



SARUM HALL SCHOOL

CURRICULUM – TEACHING, ASSESSMENT AND FEEDBACK POLICY

Date: October 2023

Next Review Due: October 2024

Reviewed by: Chen Lee

INTRODUCTION

Our Curriculum Policy is divided into two main parts: [Teaching and Learning](#) and [Assessment and Feedback](#).

THE QUALITY OF EDUCATION PROVIDED (CURRICULUM)

The curriculum policy is supported by the Termly Plans which provide for:

- (a) full-time and part-time supervised education for pupils in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 which gives pupils a programme of activities so that they gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- (b) pupils below compulsory school age in the Early Years Foundation Stage, a programme of activities which is appropriate to their needs and gives them the opportunity to learn and make progress in relation to personal, social, emotional and physical development and communication and language skills;
- (c) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a SEND;
- (d) pupils to acquire skills in speaking and listening, literacy and numeracy;
- (e) pupils to have the opportunity to learn and make progress;
- (f) where a pupil has SEND, education which fulfils their requirements;
- (g) where a pupil has English as an Additional Language (EAL), education which fulfils their requirements;
- (h) personal, social, health and economic education and education for social responsibility which reflect the school's aims and ethos;
- (i) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- (j) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- (k) do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

a) TEACHING AND LEARNING

Attitudes to teaching and learning are important at Sarum Hall School as they reinforce the ethos of the school as outlined in the Mission Statement. It underpins the relationship between the staff, pupils and parents and their expectations of each other. In order to achieve success in teaching and learning, a clear understanding of the curriculum and its organisation is vital.

The curriculum at Sarum Hall School is based on the National Curriculum and adapted to suit the setting and needs of the pupils. It offers all pupils a broad and balanced curriculum which enables all them to develop natural talents and potential.

THE QUALITY OF EDUCATION PROVIDED (TEACHING)

The teaching and learning at Sarum Hall School:

- (a) enables all pupils, including those who have SEND, to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in all pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- (c) involves well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- (i) provides differentiated activities, resources, adult support to support the needs of all pupils, including those with SEND, More Able and Exceptionally Able, EAL and those in the EYFS;
- (j) actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school has in place a framework for pupils' performance to be evaluated.

AIMS

At Sarum Hall School, we aim to promote effective learning, through our teaching, to meet the needs of each individual pupil. We aim that all of our pupils will:

- enjoy their learning experiences across the curriculum and co-curriculum;
- achieve their potential;
- gain confidence in their own abilities in order that they can lead full and independent lives;
- develop an enquiring mind;
- develop an awareness of cultural, social and spiritual differences;
- develop a responsible and independent attitude towards their work;
- develop an understanding, tolerance and respect towards other people and their property;
- be prepared for the opportunities, responsibilities and experiences of life in British society;
- develop confidence and skills to succeed both in the physical and digital world.

ACHIEVING OUR AIMS

Our pupils will be enabled to learn successfully through the attitudes encouraged by their teachers, themselves and the community as a whole.

Teachers:

- have high, yet realistic, expectations within an ethos of individual excellence;
- recognise and appreciate that all pupils develop and learn in different ways and at different rates;
- provide a wide variety of different and challenging learning experiences appropriate to their age and ability;
- evaluate each piece of work through careful marking, including positive and constructive comments;
- create and provide a happy and stimulating environment which gives a sense of security, ensuring the safety and welfare of pupils;
- ensure that different cultures and backgrounds are reflected and valued throughout the school;
- ensure that British Values are actively promoted;
- keep abreast of changes in the world of education.

Pupils:

- understand exactly what they are learning and what the learning objective(s) is/are;

- learn to understand how to improve by achieving any targets set by themselves or the teachers;
- are encouraged to become independent thinkers and participate fully in lessons;
- realise that making mistakes is acceptable and part of the learning process;
- have the confidence to ask for help;
- have time to reflect and evaluate their work to enable improvement;
- appreciate and evaluate the work of their peers;
- know, understand and adhere to the Golden Values.

