



Teaching and Learning policy

Formally adopted by the Governing Board of:-	Green Shoots Federation
On:-	October 2021
Chair of Governors:-	Tim Jermyn
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ETHOS AND VALUES

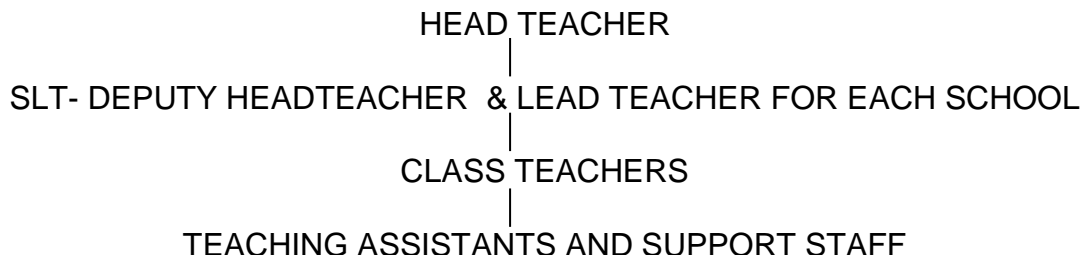
The Staff and Governors of St. John's C.P. and Tunstead Primary Schools are committed to enabling all children to become lifelong learners and to acquire the attitudes, confidence, skills and knowledge to become resilient citizens within the community. In order to achieve this both schools share the same vision to:-

- Provide a creative and progressive curriculum enabling all pupils to achieve their potential.
- Provide a safe and nurturing environment in which children's emotional well-being is of the utmost importance.
- Provide a wide range of rich and varied experiences which will raise aspirations and encourage enquiring minds.
- Establish purposeful and open relationships with parents.

Both St John's C.P. and Tunstead Primary School have their own clear set of values and expectations which can be seen in their individual Ethos and Values Statements. (Appendix 1 & 2)

THE STRUCTURE OF THE SCHOOL

The staff within the school are organised as follows:-



A breakdown of the class structures for each can be found in appendices 3 & 4

Children are taught within their National Curriculum year group.

Members of the teaching staff across the two schools lead at least one area of the curriculum.

The teaching staff are supported by a SENDCo at each school, an Inclusion and Wellbeing Mentor and Teaching Assistants working in a variety of roles.

The way in which the Teaching Assistants are used by the whole school is reviewed regularly to take into account the needs of individual pupils, class groupings and areas for support across the wider school.

THE LEARNING ENVIRONMENT

All of the classrooms at both schools are organised to facilitate the teaching and learning styles used within them. These are all equipped with their own group specific resources which are shared when required and are accessible to the children where appropriate. The locations of other shared resources are detailed within the relevant subject policies and these resources are managed by the Subject Leaders.

Reception and Year 1 pupils at both schools have access to outside play areas which are equipped with a wide range of small and large apparatus to enhance their learning. At St John's, the nursery has its own separate building and outside area which is set out to meet the needs of our youngest learners.

Full use is made of the school and local environments and of the wider environments within Norfolk. Both schools take great pride in their forest school areas, which are used throughout the week and form a key part of the curriculum. We also make use of the community as an excellent human resource.

Yearly timetables are drawn up for the use of the hall, Library, Forest School areas and ICT trolley.

THE ORGANISATION OF TEACHING AND LEARNING

Teachers are responsible for ensuring coverage of the curriculum for their class. Teachers will work with each other to support the best delivery of learning; this could mean teaching a different year group on an occasional or regular basis.

Foundation Stage

- We follow the [Early years foundation stage statutory framework](#), both in its aims and curriculum content. Activities are planned through topics and themes at an appropriate level, using both the indoor and outdoor environments.
- Phonics is taught using the Little Wandle phonics scheme. All children in the Foundation Stage and KS1 receive daily phonics input, as well as reading groups 3 times a week. Some children may also access Keep Up and Catch Up sessions.
- **Early writing is taught through the same scheme as the rest of the Federation, Talk 4 Writing, while Maths follows the Power Maths scheme which is also used across all year groups.**
- The day or session is clearly structured, with a routine the children can follow. This provides time for uninterrupted play, time to listen and talk to the children, and time to stand back and observe. There is a balance of time spent with individual children, small groups and the whole group working on adult-directed, adult-supported or child-directed activities.
- The children are encouraged to learn through free-flow play on their own or with other children and, where appropriate, supported, guided and enhanced by an adult.

