FARRINGTONS
SCHOOL

Curriculum

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Regulatory References	Education Act 1996 Equality Act 2010 Children and Families Act 2014 SEND Code of Practice (2015) Relationships and Sex Education and Health Education Statutory Guidance (DfE) Careers Guidance and Access for Education and Training Providers (DfE) Independent School Standards Regulations (2014, as amended)
Links to other policies	SEND Child Protection and Safeguarding PSHE/RSE Policy Behaviour Policy Equality, Diversity and Inclusion Careers Education, Information British Values EAL AI Online Safety SMSC Development
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Example of KS3 Curriculum Map

FARRINGTONS SCHOOL – KS3 CURRICULUM MAPS

FARRINGTONS SCHOOL

The curriculum maps below provide an overview of the topics taught this year. Each subject specifies the topics and assessment tasks used at each Assessment Point for each section of the KS3 courses. This is for your information so you can support your son/daughter in their learning. You will also see the amount of time spent on each topic area below. The topics might not necessarily be taught in the order specified in the curriculum maps due to the availability of resources and teacher judgement. In some subjects, there are optional topics, such as in English where the class and teacher select the texts to be studied. We are also always seeking to update the curriculum to make sure it supports the pupils' needs as fully as possible. ***In year 9, your children will begin elements of their GCSE courses in some core subjects.***

YEAR 7		YEAR 8		YEAR 9	
Subject	Periods	Subject	Periods	Subject	Periods
Mathematics	**4**	**Mathematics**	**4**	**THE CORE**	
English	**4**	**English**	**4**	**Mathematics**	**4**
Science	**3**	**Science**	**3**	**English**	**4**
MFL (2 French)	**2**	**MFL (2 Spanish & 2 French/Support)**	**4**	**Science**	**4**
Geography	**1**	**Geography**	**1**	**History**	**2**
History	**1**	**History**	**1**	**Geography**	**2**
Dance/COGS	**1**	**Drama**	**1**	**Religious Studies**	**2**
ICT	**1**	**IT and Computing**	**1**	**Physical Education/Games**	**3**
Music	**2**	**Music**	**1**	**PSHE**	**1**
Physical Education/Games	**3**	**Physical Education/Games**	**3**	**Activities**	**2**
PSHE	**1**	**PSHE**	**1**	**OPTIONS – 3 subjects from the following (compulsory Language)**	
CATS (Food/Graphics/Art/Photography)	**2**	**CATS (Food/Graphics/Art/Textiles)**	**2**	**MFL – French/German/Spanish**	**2**
Religious Studies	**1**	**Religious Studies**	**1**	**Graphics**	**2**
Music	**2**	**COGS/Dance**	**1**	**Food**	**2**
Activities	**3**	**Activities**	**2**	**Photography**	**2**
				Art	**2**
				Music Technology/ Music Pre-GCSE & Performance	**2**
				Drama	**2**
				Music Tech	**2**
				ICT	**2**
				Foundation Project Qualification	**2**
TOTALS	**30**		**30**		**30**

Whole School Curriculum Policy

1. Aim

1.1 This policy aims to design a broad and balanced curriculum that takes into account the ages, aptitudes and needs of all pupils at Farringtons School, including those pupils with an EHCP plan, while supporting and promoting 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 whole school curriculum at Farringtons also aims to combine an effective blend of academic rigour with enjoyment and genuine enthusiasm for learning. It is designed to offer an education that enables pupils to reach their full potential and take their place in the world as confident, active members of society.

We aim to:

- Provide full-time supervised education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills. All teachers contribute toward this.
- Ensure that where the principal language of instruction is a language other than English, that lessons will include some written and spoken English.
- Ensure that our personal, social, health and economic education (i) reflects the school's aim and ethos; (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act and (iii) reflects updates in provision for relationship and sex education and health education.
- We ensure that pupils receiving secondary education have access to accurate, up-to-date careers guidance that (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential.
- Ensure that pupils below compulsory school age, have a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills *(see EYFS Policy)*, including pupils that have an educational health and care plan.
- Ensure that pupils above compulsory school age, have a programme of activities which is appropriate to their needs, including pupils that have an educational health and care plan.
- Ensure that all pupils have the opportunity to learn and make progress.
- Ensure that all pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society through a curriculum that supports fundamental British values.

By providing:

- for the needs of individual children, including the most able and those experiencing learning difficulties;
- a framework that recognises and values the different talents of pupils
- a broad and balanced curriculum;
- a curriculum that is relevant to all pupils;

- for each child's education ensuring that it has continuity and progression;
- a stimulating environment which celebrates pupil achievement;
- resources for staff to deliver the curriculum in the most effective way;
- communication that enables the crucial role which parents play in their children's education.
- a curriculum that reflects diverse perspectives and promotes inclusion, ensuring pupils encounter a broad range of cultural, historical and social viewpoints.
- a curriculum that supports the development of digital literacy, including the responsible and ethical use of technology and artificial intelligence.
- a curriculum that supports safeguarding by ensuring pupils are educated about risk, online safety, healthy relationships and wellbeing through PSHE, RSE and wider curriculum opportunities.
- Opportunities for work experience, guidance on higher education and apprenticeships and other careers events.
- Opportunities to participate in school council, elections, charitable work, community engagement, and understanding Parliament, courts and public services.