School Community:

- be realistic about their pupil's abilities;
- encourage positive self-esteem and independence in all pupils;
- create an atmosphere of mutual respect and trust;
- establish boundaries for acceptable behaviour and support the school's behaviour and discipline procedures;
- create a positive and cooperative relationship with teachers;
- ensure that a happy, well-resources environment is created which everyone can access.

STRATEGIES FOR TEACHING AND LEARNING

In order for the school to achieve their goals in teaching and learning, different strategies have been developed in order to promote best practice.

As we are a non-selective school with one form entry, we have mixed-ability classes. The abilities of different pupils are catered for through differentiation planned by the teacher, support from teachers and Teaching & Learning Assistants, and some lessons across the year groups are taught in half classes. The groupings are based on a few factors that may include academic ability, learning styles and/or social friendships.

CLASS AND SPECIALIST TEACHING

Sarum Hall School's staff has a wide range of skills and subject knowledge. Throughout the school the balance of class/specialist teachers changes in order to meet the needs of the pupils.

- **Nursery and Reception (Early Years Foundation Stage)**
The Form Teachers teach these classes with the support of one/two Teaching and Learning Assistants per class. Specialist teachers teach music and PE. In Reception, Computing and Spanish lessons are also taught by specialist teachers.
- **Year 1**

The pupils are predominantly taught by a Form Teacher with the help of a Teaching and Learning Assistant. Music, PE, PSHEE, Spanish, art & design and drama lessons are taught by specialist teachers.

- **Year 2**

The pupils are predominantly taught by a Form Teacher with the help of a Teaching and Learning Assistant. Science, computing, music, PE, PSHEE, Spanish, art & design and drama are taught by specialist teachers.

- **Year 3**

The Form Teacher teaches English, Maths, Humanities and PSHEE, with help from a Teaching and Learning Assistant. Science, computing, music, PE and art & design and drama are taught by specialist teachers. French is introduced this year and is taught instead of Spanish.

- **Year 4**

The Form Teacher teaches English, Maths, Humanities and PSHEE, with help from a Teaching and Learning Support Assistant. All other subjects are taught by specialist teachers.

- **Year 5**

The pupils are subject taught by specialist teachers. They have a Form Teacher to oversee their pastoral care who also teaches them for PSHEE. A Teaching and Learning Support Assistant supports the Form Teacher and some of the specialist teachers. Some Maths, English, Computing and Science lessons are taught in half classes.

- **Year 6**

The pupils are subject taught by specialist teachers. Year 6 are split into two form groups. They each have a Form Teacher to oversee their pastoral care. Some Maths, English, Humanities, Computing and Science lessons are taught in half classes.

TEACHING STYLES

The emphasis is to encourage pupils to become independent and confident learners. To encourage this, staff adopt various teaching styles, taking into account how different pupils learn:

- independent and collaborative work;
- open-ended questioning;
- individual and group research;
- investigative work and problem solving;
- encourage open discussion of findings and results in a variety of ways;
- providing opportunities for pupils to make decisions.

LEARNING SUPPORT FOR PUPILS WITH LEARNING DIFFICULTIES, DISABILITIES AND/OR SPECIAL EDUCATIONAL NEEDS

The Head of Learning Support is available to offer advice to all teachers regarding all pupils with special needs. She uses various teaching styles including:

- supporting teaching within a class;
- group teaching;
- individual teaching;
- photocopying written work onto pale-coloured paper for pupils with dyslexia.

MORE ABLE AND EXCEPTIONALLY MORE ABLE

A number of pupils are identified as More Able or Exceptionally More Able and placed on a More Able register. The Head of Learning Support is available to offer advice to all teachers regarding all pupils identified under these categories.

PLANNING

All teachers are involved in the planning of an evolving and coordinated curriculum. This is achieved by:

- Regular staff meetings, including a full staff meeting for teachers, phase meetings and a curriculum meeting for the EYFS, Key Stages 1 and 2;
- Policies and the curriculum for subjects are developed by all staff teaching under the direction of the Subject Heads/Coordinators and the Deputy Head (Academic and Innovation);
- Form and subject teachers prepare a half termly overview and termly plans reflecting the curriculum: outlining learning objectives, skills/concepts, teaching strategies/activities, success criteria, resources, cross-curricular links and assessment opportunities including assessment for learning and an evaluation.
- Maths and English teachers prepare weekly plans which include learning objectives, differentiated activities, where/how a Teaching & Learning Assistant will be supporting pupils, homework if applicable, resources and ICT links, assessment opportunities including assessment for learning and an evaluation;
- All planning is regularly checked by the Deputy Head (Academic and Innovation), the Senior Management Team and the Heads/coordinators of subjects.