Long term planning. (KS1 & 2)

A Curriculum Map has been drawn up showing the areas of the National Curriculum and R.E. covered by each year group. This is reviewed and updated as required and a copy of this is held on the server.

Opportunities for Relationships and Sex Education, PSHE and multicultural education are highlighted in this document.

Medium term planning. (KS1 & 2)

The National Curriculum is used as a framework for all planning in KS1 and KS2. The school has developed its own long-term coverage map for Literacy which outlines the genres taught as well as core books which can be used to support this. This is used as a basis for planning but it is a working document and is constantly under review.

In all other subjects, a scheme of work is followed to ensure an aspirational and progressive curriculum is delivered. Subjects that follow a scheme are:

Maths – Power Maths

Science, Art, DT, History, Geography – Primary Knowledge Curriculum (PKC)

Computing – Purple Mash

PE – Real PE and Get Set 4 PE

RE – Discover RE

Music – Charanga

French - Rigolo

PSHE – Jigsaw

Copies of planning and progression documents are available to staff on the school's server and also within the appropriate websites/software for each scheme.

The Main Learning Outcomes, End-of-year expectations or Early Learning Goals identified in these medium-term plans are used as the basis for the recording of pupils' attainments. Details can be found in the Assessment section of this document.

Short term planning. (KS1 & 2)

Our short-term plans are made and evaluated on formatted sheets. Specific planning templates are available and used for Maths, English, Guided Reading. These identify the learning objectives, method of delivery, activities undertaken by the children, including any differentiation for the more able, SEN and vulnerable groups, resources used and assessment techniques employed for each lesson or small group of lessons.

Schemes of work are in place for the teaching of handwriting across both Key Stages (Nelson Handwriting) as well as Spelling in Year 2 and KS2 (Purple Mash) once the child has developed their phonetical knowledge.

The role of a Teaching Assistant within any particular lesson is also planned for.

Long, medium and short term planning – Early Years Foundation Stage.

The planning documents for the EYFS relate to the seven areas of learning as detailed in the Guidance for the EYFS. They are produced in a format which reflects the teaching and learning strategies used within these year groups.

TEACHING AND LEARNING STYLES

The individuality of teaching staff is respected and encouraged, offering the children a broad range of experiences. Lessons are organised and delivered in a way that is appropriate to the area of work being covered, and the short-term plans identify the methods to be used. Similarly, the children may work individually, within a group or as a class, depending on the activity being undertaken.

The learning objectives for a session will be made explicit at the start of a session with success criteria generated by teacher and children where possible. Work will be marked against the success criteria and in line with the marking policy.

TRANSITION BETWEEN PHASES OF EDUCATION

The following steps are taken to ensure the successful transition for children from one phase of their education to another.

- A home-visiting programme for children entering the Nursery (St John's) takes place.
- The parents of children in Reception are offered personal interviews prior to the start of the Autumn Term with the teaching staff, to discuss the Foundation Stage Profiles and to share information.
- An Open Evening is held in the Summer Term for the parents of all children starting in the Foundation Stage in the next academic year.
- An 'Induction Day', held towards the end of the Summer Term, offers the children the opportunity to spend time in their new class/school.
- Liaison between the Y6 teacher, Local High Schools, SENCOs and the Inclusion Teams from both schools.
- Curriculum evenings.

INCLUSION AND EQUAL OPPORTUNITIES

We aim to promote equal opportunities in all aspects of school life and our principles and guidelines are detailed in the Single Equality Scheme.

S.E.N.D

The identification, organisation of teaching and learning, assessment and monitoring of children with special educational needs is carried out according to the SEN Code of Practice and our SEND Information report, which is available on each school's websites or from the schools' offices.

BEHAVIOUR

The Federation's Behaviour Policy has been written to support our aim to promote good manners and positive social behaviour within the school and the wider community. It is based on the Norfolk Steps approach to positive behaviour management, and is available on the school website.

EXTRA-CURRICULAR ACTIVITIES

Both schools offer a wide range of out of school activities. This will change half termly and a list of what is currently on offer is always available via the school office or the school website.

