banded book scheme is used across the school and there is a planned and consistent approach to whole class and guided reading sessions.
- The reading week of each English unit gives opportunities at all levels for children to explore unfamiliar vocabulary and extend their own bank of words. The staff will actively encourage children to use new words in their own work.
- In Key Stage 1 the Letters and Sounds programme is followed to support children with their reading and their ability to use phonic strategies to read unfamiliar words. This continues to be a strategy promoted in Key Stage 2 where appropriate.
- Guided Reading is done four times a week in all classes, and follows a carousel of activities. This enables all children to spend sessions with the teacher or teaching assistant, with a focus on the teaching of reading or comprehension skills. Other sessions involve independent reading or independent comprehension activities. All children have Reading Comprehension books to promote their reading skills and understanding through written responses to texts.
- Outside of school, children are actively encouraged to read their reading book a minimum of three times per week at home and this is recorded in their Learning Journals. Children are rewarded for exceeding this expectation with Griffin Points.

- In order to promote a love of reading, children can choose books from their class box and complete a Rock Star book review. These books have been carefully chosen to match the age of the children providing them with a wide variety of books ranging from classic texts to more modern stories. There is also a school library from which children in Key Stage 2 are able to borrow books of their own choice on a weekly basis. Foundation and KS1 pupils have access to a 'library' book from a class box.

## **Writing**

- Long-term overviews have been developed to ensure full coverage of the English curriculum across all stages. Through these, a broad range of both fiction and non-fiction units are covered and may be revisited in greater detail as the children move up the school.
- Units planned are related to the topic being taught and a focus text is chosen on which to base the unit's work. Teachers ensure that the focus text chosen contains all the success criteria linked to that particular genre. A Learning Pathway is then created around that text to build up a sequence of learning which incorporates the teaching of reading and grammar skills and provides children with the opportunities and tools to independently produce written work in the same genre.
- Modelled writing forms an integral part of this process and is key to developing children's writing skills. The proof-reading & editing and improving of their own work is also given a high priority.
- Cross-curricular opportunities for writing are provided for the children. For example, children may cover non-chronological reports as a unit in English which the following term they may demonstrate through a piece of Topic work. Expectations of quantity of work are at the fore and as a school we continue to strive to improve stamina for writing and lengthier pieces of writing.

## **Spelling, Punctuation and Grammar**

- Letters and sounds form the basis of spellings taught in Foundation Stage. Children learn to spell the 'tricky' or 'remember' words of their phonic phase through discrete phonic sessions. They practise their skills during continuous provision.
- In Year 1 children are expected to learn to spell the Common Exception Words (15 per term) and use these within their writing. Each week words are taken home to learn to spell and children are tested on a regular basis.
- The Year 2 Common Exception Words are learned over 2 terms (32 per autumn & spring term) and evidence of their use is gathered in independent work as well as in weekly tests.
- From Year 3 to Year 6 children follow the No-nonsense spelling patterns supplemented by the words outlined in the National Curriculum. Spellings are taught every day and pupils are given strategies to remember focus spellings weekly.
- Children have access to all focus spellings either in their journals, on a bookmark and on displays. Children are expected to identify and spell focus words correctly in all written work. Punctuation and grammar are taught as part of the Learning Pathway and referred to, when appropriate, in the extended writing task.

## **Handwriting**

- Children are taught letter formation in the EYFS in preparation for the beginnings of cursive handwriting later in Key Stage 1. Our expectation is that by the end of Key Stage One children will be able to use all lead-in and lead-out strokes. An emphasis will be placed on presenting writing that is neat and legible.

### **Related Policies / Documents**

- Learning environment / resources policy (appendix 3)
- Assessment for Learning Expectations (appendix 4)