1.2 To this end, the school follows the broad principles of the National Curriculum. In Key Stage 1 and 2 we offer a broad and exciting curriculum that develops children's knowledge, skills and talents supporting them to become reflective, problem-solving independent learners. We offer a varied curriculum at Key Stage 3 ('Lower School' – Years 7 & 8) so that pupils have the opportunity to experience a wide range of subjects before concentrating on a typical load of 9 or 10 GCSEs which also include a BTEC option in Business Studies. Each student is encouraged to explore the full spectrum of subjects in order to discover his/her own particular strengths and interests.

1.3 The academic curriculum is complemented by an expansive co-curricular activities programme which is embedded into the school day. Entitled as 'Luceat' throughout the Prep School and 'Floreat' in the Senior School.

2. Sixth Form Curriculum

2.1 The Sixth Form timetable is built around the requirements of each cohort. The option scheme is created <u>after</u> current Year 11 students have indicated their initial choices. This ensures that in most years almost the entire cohort can follow their first choice set of A-levels.

2.2 The exact combination of each student's timetable commitments depends on the subjects they have chosen alongside their academic pathway, which is determined by the value of the GCSE grades students enter our Sixth Form with. With the introduction of BTECs in Business, there is the flexibility to combine A Level and more vocational subjects. The Extended Project Qualification (EPQ) is also available as well as a comprehensive programme of co-curricular enrichment through Floreat.

3 PSHE *(Personal, Social, Health and Economic Education'), including Relationship and Sex Education and Health Education (Formerly Wellbeing)*

3.1 Prep School PSHE

Each child in Years 1 to 6 receives one period of PSHE each week, delivered by their Form Tutor or Prep School Teacher. This is overseen by the Prep School PSHE Co-ordinator. The programme covers a variety of topics which may be revisited by the children as they work their way through the Prep School.

3.2 Senior Department 'PSHE'

Each student in Years 7 to 13 receives one period of PSHE each week, delivered by the Head of PSHE or a Senior School teacher. The Head of PSHE oversees the programme. Many areas are covered over the seven years and certain concepts are inevitably revisited, at a deeper level on each occasion.
Relationship and Sex Education and Health Education fall within the PSHE remit. Suitably qualified external speakers are invited to cover areas which require particular specialist knowledge.

3.3 PSHE provision promotes understanding and respect for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation in an age-appropriate manner.

3.4 A separate RSE policy exists that details things such as, but not limited to, parental consultation processes, website publication, provision for parental withdrawal from sex education elements.

4 Learning Support (Learning Development Department)

4.1 Prep School

The Learning Development Department work closely with the Key Stage 1 and 2 teachers and teaching assistants. When a child has been identified by the teaching staff as needing extra support (usually in Maths or English) then they will be given either individual or small group lessons. This is taken by the Learning Development teachers who devise individual programmes for the children.

4.2 Senior Department

The Learning Development teachers and the EAL teachers work closely with all subject teachers.
Students are offered extra support lessons with the Learning Development teachers, either individually or in small groups. This arrangement is particularly suited towards pupils with Educational Psychologist reports.
The Learning Development Department maintain a register of students in need of support and strategies to help the classroom teacher support these students in their mainstream classes.
In the Lower School (KS3) there are small-group support classes, taken by specialist teachers; these classes often run in place of a second Modern Foreign Language.
In the Middle School (KS4) there is a small-group support class taken by specialist teachers; this class runs under the name Study Skills, an option block choice in Year 10 and 11 that does not lead to a formal qualification but is specifically designed to give students extra support rather than overload them with GCSE subjects. Students choosing Study Skills as an option at KS4 additionally enjoy the benefit of extra tuition from English, Mathematics and Science teachers during this time.
EAL support is given for students requiring help in this area throughout Years 7 – 13 and is arranged to be as sympathetic as possible to the work they are covering across their curriculum. For example, many EAL students where appropriate follow a more suitable English as an Additional Language, English qualification. Setting also reflects the need for differentiated provision.

4.3 Teachers are expected to adapt teaching in response to pupil need, informed by SEND registers, pupil passports/IPPs and ongoing assessment.

5 Highly Able, Gifted & Talented

This area is developed through the Scholars Programme, headed up by the Head of Scholars.

- a more formalised procedure for the identification of significantly more able / talented pupils and for recording data on the identified pupils
- Quality first teaching that provides stretch and challenge
- Opportunities within and outside of the curriculum provision for the identified pupils
- Extracurricular trips and activities to inspire and motivate identified pupils
- a more formalised procedure to monitor the progress of the identified pupils other than that already in existence
- Necessary INSET

6 Curriculum Management and Development

6.1 Curriculum issues in the Senior and Prep Schools are addressed at regular meetings. Heads of Department in the Senior School meet as a 'Curriculum Team' for meetings which are always followed by Department meetings the following week so that information can be passed from the Assistant Head (Curriculum) to Heads of Department and then to the teachers in each department.

6.2 The Prep School curriculum is led by the Head of Prep School. Curriculum issues are discussed at the Prep School weekly staff meetings. Departmental subject meetings also take place on a regular basis.

6.3 Curriculum maps and schemes of work are carefully sequenced to ensure cumulative knowledge acquisition and progression over time within and across key stages.