STAFF SUPPORT

Support for all staff is considered to be of paramount importance. This support takes many forms -

- The teaching staff are supported by the Senior Leaders and the Subject Leaders.
- Teaching Assistants and other classroom assistants work closely with the teaching staff and are offered training when appropriate.
- Individual requirements for in-service training are identified during the Performance Management cycle.
- Whole school requirements for in-service training are identified, prioritised and costed as part of ongoing development. This is detailed in each schools' Development and Improvement Plan.
- The senior leadership team and linked governors are available to discuss any problems which may arise.
- When relevant, meetings of classroom-based support staff and/or ancillary staff are held in order to ensure support for the aims of the school and continuity of practice.
- All staff have access to the Wellbeing Service for Norfolk.
- Staff regularly plan to support one another through collaborative working to try and reduce workload and share expertise

ASSESSMENT

Assessment is an integral part of the learning process and is the means by which we make our professional judgments about the children. We are concerned with the achievements of the child as a whole, not just their academic attainments, and the records that we keep, both summative and formative, reflect this. We recognise that it is important for the children to be involved in the assessment process so that they are aware of both their achievements and their targets for further progress.

Recording Assessments in EYFS

Tapestry, an online learning journal, is used to record key moments in a child's learning. It should only be used for key personal moments and more than one child should never be commented on in the same post. Teachers and Teaching Assistants should make observations during learning and use those to inform interactions, questioning and next steps to develop children's learning. This does not have to be recorded in detail- time should be invested in interactions with young people rather than long written observations.

Every term, teachers use their knowledge of the young people in their class as well as any informal assessments taken in class, to update each school's online data tracker.

Key Stage 1 and 2

Reading, Writing and Maths

Formative Assessment

A teacher's short term plans identify the lesson objectives and success criteria set for each lesson as well as detailing the opportunities for formative assessments, whether this is through effective questioning, independent activities or observations. Learning objectives and success criteria are clearly displayed in each child's book with a date for the day's learning. Teachers will use their formative assessments as well as the work produced in the children's books to:

- identify strengths and weaknesses to inform daily interventions
- set targets for future learning
- inform future planning
- monitor the curriculum and its effective delivery
- form a basis for reporting to parents or other interested parties.

In addition, teachers will update children's assessment against National Curriculum 2014 objectives on the school's online data tracker, ScholarPack. Teachers are expected to update these at the end of each term. This enables Senior Leaders to ensure continuity of coverage as well as guaranteeing that assessments are thorough for the next teacher/school, at the end of the school year.

We value the input of all of the staff who work with children at our school and therefore time is planned to allow Teachers, Teaching Assistants and the SENCO to have their own input in the recording of termly assessments.

Summative Assessment

In addition to formative assessments, teachers must use the below summative assessments to assess children in Reading, Writing and Maths. These are used to support teachers in making accurate termly teacher assessments on Scholar Pack. The scores from these assessments are also recorded on Scholar Pack to help inform the teacher's final judgement. However, teachers should focus on question-level analysis of strengths and weaknesses for pupils, rather than solely using the scores from the assessments.

Reception	Little Wandle Assessments every 6 weeks Baseline Assessment on entry
Year 1	Half termly phonics assessments Little Wandle Assessments Half-termly Power Maths assessments Phonics Screening check
Year 2	Half termly phonics assessments Little Wandle Assessments Half-termly Power Maths assessments KS1 Past SATs Papers
Years 3,4&5	NFER Reading and Spelling, Punctuation and Grammar Half-termly Power Maths assessments Salford and Schonell Reading Tests Year 4 Times Table check
Year 6	KS2 Past SATs Papers Schonell Reading test Salford Reading Test

Assessments must be taken each term as outlined in the assessment timetable in **Appendix 5**

Following the administration and marking of any standardised tests, the class teacher and relevant Subject Leaders collect the assessment data and may carry out a detailed question level analysis. Areas of strength and weakness can then be identified, and strategies drawn up to deal with these. These strategies may have staff training or resource implications, and may necessitate changes in policy or long and medium-term planning. Any action necessary will be addressed and managed by the Senior Leadership Team. The analysis of our children's performances and their identified strengths and weaknesses are then compared with the national figures, as and when these become available.

Termly moderation meetings will be held with the whole staff in either Reading, Writing or Maths to ensure consistency and accuracy in teacher assessment. This moderation process will include looking at day to day work in books, performance in summative assessments and general engagement in lessons. Through these sessions, our external moderation samples are agreed by the Teaching Staff.