HOMEWORK - See Homework policy.

SUBJECTS HEADS/COORDINATORS

Subject Heads/Coordinators play a role in monitoring the teaching and learning of their subject throughout the school. They evaluate their subject at the end of each academic year.

Areas for developments are then shared with SLT which may be used to inform the School Development Plan.

REPORT WRITING - See Report Writing policy.

At the end of each half term, up to the end of the first summer half term, parents/guardians of pupils from Nursery to Year 5 will receive a grade card regarding their child's progress. This will highlight their achievement grades based on their **attainment** in the subject and their **attitude to learning**.

At the end of the academic year, parents of pupils in Nursery up to Year 5 will receive a full written report regarding their child's progress, achievements and possible next steps. The report provides summaries of the curriculum covered in all subjects. Peripatetic Teachers will also provide comments on progress and achievements for relevant children. The form teacher writes a general pastoral (including a Personal, Social, Health, Economic Education comment). The Headmistress also provides a personal comment for pupils.

Year 6 pupils/parents will receive a grade card at the end of the first Autumn half term followed by a full written report at the end of the second Autumn half term.

ATTAINMENT AND ATTITUDE TO LEARNING GRADES IN REPORTS

Nursery to Year 6 receive *Attainment* explanations:

Explanation
Consistently above expected standard
Occasionally above expected standard
Expected standard
Working towards expected standard

Nursery to Year 6 receive *Attitude to Learning* (formerly *effort*) explanations:

Explanation
Exceptional
Highly Motivated
Engaged
Passive
Disengaged

ATTITUDE TO LEARNING DESCRIPTORS

Exceptional	Highly Motivated	Engaged	Passive	Disengaged
<ul style="list-style-type: none"> • Consistently shows all of the characteristics of a highly motivated learner in every lesson. • They lead their learning in the classroom. • They seek challenge and independently extend their learning outside of the classroom...going above and beyond! 	<ul style="list-style-type: none"> • Displays a love of learning and shows a high level of enthusiasm and dedication, relishing challenge and taking risks. • Listens and responds to instructions very well, willingly seeks feedback to further their learning. • Is an excellent role model, working collaboratively with peers in a kind, considerate and supportive manner. • Always comes to lessons prepared, never needs reminding of expectations and is consistently on task. 	<ul style="list-style-type: none"> • Enjoys learning, takes an active role in lessons, volunteering answers and asking relevant questions and perseveres when work is challenging. • Listens and responds to instructions well, using feedback positively as an opportunity to develop. • Works collaboratively and efficiently with peers when asked to do so. • Mostly comes to lessons prepared, rarely needing to be reminded of expectations or of being off task. 	<ul style="list-style-type: none"> • Learning is passive, occasionally asking questions or offering answers and sometimes gives up if the work is difficult and requires more effort. • Does not listen well nor respond to instructions straight away and frequently makes a limited response to feedback. • Does not work collaboratively with peers. • Does not always come to lessons prepared and often needs to be reminded of expectations and of being off task. 	<ul style="list-style-type: none"> • Has a poor attitude to learning demonstrating a complete lack of effort and avoids challenge. • Rarely listens nor responds to instructions and takes feedback in a negative way. • Often refuses to work collaboratively which can negatively impact their peers. • Consistently fails to come to lessons prepared, regularly causing disruption to learning with in the classroom for others.

CLASS/SUBJECT ROOM RESOURCES

The school has a wide range of relevant and good resources, including ICT resources, to enhance pupils' learning. Subject Heads/Coordinators have an overview of the resources and teachers can liaise with them to order new resources as appropriate.