6.4 All the above will be implemented through Scheme of Work, adaptive teaching, assessment systems, etc.

6.5 The above will be evaluated through assessment data, progress made by pupils, pupil outcomes and pupil voice.

7 Academic Timetable

7.1 The Prep School week contains 55 lessons, each of 30 minutes duration, comprising:
Monday – Friday 11 lessons per day
Pupils also attend a Chapel once a week.

7.2 The Senior Department week contains 30 lessons, each of 55 minutes duration, comprising:
Monday – Friday 6 lessons per day.
Pupils also attend Chapel twice a week on a rotation system.

8 Setting

8.1 Prep School
In Key Stage 1 and Key Stage 2 the children are taught in mixed ability groups. There are two or three ability settings in Maths and English for the children in Years 4 - 6.

8.2 Senior School
In Year 7, students are taught in their form groups with the exception of Maths and Science which are set based on underlying ability. In Year 8 and 9, all subjects except Humanities, ICT, Drama, PSHE and Music are taught in sets. There are mixed ability groups for the teaching of Carousel subjects throughout Year 7 – 9.

9 Homework
Homework policies can be found in Appendix A

10 Assessment, Testing and Grades

Assessment of each student's work is monitored through regular oral and written feedback, TLC, Assessment Point cards and formal written reports to parents.

The Assessment Structure

Assessment can only contribute to learning if students can know and feel that their work is being assessed fairly and that they can learn from the comments and marks that are given. Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement at Farringtons School.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards.

The purpose of this aspect of the Curriculum Policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement, and raising attainment.

Definitions:

Assessment <u>of</u> learning

- Assessment **of** learning is a summative assessment to ascertain the level a child has reached which could be termly or annually or at the end of a key stage. An example of a summative form of assessment at Farringtons is the Assessment Points process we undertake at regular intervals throughout the school year. Assessment Points are explained in greater detail at the end of this policy. Summative tests also include formal public examinations, Midyis, Yellis and Alis tests of underlying ability.

Assessment <u>for</u> learning

- Assessment **for** learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. Effective ongoing day to day assessments at Farringtons would include effective questioning; Individualised, departmental specific assessment descriptors; our marking through the stickered feedback areas of our exercise books; The use of explicit and measurable Intended Learning Outcomes, observations of children during teaching and while they are working; holding discussions with children; traffic lights or thumbs up for pupil self-evaluation, analysing work and reporting to children; peer and self-assessment against mark schemes; conducting tests and giving quick feedback and engaging children in the assessment process.

Aims and Objectives

- to support learning by identifying pupils' strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our pupils' understand what they need to do next to improve their work;
- to enable teachers to identify the needs of each child including additional support if required;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide a method of monitoring and developing the curriculum;
- to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching;
- to evaluate the success of the teaching;
- to provide meaningful communication between school and parents, that provides them with information about their child's achievements and progress, on a regular basis;
- to provide the Head with information that allows her to make judgements about the effectiveness of the school;
- to 'close the gap' between pupil's potential and actual performance.

Principles of Assessment:

In order to satisfy the above aims, the school policy is based on:

- formal assessment that is planned and conducted on a frequent and consistent basis around the Assessment Point structure and the reflective process needed to improve after the completion of each Assessment Point task.

- A shared understanding between children and teachers of the criteria which will be used in the assessment of learning (departmental and exam board specific mark schemes)
- Students being actively and explicitly involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be self-critical or in setting realistic targets for subsequent pieces of work;
- teachers using the results of their assessment to set work which challenges and stretches their pupils;
- effective planning for teaching and learning which recognises the full range of achievements of all children by focusing on how children learn;
- recognising assessment as central to classroom practice;
- assessment being regarded as a key professional skill for teachers;
- sensitive and constructive practices because any assessment has an emotional impact;
- taking account of the importance of learner motivation;
- promoting commitment to learning goals and a shared understanding of the criteria by which children will be assessed;
- providing constructive guidance for children about how to improve;
- developing the children's capacity for self-assessment, so they can recognise their next steps and how to take them;

Planning for Assessment

We use our school's Curriculum Maps to guide our teaching. In these maps we set out the broad details of what is to be taught to each year group. In our school Curriculum Maps we also identify opportunities for assessment within each broad unit of work. This is shared on the school's website with parents and is updated yearly through consultation with colleagues in school.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each of the students. These learning objectives or Intended Learning Outcomes are mapped out in Schemes of Work. These Schemes of Work are unified across departments and follow a common format. We strive to ensure that all tasks set are appropriate to each student's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Curriculum maps and schemes of work are carefully sequenced to ensure cumulative knowledge acquisition and progression over time within and across key stages.

Assessment Procedure

The current document outlines the Assessment year in terms of:

- Traffic Light Check (internal only)
- For KS3 a mid-year review, and an end-of year Assessment Point
- For KS4 and KS5, 3x Assessment Points during the academic year
- Written Reports (once per year for each year group)

Recording and Tracking

The purpose of our recording is to provide information on each student's achievements, skills, abilities and progress throughout the curriculum. It should:

- Update information to reflect current achievements in each subject at each Assessment Point;
- show the strengths and achievements of each child;
- Share the Target Grade for each child in Years 10-13 (these target grades are externally set from the results of Midyis, Yellis and Alis testing)

Reporting to Parents

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

A minimum of two evenings per year we offer parents the opportunity to meet their child's teachers. Details of the reporting schedule can be found on the school's online calendar. The July Assessment Point report outlines a progress summary of all Assessment Points from the year.