Tracking Reading, Writing and Maths in EYFS, Key Stage 1 and 2

At the end of each term, assessments are made and recorded in Reading, Writing and Maths. A baseline assessment is also made at the end of the first half term in October in Year 1. The majority of pupils are assessed within their own age and stage of development, and their attainment will be recorded as either working towards or at the

expected standard, or working at greater depth for high-achieving pupils. However, those children working below their own age and stage of development will continue to have targets set against previous year group objectives as well as their current stage.

Assessing other subjects in Key Stage 1 and 2

A whole class 'Topic Book' is used for each subject instead of individual pupil books. Lessons are focused on developing the knowledge and skills outline in the National Curriculum Programmes of study, while larger independent cross-curricular writing opportunities may be recorded in English books.

Class Topic Books include observational assessments, photos and annotated work. Teachers will assess all children against the learning objectives for each lesson and record these in their topic books. These assessments at the end of each lesson then inform summative teacher judgements at the end of each term. The children's attainment levels are recorded on the school's assessment system, ScholarPack. This is monitored by subject leaders and the Senior Leadership team.

Reading, Writing and Maths Standardisation and Moderation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. Both schools take part in the following moderation:

- Termly Moderation of Reading, Writing and Mathematics assessments made on the school's online data tracker (at whole staff meetings EYFS, KS1 and KS2 teachers)
- Termly cluster moderation of Reading, Writing and Mathematics assessments.
- Attendance of Norfolk Assessment Briefings and Moderations

Feedback to Children and Marking.

Marking and feedback is an important aspect of the formative assessment of individual children's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance and enhances pupil's motivation, self-esteem and work attitudes.

All core lessons, involving English or maths content, should have feedback in some format. This may be provided by the teacher, another adult in class, a peer or by the child themselves. Feedback, either 'live' in the lesson or as distance marking, should ensure that any significant errors or misconceptions within the piece of work are addressed. This may be either as a whole class or as individual feedback, at the soonest opportunity, which may come in following lessons.

Marking and feedback should:

- Relate to the learning objectives
- Be timely and reinforce or enhance key learning outcomes
- Be manageable for all adults working with the children
- Use consistent codes throughout the school which are accessible to the children. Our marking codes can be found in Appendixes 6 and 7
- Give appropriate praise for achievement and progress
- Give clear strategies for improvement
- Allow time for children to read, reflect and respond to marking
- Encourage and teach children to be involved in the feedback process
- Inform future planning and target setting

Communication of expected outcome

- The focus of each lesson is clear, specific, and explained in words children understand
- Children understand the purpose of their learning
- Task instructions are clearly explained
- There are clear success criteria, models or instructions which are discussed and agreed between the children and their teacher
- The lesson focus, success criteria and/or models are visually displayed where appropriate and referred to throughout the lesson, except when not appropriate (e.g where they are to be generated by the children in the lesson)
- The learning objective/lesson focus provides the focus for staff / self / peer evaluation and marking.

Staff will tick or highlight the Learning Objective in all core subject lessons to identify if a child has met the learning focus.

Recognising Independent Work

Pupils or Teachers will indicate next to a learning objective or lesson focus to show if children have:

- I – Completed work independently
- S – Worked collaboratively with peers

In line with the Talk for Writing approach, staff will also indicate where a written task is either a Cold and Hot write task. Both should be completed as independently as possible for all pupils, as they are a valuable assessment tool to inform future planning.

How feedback can be provided

We recognise that effective feedback against expected outcomes can be delivered within a lesson or across a classroom in a variety of ways. We support our teachers to provide feedback in the best ways for their children. For children with additional needs, this feedback may be personalised to meet their individual needs or targets within their support plans.

Feedback may be provided in the following ways:

Verbal / Live Feedback.

- Instant feedback from peers e.g. “thumbs up.”
- Short term reviews within the lesson to address misconceptions and to model and share good work.
- Discussion between the teacher and the child / group / class while the work is being carried out or after the work is completed and returned. Verbal feedback should be recorded as **VF** with responses from the children indicating they have understood and responded to the feedback.
- Discussion with support of ICT e.g. video, visualizer, photos.

Written feedback.

It is not possible to mark all pieces of work with the children so distance marking needs to be manageable for the teachers and meaningful for the children. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Sometimes a piece of work can be marked with a single tick, simple editing prompts in the margin or initialled by the teacher to show that it has been completed successfully.

All extended pieces of writing, including cold and hot writes, should be marked in line with one of the strategies listed below. This is because they are recognised as valuable assessment pieces that inform the child and the teacher on strengths and areas for development.