The form/subject teacher is responsible for the resources and ensures:

- resources are appropriate, accessible, well-organised and readily available in their classroom;
- pupils are encouraged to select suitable materials for the task at hand. Where appropriate, the pupils choose, collect and return the resources independently.

b) ASSESSMENT AND FEEDBACK

AIMS

- to recognise, reward and encourage achievement and effort;
- to communicate with pupils and parents about their individual progress;
- to enable pupils to reflect on their learning and their targets;
- to assess and monitor learning (assessment **of** learning and assessment for learning);
- to aid curriculum planning;
- to identify pupils who need learning support or more challenging work;
- comply with statutory requirements.

ASSESSMENT

Pupils are assessed in many ways at Sarum Hall School. Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress monitored. Assessment analysis informs planning and teaching strategies which strengthen learning across the curriculum.

- **Formative:** this is ongoing assessment carried out by teachers both formally and informally. Results and observations are kept in teachers' record books, profiles and the pupils' own books. Formative testing helps our teachers in determining the overall subject levels that go on reports.
- **Summative:** This occurs at defined periods of the academic year depending on year groups. Results are recorded in iSAMS and our network so teachers, the Deputy Head (Academic and Innovation) and the rest of the SLT can track individuals and classes' progress.
- **Diagnostic:** All assessments can provide diagnostic evidence. Diagnostic tests can also be administered by the Head of Learning Support.

TYPES OF ASSESSMENT

- **Cognitive Abilities Tests (CAT4) for Years 3-6**
The Cognitive Abilities Tests are timed tests designed to help pupils and their teachers understand how they learn and what their academic potential might be. They assess how pupils think in areas that are known to make a difference to learning. There are four batteries to these tests: Verbal Reasoning (words), Non-Verbal Reasoning (shapes and patterns), Quantitative Reasoning (numbers) and Spatial Ability (generating and transforming visual images). These tests are taken online annually from Year 3 to Year 6. We will share all CATs scores with parents. For pupils in Year 6, senior schools will also ask for the recent results.
- **New Group Reading Test (NGRT) for Years 2-5**

During the Autumn and Spring terms, Years 2 – 5 will have standardised, adaptive assessments to measure reading skills against the national average. We conduct these tests for internal use to help inform our planning and tailor our teaching and lessons to support the pupils' learning. Year 6 will only complete the assessment once during the Autumn term and the reading score will be shared with Senior schools.

- **New Group Spelling Test for Years 2-5**

An adaptive, standardised spelling assessments are conducted in the Autumn and Spring terms which allow monitoring of spelling skills. The spelling assessments are conducted in the Autumn and Spring terms in Years 2 to 5. Year 6 will only complete the assessment once during the Autumn term.

- **Progress Test in English (PTE) and Progress Test in Maths (PTM) for Reception - Year 6**

The Progress Test in English is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. The Progress Test in Maths assesses mathematical skills and concepts. Tests for Year 1 to Year 6 cover number, shape and data handling with algebra being introduced in Year 5. Tests are administered in the Autumn term for Years 3 – 6 and in the Summer term for Reception to Year 5. The results of these tests will be shared to parents in the end of academic year reports.

ASSESSMENT IN THE EYFS

The pupils in Nursery and Reception are assessed by ongoing observations by the teacher and TLAs which relate to the seven areas of learning and development in the EYFS. Each pupil's developments and achievements are recorded in an individual profile using Tapestry. Three of these areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are the prime areas:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