Feedback to Children (*see Feedback Policy in APPENDIX B*)

We believe that feedback to children is very important as it tells them how well they have done and what they need to do next in order to improve their work. We have a Feedback Policy to ensure that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

Marking (see Feedback Policy in APPENDIX B)

Students work should be marked frequently to provide them with specific, actionable and meaningful feedback to improve their work. We are not prescriptive about exactly how often students' books should be marked. In a time-rich subject like English, demands are very different from a subject with only two curriculum periods per week. We would tentatively suggest that marking at least twice per half term is a sensible ratio, or once every four lessons. Of course, this isn't always going to be possible and there should be some leeway built in. With challenges around effective feedback imposed by the pandemic, alternate forms of feedback are permissible and, in many cases, entirely necessary. Blended learning and the online classroom have necessitated the use of voicenote, Dr Frost, live marking and a host of other equally meaningful forms of feedback practices used across the school. The following are areas of focus for us as a staff body during this academic year.

1. Dialogue - We are keen that marking has impact; that students respond thoughtfully to our comments and know from our marking specifically what they need to do to improve. We strive for dialogue through pupils' exercise books– staff are encouraged to develop pupils' ability to 'talk' to their teachers via their books. Instead of making comments, we strive to ask questions: "Why have you done…" How could you improve…? "Is ___ correct?" And in return students can ask their own questions, make points of information or clarify any misunderstandings and assumptions. The structure of lessons should naturally be constructed around giving and responding to feedback, these conversations are encouraged to take place as often as possible through students' books.
2. Find Faults and Fix – We embed high expectations at all times, especially in regard to the quality of pupils' written work. We give over lessons or parts of lessons to making sure that students respond to our marking and that they 'Close The Gap' in relation to what we want them to achieve and what has been produced via their written work. Dedicated Improvement and Reflection Time (DIRT) allows students to spend a portion of a lesson or a whole lesson responding to feedback immediately, securing actual improvements as soon as possible once feedback has been received. Of course, the confines of classrooms and the curriculum mean that there just isn't enough time to achieve perfection but that doesn't mean we shouldn't aim for it. We encourage students to find faults and fix them just before we collect books in. This means that the basics all have to be in place: neatly underlined titles and dates but also there is an expectation that pupils will proofread their work. Students are encouraged to be proud of their work, and that includes its presentation.
3. Marking is planning – it is an inescapable fact that teachers' time is precious. We do not have it to waste. Quality marking is for nobody other than the students. It should take them more time to respond to the marking than we took in writing it. The more questions we ask and the more tasks we set as teachers, the more time students will be expected to spend in response. Dylan Wiliam says that feedback should be more work for the recipient than the donor and he's right. If it's taken me a minute to mark a piece of work, that should result in 10 minutes worth of improvement.
4. Marking is differentiation – Marking is the purest form of differentiation. There can be no better way to respond to the needs of an individual than to read what they have written and give them specific tasks to challenge them to be better than they currently are. We encourage colleagues to mark selectively, formatively and reflectively according to the needs of each student.

Grades vs Comments

Evidence suggests that 70% of feedback falls on deaf ears. When accompanied by a mark, this figure rises significantly. In most situations, marking should be grade free and comment-based in the form of questions, symbols, and prompts. At Assessment Points students in Key Stage three receive progress indicators (A fuller explanation is provided below) Progress are determined specifically according to departmental Baseline Descriptors and are shared with students at each stage of the process so that they can, crucially, determine what they need to do to improve and what they have done well.

Assessment Points Explained

What are Assessment Points?
There are two Assessment Points for KS3 and three for KS4/5 Assessment Points evenly spaced throughout the three terms which should allow us to more effectively support the students' learning as they progress through the school. Each Assessment Point entails a short test or examination in each subject, moderated within departments and based upon the topic the student is currently studying. Additionally, staff provide a grade for some key areas of performance to build a meaningful picture of how each child is progressing. This information will then be shared with Heads of Department, Senior Teachers, the school's Senior Management Team and parents.

What about School Reports and Parents' evenings?
Assessment Points do not replace Parents' evenings or traditional school reports. There will be two Parents' evenings for each year group this academic year, supplemented by one traditional school report. Not all reports will be written at the end of the academic year when little or nothing might be able to be done about current performance. Rather, reports will appear at key times throughout the year for each Year Group and will be sent home electronically via the Parent Portal. Details of the timing of each year group's school report can be found on the school website.

Why use Assessment Points?
Using the Assessment Point format, we can track and monitor patterns of performance across a range of indicators across the school. Most importantly, we can then put the appropriate intervention strategies in place to support each student's learning needs. We are confident that for both parents and school this will simplify the way in which attainment can be supported by our dedicated staff and by parents.

What is assessed at each Assessment Point and what is reported on?
We have two distinct assessment systems in operation:

At KS3, we report on progress using an Assessment Without Levels (AWL) approach as well as "Attitude to Learning".