Group / whole class feedback grids

Teachers may use group or whole-class feedback grids to collate similar strengths and weaknesses. These grids are seen as an effective Assessment for Learning tool, particularly when used with longer writing tasks to identify skills to be focused on later in the teaching sequence. Grids may be shared using the class whiteboard or interactive display, or printed to put into children's books. Where stuck into books, teachers will only use children's first names.

Detailed marking

The teacher may identify within the child's work evidence of the learning objective and then indicates that it has been achieved, usually with a tick. This avoids having to write things that will be largely inaccessible to the child. This might be followed up by a written comment. The teacher can indicate evidence of the learning objectives by ticking or highlighting a Success Criteria grid to summarise success at the end of a lesson, **however this is not compulsory.**

Adults will use prompts, reminders and scaffolding to highlight specific improvements to be made to the children's work.

There are some key types of moving on comments that can be used:

- Can you think of an alternative word for.....?
- Can you think of another word to start this sentence that isn't a noun or pronoun?
- Give me 3 descriptive words to replace.....
- Why have I circled this part of the text?
- Can you rewrite these sentences/words using.....?
- What's wrong with this sentence? (highlight in the text).
- Use 2 sentences that add description to.....
- Which 3 things do you think you have to look for next time you write?
- Show me where 3 full stops are missing.
- Show me where 3 capital letters are not used correctly.
- Scaffold a sentence and ask 'Can you rewrite his sentence using (a fronted adverbial, 2 words that will interest the reader, a comma in the correct place etc.
- Tell me 1 thing that you struggled with today?
- What would happen if.....?
- Where do you think this paragraph should end?
- Can you think of a word that will connect these 2 ideas?
- **Sp / Spx3** - Spelling error/s (either in the margin or above a specific spelling)

With young children and children with additional needs these prompts are often used verbally.

Opportunities for children to read, reflect and respond.

- Opportunities for self and peer assessment will be built into lesson plans as part of the editing process. Any edits completed by the child or a peer will be written in green pen.
- While most of the class is making the improvement, time is then available for teachers and teaching assistants to provide verbal feedback and support
- All 'Moving On' comments provided after a piece of work was completed will be responded to by the children using a green pen

Supporting pupils to develop effective self and peer feedback

We want to encourage and support our pupils to develop their editing and assessing skills, so that they can develop their ideas and answers to the best of their abilities. To support their feedback, we have developed two feedback toolkits for the children to use. These toolkits also mirror the key approaches staff use when giving feedback.

SUPER writers

Success Criteria and Learning Objective checked

Understand and use feedback – marking codes, VF etc

Presentation

Everyday toolkit

Reread and edit my work

POWER mathematicians

Presentation - one digit per box, formations, rulers etc

Options – which resources / models / methods can I use?

Working out – have I used a clear method?

Explain – can you explain your methods in writing or to a peer?

Reread the question – is my answer sensible?

Reporting to parents

Formal Parent Consultations are offered in the Autumn and Summer Terms. Parents requiring meetings at other times are invited to make appointments with the relevant staff members at a mutually agreed time.

Foundation Stage Reports.

These cover all aspects of the child's development and relate to the seven areas of learning identified for the Foundation Stage. They are sent to parents when the child leaves the Nursery or Reception Class.

Key Stage 1 and 2 Reports

The reports produced at the end of Spring term take the following form:

- A detailed English, Maths and Science teacher's comment which outlines the child's performance as it relates to the National Curriculum objectives for that subject.
- A general statement which provides the opportunity for the Class Teacher to comment on aspects of the child's performance which are not directly related to a particular subject
- Attainment levels (below, towards, expected, greater depth) and effort levels (1 – Needs improvement, 2 – Satisfactory, 3 – Good, 4 – Excellent) are given for all other subjects.
- Strengths, areas to be developed and ideas for support at home are outlined.
- The SATs results are reported separately, according to the current statutory requirements, although comments about the children's performance in these may be included in the main report. A sentence about where the pupil is working according to national expectations is given in English, Mathematics and Science. It is stated if the child is working at, above or below national expectations for the age group.
- The parents are invited to discuss the written report with the Class Teacher if they wish to do so.

When a child leaves the school during the school year documents are sent to the receiving school in accordance with the current arrangements.

Appendix 1

St John's C.P. Ethos and Values

At St John's the values we wish to develop in our children are:-

- A determination to do their best in all aspects of school life.
- Self-respect and self-esteem.
- Respect and understanding of others, including their beliefs, values, opinions and property.
- That good manners and acceptable social behaviour are important at all times.
- An understanding of healthy living.
- Recognise the importance of healthy and respectful relationships.