### **Review:**

- Staff constantly review lessons and practise ensuring effective teaching and learning is happening or understanding what changes need to be made to future teaching.
- Staff will ensure that time is in timetables to respond to marking.
- Staff will consistently follow the feedback policy including frequency, codes, language.
- Skills ladders are filled in half termly and discussed with the children during the pupil appraisal meetings.
- Staff analyse data regularly using the data to adapt planning, regroup children, provide children with personalised targets, celebrate successes.
- Termly PIRA tests are completed by all children in order to ascertain a Standardised Score to enable progress to be tracked. Evidence is also collected through Guided Reading sessions and responses in Reading Comprehension books. Topical Resources materials may also be used as comprehension resources.
- Teacher-gathered assessment is used to make a judgement at five points throughout the year and is recorded as part of our EDAMS system (Assessment policy). Teachers report to parents twice a year at parents' evenings, and in the annual report to parents.
- Regular half-termly Pupil Assessment Meetings (PAMs) take place between children and their class teacher and progress is reported in Learning Journals. Children are assessed on entering the school and are formally assessed at the end of each key stage, as well as at the end of EYFS. Judgements are moderated through staff meetings, pupil progress review meetings and meetings between the SENCO alongside the class teacher.
- Reading and Writing data is analysed and targets are set and tracked. Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy.
- Children are given timely oral feedback throughout the lesson to ensure that misconceptions are addressed and to push learning on.
- Children know how well they have done through positive marking and feedback.
- Children will be encouraged to make their work better through feedback questions or actions.
- Children have a clear idea of their focus and how to move on through personalised targets for reading and writing, which are recorded in their Learning Journals.

## **Related Policies / Documents**

- Assessment Policy
- Feedback and marking strategies (appendix 5)

## **Professional Responsibilities:**

- Staff model positive attitudes to learning.
- Parental support is encouraged to help support children at home and give parents a clear idea of what is expected of the children this is done through half termly data sharing, termly parents evening, open door policy and yearly written reports.
- Staff hold accountability for pupil outcomes and complete data analysis termly.
- Staff attend and provide continuing professional development, support and keep up to date with developments in education.
- Subject leader attends subject leader meetings and liaises with the cluster group school.

## **Monitoring and Evaluation**

- Monitoring is the responsibility of the head teacher and named governor. English is monitored by the Head teacher, SLT and Link Governor. Having identified priorities, the English Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, book scrutiny, pupil voice etc..... Feedback will be given to individual teachers who will be given action points. These will form part of the next monitoring exercise.
- The English Leader prepares a termly report for the Governing Body and meets with the English Link-Governor to discuss its contents.

The person responsible for English at St. Peter's is:

Policy discussed and agreed by Governors June 2020

Signed: \_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_

Policy to be reviewed February 2023

## **Home School Agreement**

### **OUR VISION**

At St Peter's CE (A) Primary School the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

### ***The School***

#### ***We will:***

- work towards every child achieving his or her full potential as a valued member of the school community;
- ensure the best possible education for every child, academically, socially and emotionally;
- treat all children fairly and consistently;
- promote high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- ensure each child's entitlement to a broad and balanced curriculum;
- hold regular consultation evenings to discuss each child's progress;
- let families know of concerns or problems that affect their child's work or behaviour;
- be open and available to discuss concerns and suggestions;
- set, mark and monitor classwork and homework in accordance with the school's policies.

### ***The Family***

#### ***We will:***

- ensure our child attends school regularly, on time, dressed in school uniform and properly equipped;
- promptly inform the school of the reasons for any absence;
- support the school in maintaining good behaviour and discipline in line with school policy;
- ensure our child arrives at school and is collected at the correct time;
- attend Parental Consultation Evenings and discussions about our child's progress;
- notify the school of any change in circumstances which may affect our child's learning;
- support the school and its policies;
- support our child in homework and other opportunities for home learning.

### ***The Pupil***

#### ***I will:***

- try my best at all times;
- take responsibility for my own possessions;
- wear the school uniform correctly and be tidy in appearance;
- do all my classwork and homework as well as I can;
- conduct myself in an orderly manner and obey the school rules;
- care for the school environment;
- take newsletters and other communications home promptly;