At KS4 and 5, data is gathered and presented based upon each student's **most recent performance**, against GCSE/Equivalent and A level exam board specific grading (1-9/P-D*/A*-E). We additionally report on "Attitude to Learning".

KS3 AWL Explained.

Background and Context

Attainment targets and levels, which were introduced with the national curriculum in 1988, are no more. There were a variety of problems with the use of National Curriculum Levels and, by extension, Farringtons Levels. Their removal means that schools have been tasked with developing their own way of assessing children's' progress. At Farringtons, we agreed that levels weren't very accurate and that they were potentially distracting from learning and the feedback we want students to actually act on. Over the last two academic years, we have been engaged in thinking and consultation about how we can design an assessment system that first and foremost supports teaching and learning. This booklet outlines that new system.

The Three Elements to Understanding our KS3 Assessment System

1. Farringtons Baseline Thresholds

'Farringtons Baseline Thresholds' refers to a student's achievement in relation to expectations for their age group in each subject. We use a variety of baseline testing measurements to assign each student a **'Baseline Threshold'** in each of their subjects. This is used to **estimate** GCSE outcomes, based on the results achieved by students with similar baseline scores, nationally.



Exceeding: This student is exceeding in relation to expectations for their year group in this subject. An estimated **GCSE outcome** of **Grade 7-9.**
Securing: This student is secure in relation to expectations for their year group in this subject. An estimated **GCSE outcome** of **Grade 4-6.**
Developing: This student is not yet secure in relation to expectations for their year group in this subject. An estimated **GCSE outcome** of **Grade 1-4.**

2. Farringtons Progress indicators (against the Baseline Thresholds)

A student's 'progress' compares current performance in each subject to the Baseline Threshold.

↗	= Excellent progress. On track to **exceed** their baseline at the end of year 8. Currently 'on track' to exceed the GCSE outcomes **above their baseline**.
→	= Expected progress. On track to **remain at** their baseline at the end of year 8. Currently 'on track' for the estimated GCSE outcomes **at their baseline**.
↘	= Below expected progress. Off track and will **fall below** their baseline at the end of year 8. Currently 'off track' and if the current pattern continues, will not achieve GCSE outcomes they are capable of.

3. Farringtons Attitude to Learning

Learning behaviours are reflected in the "attitude to learning" grading element. This A, B, C grade incorporates a range of behaviours, systems and approaches such as, but not limited to: effort, organisation, response to feedback, collaboration etc. There are 3 possible grades:

C	**Not Meeting Expectations**
B	**Meeting Expectations**
A	**Excellent**

Student Progress Summary from: Date to DATE

Number of Possible Registrations	Percentage Attendance	Number of Registration Late Marks this year
106	100.0%	3
Merits this year	**Behaviour sanctions this year**	**Detentions this year**
15	3	2

Subject	Teacher	Attitude to Learning	Baseline (Est. GCSE)	Progress
English	Ms E. Nglish	**B**	Securing (5-6)	→
Maths	Ms M. Aths	**C**	Securing (5-6)	↘
Science	Ms S. Cience	**A**	Securing (5-6)	↗
History	Ms H. Istory	**C**	Securing (5-6)	↘
Geography	Mr G. Eography	**B**	Securing (5-6)	→
RE	Miss R. Education	**B**	Securing (5-6)	→
Spanish	Ms S. Panish	**B**	Securing (5-6)	→
Design Technology	Ms D. Technology	**C**	Securing (5-6)	↘
ICT	Mr C. Science	**B**	Securing (5-6)	→
Art	Ms A. Rt	**B**	Securing (5-6)	→
Dance	Ms D. Ance	**B**	Exceeding (7-9)	→
Drama	Ms D. Rama	**C**	Securing (5-6)	↘
Music	Ms M. Usic	**A**	Exceeding (7-9)	↗
PE	Mr P. Education	**A**	Exceeding (7-9)	↗

Baseline Threshold & Likely GCSE Destination Grade

A student's **Baseline Threshold is** based on a variety of **baseline tests**. Three **Baseline Thresholds** cover our cohort effectively and each one leads to a **Likely GCSE destination grade** band, a grade band indicator which we think students should be aiming towards achieving at the end of Year 11. Feedback to individual students will be focused on **how they can specifically improve.**

Allocation to a **Baseline** Threshold is initially determined by our **baseline testing** which uses a variety of measures including: Cambridge University's "Cambrudge Insight" (CI) data https://www.cambridge.org/insight/midyis internal baseline testing, Lucid Exact reading Age tests, internal tests and crucially, teacher observation.

The table below demonstrates the relationship between the **Baseline Threshold** and **a likely GCSE destination grade range.** It is important to note again that these profiles or destinations will never be used to label students and that past performance is not always the best indicator of future performance. Students can, naturally, move up into the next threshold from one year to the next if progress over the course of the academic year is consistently "Excellent".

Baseline Threshold	Likely GCSE Destination Grade range
Exceeding	7-9
Securing	4-6
Developing	1-4

KS4/5 Explained:

The following areas of performance are reported on at KS4/5:

- ***Current Attainment Grade (CAG)***
- ***Minimum Target Attainment Grade (MTAG)***
- ***Attitude to Learning. (A2L)***

The following descriptors outline what each number best represents for each area of school performance. At each Assessment Point throughout the year students are graded using the following

criteria – We do acknowledge that these are general statements and that a student's individual learning needs are always taken into consideration.