The four remaining areas of learning are specific areas through which the three prime areas are strengthened and applied:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Year Gp	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> • Baseline 	<ul style="list-style-type: none"> • Tapestry- Profiles 		<ul style="list-style-type: none"> • Tapestry- Profiles 		<ul style="list-style-type: none"> • Tapestry- Profiles • Phonics
Rec	<ul style="list-style-type: none"> • Baseline • Phonics 	<ul style="list-style-type: none"> • Tapestry- Profiles • Phonics 	<ul style="list-style-type: none"> • Phonics 	<ul style="list-style-type: none"> • Tapestry- Profiles • RWI Phonics 	<ul style="list-style-type: none"> • Phonics • Progress Test in English 5a • Progress Test in Maths 5a 	<ul style="list-style-type: none"> • Tapestry- Profiles • Phonics
Year 1	<ul style="list-style-type: none"> • Phonics • PASS 	<ul style="list-style-type: none"> • Phonics 	<ul style="list-style-type: none"> • Phonics 	<ul style="list-style-type: none"> • Phonics 	<ul style="list-style-type: none"> • Phonics • Progress Test in English 6a • Progress Test in Maths 6a 	<ul style="list-style-type: none"> • Phonics
Year 2	<ul style="list-style-type: none"> • NGST • NGRT • PASS 	<ul style="list-style-type: none"> • Phonics 		<ul style="list-style-type: none"> • NGST • NGRT 	<ul style="list-style-type: none"> • Progress Test in English 7a • Progress Test in Maths 7a • English Composition 	<ul style="list-style-type: none"> • Dyslexia/Dyscalculia Screening
Year 3	<ul style="list-style-type: none"> • CAT4 Pre-A • NGST • NGRT • PASS 	<ul style="list-style-type: none"> • Progress Test in Maths 7b • Progress Test in English 7b 		<ul style="list-style-type: none"> • NGST • NGRT 	<ul style="list-style-type: none"> • Progress Test in Maths 8a • Progress Test in English 8a • English Composition 	
Year 4	<ul style="list-style-type: none"> • CAT4 A • NGST • NGRT • PASS 	<ul style="list-style-type: none"> • Progress Test in English 8b • Progress Test in Maths 8b 		<ul style="list-style-type: none"> • NGST • NGRT 	<ul style="list-style-type: none"> • Progress Test in English 9a • Progress Test in Maths 9a • English Composition 	
Year 5	<ul style="list-style-type: none"> • CAT4 B • NGST • NGRT • PASS 	<ul style="list-style-type: none"> • Progress Test in English 9b • Progress Test in Maths 9b 		<ul style="list-style-type: none"> • NGST • NGRT 	<ul style="list-style-type: none"> • Progress Test in English 10a • Progress Test in Maths 10a • English Composition 	<ul style="list-style-type: none"> • Musical MAT (Musical Aptitude)
Year 6	<ul style="list-style-type: none"> • CAT4 C • NGST • NGRT • PASS • Consortium Practice/CE papers every other week in English and maths • Common entrance practice papers in science weekly for pupils entered 	<ul style="list-style-type: none"> • Progress Test in English 10b • Progress Test in Maths 10b • Consortium Practice/CE papers every other week in English and maths • Common entrance practice papers in science weekly for girls entered 	<ul style="list-style-type: none"> • Pupils sit for entrance assessments to senior schools and/or Common Entrance assessments 			

RECORDS AND RECORD KEEPING

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in a variety of ways. These include:

- Teachers' termly/weekly plans & evaluation;
- Pupils' work in books;
- Pupils' digital work on online platforms;
- Teachers' mark books/folders;
- Teachers' notes e.g. significant outcomes;
- iSAMS assessment manager system;
- Individual reports;
- Assessments results;
- Individual portfolios;
- Early Years Profiles.

BOOK LOOKS

Pupils' work is looked at closely by the SLT, Deputy Head (Academic and Innovation), SMT and Subject Heads/Coordinators. Every two weeks, pupils' work are moderated during phase meetings led by members of the SLT.

LABELLING

Exercise books and folders in all year groups and subject areas should be labelled with:

- Pupils' first name and initial of surname (if someone else shares first name in class);
- Subject area;
- Year group

See [Templates](#) folder.

FORMATIVE FEEDBACK

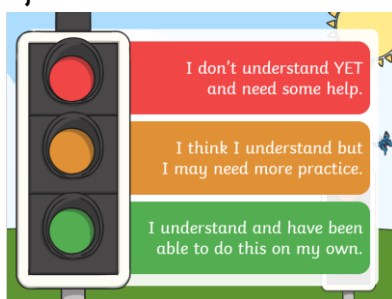
- Pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning more effectively.
- The key purpose of feedback is to promote learning. Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.
- Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and relearn key facts; or use additional research to develop their work by applying a wider range of ideas.
- Once feedback has been given, pupils need to be enabled to respond so they can craft and improve their work and then develop new techniques to put their feedback into practice.