## Appendix 2

### Use of resources, including other adults and classroom organisation

	Success Criteria
General	<ul style="list-style-type: none"> <li>Room must be uncluttered and tidy.</li> <li>If using a desk must only contain minimal equipment.</li> <li>Reading encouraged through class library / recommended books or something similar.</li> <li>Furniture layout matches pedagogic approach using, furniture is limited to the minimum.</li> <li>Work stuck only on the boards provided.</li> </ul>
Displays	<ul style="list-style-type: none"> <li>Presentation is mindful of purpose.</li> <li>Current.</li> <li>Any handwriting (staff / pupils is of the highest standard)</li> <li>Literacy prompt board.</li> <li>Numeracy prompt board.</li> <li>Working wall - ideas from lesson / current learning is displayed.</li> <li>Displays of children's work.</li> <li>Griffin learning posters displayed.</li> <li>Displays are only of use if they are used by the children or display the work that we are proud of.</li> <li>Ideal if children can access and use the working wall themselves.</li> <li>Children must be able to talk about all the displays up and how they use them.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Clearly labelled and accessible - correct height for children to access safely.</li> <li>No personalised resources (pens / pencils etc) unless warranted through Learning passport or behaviour plan.</li> <li>The children must be able to access journals / word banks whenever they need.</li> <li>Time must not be wasted giving out resources.</li> <li>Children must have opportunities to choose their own equipment / resources.</li> <li>Children must be responsible for their own equipment, looking after it and tidying away. Obvious they know how to use it effectively.</li> <li>Resources are of a high standard - worksheets limited and only if could not be done without, resources not chipped / broken etc, bring something different to the lesson.</li> <li>ipad trolley must be brought into the room - observed in / out. (y6 upstairs exception, another way must be developed)</li> </ul>
Ethos	<ul style="list-style-type: none"> <li>Independence is encouraged - choosing resources, accessing equipment, 3B4 Me</li> <li>Positive reinforcement is seen with praise / Griffin points given for children doing well.</li> <li>Children can access own yellow/red card .</li> <li>Expectation of looking after resources and tidying away is modelled by staff with their resources.</li> <li>Expectation of work shown in best work displayed.</li> <li>Work displayed is personal / unique to the child, encouraged to make work different.</li> </ul>
Use of TA's	<ul style="list-style-type: none"> <li>The TA's are employed to work with small groups of children to improve their</li> </ul>

	<p>learning.</p> <ul style="list-style-type: none"> <li>• The majority of the TA's hours are from 8:30-12 then 1:00-4pm, during this time they are directed by teaching staff.</li> <li>• From 8:30-8:45 discussions of the day ahead and preparing the resources is expected.</li> <li>• After school TA's can be getting resources read for the following day.</li> <li>• TA's can be asked to cover for a short period / session which is not a regular occurrence as part of their job description.</li> <li>• If staff are having to step up to cover a member of staff for a sustained period of time, the school will pay them at HLTA rate.(pay policy)</li> <li>• If TA's are having to cover literacy and numeracy for a teacher we will endeavour to support them by asking another TA to go into the class to.</li> <li>• Some staff have contracted HLTA hours which requires them to plan, deliver and mark lessons on a regular basis. This will be timetabled in.</li> <li>• TA's will have varied roles in the classroom depending on the cohorts that they are with. These will include:- <ul style="list-style-type: none"> <li>✓ Working in groups to 'mop up' children who are not getting the work.</li> <li>✓ Pre teach - for children who benefit from having prior knowledge of a subject.</li> <li>✓ Follow a structured intervention activity</li> <li>✓ Working with groups during lessons - marking that groups work.</li> <li>✓ 1-1 support on issues</li> <li>✓ Hearing children read.</li> <li>✓ Helping to get resources together and filing them when they have been used.</li> <li>✓ Displays</li> <li>✓ Collecting in slips / money etc.</li> <li>✓ Work with children on their IEP targets.</li> <li>✓ No Child should be out of a lesson for more than 30mins in a morning or afternoon.</li> </ul> </li> <li>• TA's will be keeping an intervention folder to record and monitor the impact of their interventions.</li> <li>• Children who are to take part in interventions are to be decided upon by teaching staff / subject leaders.</li> <li>• Work is to be led by teachers.</li> <li>• TA's to record when intervention taken place / reasons why it couldn't take place.</li> <li>• Impact to be monitored by both TA's and teachers.</li> <li>• We do not want to see <ul style="list-style-type: none"> <li>✓ TA completing who class marking.</li> <li>✓ Sitting listening to the exposition</li> <li>✓ Taking work home</li> <li>✓ Photocopying during lesson time (unless an emergency!)</li> <li>✓ Leading lessons while staff are marking.</li> <li>✓ TA's being left with biggest group or toughest children all of the time.</li> <li>✓ TA's always working with lower ability.</li> </ul> </li> </ul>
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# Assessment for Learning Expectations