1 Minimum Target Attainment Grade (MTAG) for students in Year 10,11,12,13. - This Reflects GCSE or A Level Grades for examination classes. Target Grades are externally set using Cambridge University's nationally recognised, Cambridge Insight (CI) suite of tests. Cambridge Insight - Formative Assessments for Schools

2 Current Attainment Grade (CAG) for students in years 10, 11, 12 & 13. This reflects the grade each pupil is currently working at and is based closely upon exam board mark schemes at GCSE or A level. Lower down the school, in years 7-9 we report on progress and not attainment. Progress is indicated against a "baseline Threshold" (See pages 14-16 Curriculum Policy)

C	**Not Meeting Expectations**
B	**Meeting Expectations**
A	**Excellent**

The following document provides an overview for the Assessment Year outlining the following Assessment, Recording and Reporting features:

- Mid-Year Review and EoY Assessment Point (KS3)
- Assessment Points 1- 3 (KS4/5)
- One full written report for each Year Group
- One Parents' Evenings for each Year Group
- Mock Examinations
- School Examination Week

ASSESSMENT SCHEDULE – 2026/27

Dates	Meet	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Sept 7-11	No Meet		Meet the Tutors 6-6.45pm 8/9	Meet the Tutors 6-6.45pm 8/9	Meet the Tutors 6-6.45pm 9/9	Meet the Tutors 6-6.45pm 9/9	Meet the Tutors 6-6.45pm 10/9	Meet the Tutors 6-6.45pm 10/9
Sept 14-18	Curriculum							
Sept 21-25	Dept				Success at GCSE Subject evenings CORE 21/9 6-7.30pm			
Sept 28-Oct 2 (woobs)	CPD 1 FLMOP				KS4 AS Tracking	KS 4 AS Tracking	KS 5 AS Tracking	KS 5 AS Tracking
Oct 5-9 (woobs)		Traffic Light Check and KS3 AS Tracking Isams 8/10	Traffic Light Check and KS3 AS Tracking Isams 8/10	Traffic Light Check and KS3 AS Tracking Isams 8/10	Traffic Light Check Isams 8/10	Traffic Light Check Isams by 8/10	Traffic Light Check Isams by 8/10	Traffic Light Check Isams by 8/10
Oct 12-16	HOKs/Tutors/ HH/SAM TLC Review				Success at GCSE Subject evening OPTIONS 6-8pm (14/10) 6-8pm			
Half term (Oct 19-30)								
Nov 2-6	Curriculum		Parent Teacher Meeting (3/11)) 6-8pm				IGCSE EXAM RESITS	
Nov 9-13	Department					WT Mocks IN LESSONS	Some AP assessments this week	Some AP assessments this week
Nov 16-20 (Y7EE)	CPD 2 FLMOP & Name & end					WT Mocks IN LESSONS	AP1 on iSAMS by (19/11)1 pm	
Nov 23-27 (woobs)	Department			Subject Comments on Isams (23/11)1pm Tutor Comments on Isams (26/11) 1pm			Parent Teacher Meeting (24/11) 6-8pm	
Nov 30-Dec 4 (woobs)	Report Checking				Some AP assessments this week	Subject Comments on Isams (30/11) 1pm Tutor Comments on Isams (3/12)1pm		
Dec 7-11	Book Look				AP1 on iSAMS by 10/12 1pm			
Dec 14-18	NO Meet							
Christmas		Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays
Jan 4-8*	INSET	Parent Teacher Meeting (6/1) 6-8pm					VOCATIONAL EXTERNAL EXAMS	VOCATIONAL EXTERNAL EXAMS
Jan 11-15	Curriculum			Schoolcloud PT Meeting (14/1) 6-8pm		Mocks Report as AP2	VOCATIONAL EXTERNAL EXAMS	Subject Comments on Isams (11/1)1pm Tutor Comments on Isams (14/1) 1pm
Jan 18-22	Department					Mocks Report as AP2		
Jan 25-29	CPD 3	Mid Year Progress Review (MYR)for KS3 (7-9) Data on Isams (28/1) by 1pm.				Mocks AP2 : (4/2)		
Feb 1-5	MYR Review			OPTIONS EVENING (2/2) 6-8pm				
Feb 8-12	Staff Training	AS Tracking	AS Tracking	AS Tracking	AS Tracking	Parent Teacher Meeting in person (10/2)6-8pm + AS Tracking	AS Tracking	AS Tracking
Half Term (Feb 15-19)								
Feb-22-26	Curriculum				KS 4 & 5 AP2 (10-13) Data on Isams 4/3 by 1 pm			Mocks Report as AP2 (4/3)
March 1-5	Department							
March 8-12	AP2 Review				Subject Comments on Isams 1pm (8/3) Tutor Comments on Isams 1pm (11/3)			Parent Teacher Meeting (11/3) 6-8pm
March 15-19	Report Check		Subject Comments on Isams 1pm (15/3) Tutor Comments on Isams 1pm (18/3)					
March 22-25*	No meeting							
Easter (Mar 29-Apr 16)								
April19-23	CPD 4							
April 26-30	Invigilation IN SET+ Curriculum							
May 3-7*						STUDY LEAVE (6/5)		STUDY LEAVE (7/5)
May 10-14	Curriculum					PUBLIC WRITTEN EXAMS COMMENCE		PUBLIC WRITTEN EXAMS COMMENCE
May 17-21	Department							
May 24-28	Exam Prep	End of Year Examination Week. Examination Week (inc Exam %) by 4/6 5pm			KS4 Practical Exam Week			
Half Term (May 31 -4 Jun)								
June 7-11	Curriculum	Subject and self reflection 10/6 1pm	WORK EXPERIENCE		AP3 KS4 Exam week (inc %) Data on Isams 11/6 5pm		AP3 KS4 Exam week (inc %) Data on Isams 11/6 5pm	
June 14-18	Dept				WORK EXPERIENCE		WORK EXPERIENCE	
June 21-25	Report Check				Parent Teacher Meeting 21/6 6-8pm		Subject Comments on Isams 1pm Tutor Comments on Isams 1pm	
June 28-Jul 2	Spare							
July 5-9*								