In order to develop these aims and values, it is expected that the staff will:-

- Respond with sensitivity, care and confidentiality to the pastoral needs of all children.
- Value the partnership between school and home ensuring all people with an interest in school are effectively involved in school life.
- Provide a stimulating learning environment which encourages independence.
- Provide a child centered curriculum which motivates and ignites a passion for learning.
- Use assessment to ensure improved outcomes for all children.
- Contribute fully to all aspects of school life and embrace professional development.

Appendix 2

Tunstead Primary School Ethos and Values

In order to achieve this, we aim to:-

- enable children to develop a positive self-image, the ability to make healthy choices and a respect for others, building strong foundations from which they can continue to thrive.
- provide a challenging curriculum where children will have every opportunity to develop into curious and interested learners, to grow in confidence and achieve their full potential.
- support and encourage every child to take responsibility for their actions and behaviour and teach them how to develop their skills through self-evaluation.
- be resourceful when using our whole school environment, allowing us to provide a safe inspiring and creative setting from which each individual can benefit.
- set high expectations where all members of our school community understand the importance of working together, valuing each other and one's self to create a reflective and aspiring school.

The values we wish to develop in our children are:-

- High Expectations: Expecting nothing less than the very best of ourselves
- Resilient & Determined: Ensuring self-belief and confidence
- Inquisitive & Curious: Approaching new opportunities with positivity and alacrity
- Collaborative: A community of learners working together

In order to develop these aims and values, it is expected that the staff will:-

- Respond with sensitivity, care and confidentiality to the pastoral needs of all children.
- Value the partnership between school and home ensuring all people with an interest in school are effectively involved in school life.
- Provide a stimulating learning environment which encourages independence.
- Provide a child centered curriculum which motivates and ignites a passion for learning.
- Use assessment to ensure improved outcomes for all children.
- Contribute fully to all aspects of school life and embrace professional development.

Appendix 3**St Johns C.P School**
School structure

The school is organised as follows:-

Foundation Stage

Nursery	(Full-time Nursery Unit)
Class R	(Main school)

Key Stage 1

Class 1	(Main school)
Class 2	(Main school)

Key Stage 2

Class 3	(Main School)
Class 4	(Main school)
Class 5	(Main school)
Class 6	(Main school)

Appendix 4**Tunstead Primary School**
School Structure

The school is organised as follows:-

Foundation Stage

Oak Class (Reception)	(Mobile)
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Key Stage 1

Sycamore Class (Year 1&2)	(Main school)
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Key Stage 2


Conifer Class (Year 3&4)	(Main school)
Birch Class (Year 5&6)	(Main school)

Appendix 5**Assessment Timetable 2023/24**

For 2023/24, where it says NFER tests, this will be for reading and GPS.
Maths assessments will be using Power Maths each half term.

			Assessments (scores uploaded to Scholar Pack)	Assessment deadlines
Autumn	Half Term 1	September	KS2 Schonell & Salford reading test	
		October	All Years – Power Maths Year 4 – Times table Check	IEPs Updated by end of month.
	Half Term 2	November	Years 3, 4 and 5 – NFER Year 4 – Times table Check Year 6 – KS2 SATs 2019	Progress meetings
		December	All Years – Power Maths Year 4 – Times table Check	Maths, Writing, Reading TA updated by 15th December ; Foundation Subjects by end of term
Spring	Half Term 1	January	KS2 Schonell & Salford reading test	
		February	All Years – Power Maths Year 4 – Times table Check Year 6 – KS2 SATs 2022	IEPs updated by end of month
	Half Term 2	March	All Years – Power Maths Year 2 – KS1 SATs 2023 Years 3, 4 and 5 – NFER Year 4 – Times table Check Year 6 – KS2 SATs 2023	Maths, Writing, Reading TA updated by 22nd March ; Foundation Subjects by end of term
Summer	Half Term 1	April	Year 4 Practice MTC KS2 Schonell & Salford reading test	Progress meetings
		May	All Years – Power Maths Year 1 – Phonic Check Year 2 – KS1 SATs (non-stat) Year 6 – KS2 SATS WEEK	
	Half Term 2	June	EYFS – ELG assessments Year 4 MTC	IEPs Updated by end of month
		July	All Years – Power Maths Years 3, 4 and 5 – NFER	Progress meetings Maths, Writing, Reading TA updated by 12th July ; Foundation Subjects by end of term