	Criteria
Ethos / Expectations	1. The classroom is tidy and organised with well labelled resources that ensure independent learning.
	2. Children's work is valued through display.
	3. Children are engaged in their work and therefore Y/R cards are few.
	4. High expectations are obvious for behaviour, standard of work and quality of work inc SEN
	5. Behaviour policy is followed.
	6. Displays focus on key learning of the term / half term giving temporary scaffolds as the children are learning.*
	7. All children are valued and made to feel / encouraged to make a contribution to the class.*
	8. Handwriting and number formation is continually addressed at the appropriate level.
	9. It is obvious children take pride in their work.
	10. Clear routines are obvious in class practise*
Diagnostic	11. Skills ladders are completed and up to date in English and maths books.
	12. Topic / Science skills ladders are completed and gaps are addressed in future learning / planning.
	13. Completed unit starter tests are used in maths weekly from Y2 onwards.
	14. Topic overviews are completed fully by staff/ children for staff to understand what the children know and what they want to learn about.
Exposition	15. Learning pathway is referred to in the lesson and is completed by the children.
	16. Staff make pertinent links during teaching with prior learning, reasons for learning and end goals.
	17. Objectives are very clear, shared and children can discuss what they are. They MUST come from the skills ladders for all subjects.
	18. Share high expectations - clear picture of what of work is expected / standard of work / model what they should be doing.
	19. Information being delivered is clear and has been planned in to reduce cognitive overload*
	20. Task information is shared quickly, pertinently and supported visually. No time is wasted for groups*
	21. Use exposition to ensure groups of children have the correct focus ie split exposition.
	22. Success criteria for lesson / piece of work generated and discussed.
	23. Interesting pedagogies are being used.*
Tasks	24. Time completing activities is maximised.*
	25. Differentiated tasks meet the needs of pupils. (Desirable difficulty)* these are clear on obj / success criteria (GDS)
	26. Work challenges children and is not something they have demonstrated they can already do.
	27. Staff have an understanding of where the learning has come from and how it is building up*
	28. Guided work teaches specific work to pupils / builds on prior knowledge / fills gaps from previous work.
	29. Success criteria and relevant vocab is displayed during lesson.
	30. Application of core skills / learning / tables / spellings is planned for.*
Plan	31. Objective is referred back to and assessed against. Successes highlighted.
	32. If appropriate handwriting criteria / number formation is assessed against - consistently.

Feedback	33. Peer assessment evident regularly but not daily.
	34. Targets in journals half termly are referred to / celebrated when met.
	35. Marking codes used consistently.
	36. Blooms words used in feedback to ask a question or give an action at least 3 x weekly.
	37. Success criteria / obj stickers are marked by staff and pupils.
	38. Teaching points (verbal feedback) evident to move children on in learning (ensuring maximum achievement from skills ladders)*
	39. Teachers will insist that work is always improved for all subjects.*
	40. Corrections are marked accurately*
	41. Positive comments in feedback .
	42. All bare necessities highlighted and addressed.
	43. PAMs are completed half termly and information in journals kept up to date.

## Appendix 4

### Feedback and Marking Strategies

In Lessons	
Action	Impact on children
<b>Mini Plenaries:</b> The teacher will stop the lesson for a variety of reasons; <ul style="list-style-type: none"> <li>make a teaching point for a common misconception. This could then be denoted with teaching point symbol and word for reminder.</li> <li>ask pupils to reflect on work</li> <li>ask children to share work that they feel meets the objective or they are proud of.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be more firmly on task and as the objective is reinforced through discussion they will have a clearer understanding on whether they have met the objective or not.</li> <li>They will get back on track or not spend too long on a misconception.</li> <li>Children will be prompted to be meeting objectives and can ensure that they do.</li> <li>Children will feel that they have already been successful.</li> <li>Children can magpie ideas from each other and see best examples.</li> <li>Children will have already identified where they have met the objective</li> </ul>
<b>Expectations 'Bare Necessities' Self Checked:</b> Staff insist that before they mark work, children have checked for errors of work ie spellings, punctuation. To eliminate repetitive marking of the same thing.	<ul style="list-style-type: none"> <li>Children understand the responsibilities they have to their own work.</li> <li>Unnecessary corrections have already been addressed.</li> <li>Children will have to think harder about what they are producing.</li> <li>Common errors will not have to be marked as they will already have been changed.</li> </ul>
<b>'Shoulder Surfing'/ Teaching Points:</b> Staff move around the room looking at work and addressing common errors - spellings, punctuation and grammar. <b>Or</b> The staff move around the room checking on work and giving teaching points and asking questions to develop the child's work and thinking - a teaching point code is then used and a change in the work should be evident from that point onwards.	<ul style="list-style-type: none"> <li>Children are having immediate feedback and understand what they have to change on the spot.</li> <li>Misconceptions are therefore not solidified and pupils feel more successful.</li> <li>Common errors will not have to be marked as they will already have been changed.</li> <li>Children are moved on within the lesson rather than waiting for feedback from the previous day.</li> <li>Misconceptions are therefore not solidified and pupils feel more successful.</li> <li>Challenging questions can ensure the work moves to a deeper level.</li> </ul>