APPENDIX A

FARRINGTONS SCHOOL HOMEWORK POLICY

Setting and marking homework is one of our most important tasks. Used well, homework should greatly increase the time available for students to learn. Homework is the window through which parents see the school. To this end Farringtons uses Microsoft Teams to help students and parents understand the work that has been set each night. Senior School teachers are expected to keep Teams updated with the work set so that it can be accessed easily. Students are also expected to record their homework in homework diaries too.

1. Parents will be given a homework timetable at the start of each year, indicating the nights when homework should be assigned. This may be revised in the light of any timetable change.

2. The purposes of homework are to:
   a) provide opportunities for students to work independently and to take responsibility for organising their work;
   b) help students recognise the link between good study habits and higher standards of achievement;
   c) check that students have understood classwork;
   d) consolidate or extend work covered in school;
   e) prepare for future lessons.

3. As an approximate guideline homework should take:
   20 mins per subject in Years 3 - 6
   20 mins per subject per slot in Year 7 and 8
   30 mins per subject per slot in Years 9
   40 mins per subject per slot in Years 10 and 11
   4 hours per subject per week in Sixth Form

4. Students must write their homework into their Contact Book. Teachers should post homework on Teams. Form Tutors are asked to check that they do this and sign it each week.

5. Homework should always be set. Where appropriate students are instructed to write 'none set' in their contact book – such entries are expected to be rare, although by contrast 'see Teams' is acceptable if the subject teacher has uploaded the task set in more detail to the Teams platform.

6. Homework may be set at any appropriate point in a lesson. Explanation should follow and sufficient time must be allowed for the slowest pupil to write it down in their contact book. If possible the last few minutes of a lesson should be avoided for such a vital task.

7. Homework can be set well in advance, especially using Teams. In the case of Years 12 and 13 this helps them to plan their time. Where students are working on a project or topic for many consecutive homeworks their progress will be monitored very regularly.

8. Homework will be set from the first day of term. The first two or three days are vital in establishing what is expected. It is also important to maintain academic momentum right through to the final day of term.

9. As the name suggests, it is intended that homework is done at home or during supervised prep, thereby leaving lunch-break free for extra curricular activities.

APPENDIX B

FEEDBACK POLICY – SENIOR SCHOOL

At Farringtons School we are committed to ensuring that all our students receive frequent detailed feedback which is both oral and written to ensure that they are making effective progress toward their targets. All Farringtons students can expect the following standards:

- **Frequent, detailed and accurate feedback in every subject**
- **Feedback that identifies strengths of the work**
- **Feedback providing targets for improvement**
- **Written feedback that is selective, targeted and uses precise language**
- **Feedback that is legible and written in language that students can access**
- **Feedback that shows the student how they have made progress against assessment criteria**
- **Feedback that will improve the student's literacy skills**
- **Feedback that creates a climate of stretch, challenge and growth**
- **Feedback that encourages creative solutions and praises process and effort as well as outcomes**

Rationale for Feedback

Feedback should be the servant of the classroom teacher, not our master. Its very function is to support students and to develop their abilities**.** We should remember that oral feedback is as valuable as written feedback and we should shape our pedagogy with that in mind – closing the gap between the two. The gap should also be closed between the teacher giving feedback, both orally and in the written form, and students self-assessing their own writing and peers giving effective feedback. We should remember that peer and self-assessment done well takes careful training and scaffolding, but we must not ignore decades of research about the impact of AFL, nor take the retrograde step of relying solely on written teacher feedback. We should undertake written feedback that is ***selective, targeted and uses precise language***. We should dedicate more than adequate time for students to act upon feedback. We should devote time to engage in dialogue with students to ensure they understand what they need to do to improve.

It is acknowledged that a significant investment of time and energy is required by teachers to train students to respond to feedback. Changes to the way students respond to our marking will only come about if we demonstrably compel students to engage with our feedback.

1. Feedback should be more work for the recipient than the donor. Students respond to teacher feedback and make improvements in their work

demonstrating progress through their workbooks and written work. Progress should be clearly evident through students' workbooks.