Appendix 6 – Key Stage 1 marking codes

Code	Marking Focus
FS Finger Spaces	Make sure that you leave enough space between each of the words in a sentence. <i>The girl loved her new toy</i>
Letter size / height 	<u>Make sure that your letters are the correct size and height.</u>
M1 Capital letters	<ul style="list-style-type: none"> - Sentences should begin with capital letters - Names of people and places need to begin with capital <u>letters</u> <u>Proper</u> Nouns - Incorrectly used in the middle of sentence or word
M2 Reread or edit	Extremely long sentence / confusing sentence which doesn't make sense.
M3 Full stops and Question marks	<i>The cat sat on the mat.</i> <i>Where did the cat sit?</i>
M4 Commas in a list	<i>The young child wore his scarf, stripy hat, fluffy earmuffs and colourful gloves to play in the snow.</i>
M5 Tense	Sentence / word is in the wrong tense form <i>Yesterday, I played in the park. I swung on the swings and climbed the climbing frame.</i>
M6 Conjunctions	Use co-ordinating conjunctions - <u>or</u> <u>but</u> <u>and</u> Use subordinating conjunctions - <i>when if that because</i>

Appendix 7 – KS2 marking codes

Code	Marking focus
M1 Capital letters	- Sentences should begin with capital letters. - Proper Nouns need to begin capital letters. - Incorrectly used mid sentence.
M2 Reread for sense	Extremely long / confusing sentence (no punctuation/ doesn't make sense)
M3 Full stops, Question marks, Exclamation marks.	The cat sat on the mat. Where did the cat sit? Get that cat off the sofa!
M4a Commas for fronted adverbials	After a long and tiring walk, we finally made it home.
M4b Commas in a list	The young child wore his long scarf, stripy hat, fluffy earmuffs and colourful gloves to play in the snow.
M4c Commas to separate clauses	After a long day, he decided to have an early night. The child, who produced the neatest work, won the class prize.
M5 Tense	Also includes incorrect verb form. Yesterday, I played in the park. I swung on the swings and climbed the climbing frame.
M6 Clauses	Main clause Relative clause The boy sprinted. The boy, who was late for class, sprinted. Subordinate clause The boy sprinted because he was late. Because he was late, the boy sprinted
M7a Inverted commas not used correctly	Direct speech punctuated without inverted commas entirely or missing one set. "Who is it?" whispered James anxiously.
M7b Direct speech not punctuated correctly	Direct speech needs to begin with a capital letter following the first set of inverted commas and has to have a punctuation mark before the closing set of inverted commas. "Would you like to go to the park?" asked Tom hopefully.
M9 Determiners	The correct determiner needs to be used. An elephant stomped towards us. A giraffe ate from the tallest tree.

<p>MIO Pronouns</p>	<p>1st person – I, we, me, us, my, mine, our, and ours 3rd person – he, she, it, they, him, her, them, his, her, hers, its, their, and theirs</p> <p>Pronouns must be consistent Last week, I went to the shops to buy a new rucksack. He bought a bright blue one. I was so pleased with my new bag.</p> <p>Pronouns should be varied I went to the shops. I bought a bag. The bag was blue. I liked my new bag. I decided to wear the bag to school.</p>
<p>MII Apostrophes</p>	<p>Apostrophe for omission / contraction can't, won't, I'll, she'd, they're</p> <p>Apostrophe for possession The cat's tail was fluffy. Charles' cat was naughty. The brothers' feet were muddy. (More than one brother)</p>
<p>MI2 Colons/Semi- Colons</p>	<p>Colon to introduce a list. For dinner you will need: pasta, cheese, pesto and basil.</p> <p>Colon to separate two independent clauses, with the second clause adding information to the first. All of the class agreed: English was the best lesson.</p> <p>Semi-colons are mainly used within a sentence to separate clauses. The clauses must be on the same theme and not be joined together with a conjunction She moved to the countryside; she preferred the tranquil setting over the city.</p>
<p>MI3 Parenthesis</p>	<p>Parenthesis is adding extra information to a sentence using brackets (), dashes -- or commas , , . I lost my reading book – The Philosopher's Stone – during my walk home yesterday.</p> <p>The sentence must make sense, even when the clause inside the parenthesis is removed.</p>