	<ul style="list-style-type: none"> <li>The teacher will have a clear idea of what needs to be the focus of the next lesson.</li> <li>Hints or scaffolding can be put in at the point of learning to improve subsequent work.</li> <li>Children start to work at a higher level within the lesson - progress achieved.</li> </ul>
<b>Success Criteria:</b> These are used by the staff to set expectations and extensions. They are used by the pupils as reference during self-assessment and to help to understand what 'good' looks like.	<ul style="list-style-type: none"> <li>Children know what they need to include / complete to be successful.</li> <li>After self-assessing against the success criteria they know which areas they have done well in and which need to be worked on.</li> <li>After self-assessing the children can edit and improve their own work before the teacher sees it as they know what to include.</li> <li>Staff can use pupil's assessment for their own marking and have a clear understanding what the child understands by the way that they mark the success criteria.</li> <li>Staff can use the success criteria to set and suggest targets for individual pupils so they know what to focus on.</li> </ul>
<b>Goes over answer in class:</b> Staff can read out / share answers with a group / whole class in the lesson.	<ul style="list-style-type: none"> <li>Child understands what they have got wrong and can also understand why that may have happened.</li> <li>Children can identify their own common errors and make corrections.</li> </ul>
<b>Peer and Self-assessment:</b> Children use the success criteria to mark their own or others work. They write positive comments and discuss areas of focus. The children also mark against the objective on the sticker.	<ul style="list-style-type: none"> <li>Children will understand more fully the objective and the necessary things that they need to include in their own work.</li> <li>As they are more reflective they will be less likely to make the same errors in future work.</li> <li>They get to see other examples of work during peer assessment which can help with expectations.</li> </ul>

After Lessons	
Action	Impact
<b>Marking Codes:</b> A variety of marking codes are used across the body of work that identifies common errors, which the child needs to correct. P,sp,CL,BW, //	<ul style="list-style-type: none"> <li>Children can independently correct errors in their work.</li> <li>Children learn from their mistakes - which should reduce in number.</li> </ul>
<b>Marking Against the Objective:</b> Staff can use the objective sticker and mark dot, 1 tick, 2 ticks how well the child has achieved the objective.	<ul style="list-style-type: none"> <li>The child knows how well they have done that lesson.</li> <li>Staff can use when reflecting on the body of work at each data point.</li> </ul>
<b>Focus On:</b> Using the arrow code which directs children to which part of the success criteria the child needs to focus on during the next lesson / editing and improving session or give one word as a prompt for next times work.	<ul style="list-style-type: none"> <li>Children are aware of what they need to focus on next time and can self-manage that or go on and make changes to address the point.</li> </ul>
<b>Marking Successes:</b> Staff * where they see one element done well. Stickers and positive comments can also be	<ul style="list-style-type: none"> <li>Children have positive feedback</li> <li>Children can spot what it is they are doing well</li> </ul>

used.	
<b>Diving Deeper Questions:</b> Questions used when teacher wants to promote deeper thinking through questioning including explanations of choice of words, why things are incorrect etc.	<ul style="list-style-type: none"> <li>• Challenging the children to be more analytical about their own work through use of questions.</li> <li>• Questions promote metacognition.</li> </ul>
<b>Whole Class / Group / Verbal Feedback:</b> Address an issue that was a common problem for all the class or group through input.	<ul style="list-style-type: none"> <li>• Gets feedback particular to their own need.</li> <li>• The child can see it was an area of development for more pupils than just them.</li> <li>• The pupil has 1-1 feedback on need.</li> </ul>
<b>Numbered Actions:</b> At the end of a piece of work the teacher gives an action number which correlates to a task to do on the board. Which the child completes at the beginning of the next lesson.	<ul style="list-style-type: none"> <li>• Gets feedback particular to their own need.</li> <li>• The child can see it was an area of development for more pupils than just them</li> </ul>