PRESENTATION

- From Reception, pupils are expected to complete all written work in pencil. When pupils have developed fluency and speed, and their writing is neat and legible, they will receive a Pen Licence and progress to writing in blue pen (excludes some subjects like maths).
- Teachers and Teaching & Learning Assistants should mark and provide feedback in **green**. Pupil reflection on the feedback (Y2-Y6) should be completed in **purple** pen.
- All crossing out should be done with a single ruled line.
- No doodling/drawing/scribbling on the books, especially on the labels.

SELF and PEER ASSESSMENT

- **Traffic light system** – pupils should use the school's traffic light colours to indicate their understanding of the objectives of the lesson.



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- **Self-assessment** – pupils from Year 1 should have opportunities to self-assess. The teacher or pupil will mark the work using **SA**.
- **Peer-assessment** - pupils from Year 2 onwards should have opportunities to peer assess. The teacher or pupil will mark the work using **PA**.

STICKERS / STAMPS

Outstanding or good work can be celebrated with the Good Works or House Points stickers. In addition to this, teachers can use their own stickers/stamps.

RE-ORDERING STAMPS AND STICKERS



<https://www.schoolstickers.com/mini-metallic-gold-house-point-stickers>



<https://www.primaryteaching.co.uk/products/p201/pedagogs-marking-stamper-punctuation-20mm->



<https://www.primaryteaching.co.uk/products/p204/pedagogs-marking-stamper-look-carefully-20mm->



<https://www.primaryteaching.co.uk/products/p199/pedagogs-marking-stamper-aa-capital-lower-case-20mm->



<https://www.primaryteaching.co.uk/products/p198/pedagogs-marking-stamper-full-stop-20mm->



<https://www.primaryteaching.co.uk/products/p197/pedagogs-marking-stamper-finger-spaces-20mm->













<https://schoolmeritstickers.com/buy/stamper-267>

PHOTOGRAPHS OF ACTIVITIES

- Photographs of activities in lessons are recorded in books and/or posted on Seesaw/Tapestry.
- Digital work is often completed on Purple Mash (Reception and KSI) and Google Classroom (KS2).

MARKING AND FEEDBACK CODE

Symbols from the code are displayed in every classroom. Pupils from Year 2 have a copy in their planners. Certain codes have online alternatives to be used with digital work.

	Rec/KS1	KS2	Online	Meaning	Guidance
Marking Codes	SA			Self-Assessed	Pupil add code to top of work
	PA			Peer-Assessed	Pupil add code to top of work
	CD			Class Discussion	Teacher add code to top of work
				Support Given	Teacher add code to top of work
	IW			Independent Work	Teacher add code to top of work
	TL?			Where's your traffic light?	Teacher add code to top of work
				Good Works - See the Headmistress	Use Good Works stickers or teacher's own Good Works stamp.
	 or 			House Point	Use HP stickers or stamps
Feedback Codes	VF			Verbal Feedback Given	Teachers to mark in margin where verbal feedback was given. Pupils to write in purple from that point (does not have to be for the entire lesson).
	T			Target/Next steps	Teacher add at the end of the work
	EXT			Extension	Teacher add at the end of the work
			++	Indicate a particularly good answer	Teacher mark the point where it applies
	SP			Spelling Correction to be used correctly in a new sentence	KS1 – Teacher write spelling error in the margin. KS2 – Teacher write code on the line with the spelling error and pupils need to find it
			P	Missing Punctuation	Teacher mark the point where it is missing
			Cl	Missing Capital Letter	Teacher mark the point where it is missing
	Gr			Grammar Error	Teacher mark the point where there is an error
	^			Missing Word	Teacher mark the point where it is missing
	BW			Use Better Word	Teacher mark the point where it applies
	*			Add More Information/Explanation/Evidence	Teacher mark the point where it applies
			RR	Re-read the Question/Sentence	Teacher mark the point where it applies
				Remember to Leave a Space Between Each Word	Teacher mark the point where it applies
	/			New line	Teacher mark the point where it applies
	//			New Paragraph Needed	Teacher mark the point where it applies
			Does this Make Sense?	Teacher underline the point where it applies	