2. Colleagues should dedicate part or all of lessons to Directed Improvement & Reflection Time (DIRT) in which pupils respond to feedback in their workbooks.
3. Pupil workbooks are a space in which dialogue between pupil and teacher takes place – colleagues should encourage pupils to 'talk' to teachers via their books. Instead of making comments, ask questions: "Why have you done…" How could you improve…? "Is ___ correct?" And in return, students can ask their own questions, make points of information or clarify teacher misunderstandings and assumptions.
4. Colleagues should find faults and fix – whole lessons of parts of lessons are handed over to making sure that work is well presented. Of course, the confines of classrooms and curricula mean that there just is not enough time to achieve perfection but that does not mean we should not aim for that.
5. Direct pupils to find faults and fix them just before you collect books in. This means that the basics all have to be in place: neatly underlined titles and dates, there is also an expectation that pupils will proof read their work. If pupils fail to proofread their work, do not mark it.
6. When students hand in work which is clearly below their best level of presentation, make them write it out again. Students should be proud of their work, and that includes presentation.
7. Marking is differentiation - marking is the purest form of differentiation. There can be no better way to respond to the needs of an individual than to read what they have written and give them specific tasks to challenge them to improve.
8. This process will be supported thoroughly by the senior management of the school.

KS3 Feedback Policy & Assessment Points

1. Mark Assessment Point pieces of work using specific targeted comments accompanied by a summative grade using departmental criteria or percentages where appropriate..
2. Other than at Assessment Points, most of the work contained in student workbooks should receive comment only grading unless the work is REQUIRED to receive a numerical mark (eg: a vocabulary test.)
3. Arbitrary grading of pieces of work should not be present in student workbooks and should have really died out as a practice by now. The original research about AFL that is still required reading for teachers: Inside the Black Box', by Black and Wiliam – https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf
4. We undertake internal departmental 'book looks' of an appropriately sized sample on a regular basis - led by the Head of Department, including the Assistant Head (Curriculum). This samples KS3 books (on a rotation decided at

Curriculum Team meetings). This scrutiny is supportive and is primarily about sharing good practice amongst the department.

KS4 Feedback Policy & Assessment Points

1. The process currently involves providing feedback against GCSE assessment criteria and sharing exemplar work as a matter of course.
2. For Assessment Point tasks teachers should ensure they have given appropriate *detailed* feedback on at least one piece of work that informs student progress (alongside ongoing high quality oral feedback)
3. Written Assessments Points are marked using the appropriate GCSE /BTEC/A Level criteria and the teacher uses comments to exemplify where students have met grade criteria.
4. In the case of Years 10 and 11, teachers would be expected to give students detailed feedback in their workbooks at least twice per half-term
5. We undertake internal departmental 'book looks' of an appropriately sized sample on a half termly basis - led by the Head of Department, including the Assistant Head (Curriculum). This samples KS4 books/folders (on a rotation decided at Curriculum Team meetings). This scrutiny is supportive and is primarily about sharing good practice amongst the department.

KS5 Policy

1. The process currently involves providing feedback against BTEC/A Level assessment criteria
2. We should undertake high quality '**dedicated improvement and reflection time'** with our sixth form teaching groups.
3. Students should be trained to peer and self-assess; familiarising themselves with the relevant AOs and the exam / coursework requirements.
4. In the case of Years 12 and 13, teachers would be expected to give students detailed feedback in their workbooks at least twice per half-term

Outline of Dedicated Improvement and Reflection Time (DIRT)

Dedicated Improvement and Reflection Time is part of our everyday pedagogy: it is not new to our teaching, but we will foreground this approach consistently across the school in our formative feedback and AFL strategies. It is a focused attempt to hone in on proof reading and written accuracy with a coherent language and shared approaches. It means we are doing less in terms of quantity, but the quality of work and the degree of challenge and expectation is higher than ever. It will balance peer and self-assessment and will be strategically guided by the teacher;
DIRT can be anything from 2 minutes to 30 minutes in a given lesson;
DIRT will occur throughout KS3, KS4 and KS5;
Students could use highlighter pens as they proof read their writing to identify errors and improvements. They could also use highlighter pens when undertaking peer proof

reading. The teacher will monitor patterns of highlighted improvements, particularly during one-to-one time. Students should be explicitly trained in using the appropriate whole-school literacy codes alongside highlighting proof-reading errors.
Teachers will have on-going formative discussions with students during **Dedicated Improvement and Reflection Time**; particularly during longer writing tasks.

DIRT Marking and Feedback: Teacher Guide

Drafting and proof reading, their books with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case DIRT marking is about improving extended pieces of writing and ensuring students proof read their work automatically.

Teacher Guidance for effective DIRT marking:

1. **Keep it focused.**
If you simply hand back work to students and instruct them to improve it all then the response will invariably be less than successful. They need specific support, careful scaffolding and modelling to achieve competency in improving their work. To avoid overloading students we need to focus in upon specific improvements to their work.

2. **Model and scaffold.**
Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing a first rate exemplar piece of work helps lessen the load and gives students a high standard to aim for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. Make use of whole class feedback techniques in which common misconceptions or widespread mistakes are explored and corrected "live" under a visualiser. This both provides a powerful model for improvement and reduces the burden of writing the same thing in 20 exercise books. **DIRT** time may seem to be about independent work, but there is still a need for guidance from teacher expertise.

3. Targeted feedback.
If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas, then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful **DIRT**.

4. Utilise verbal feedback to support DIRT marking.

If we establish a really clear focus for **DIRT**, with good quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' whilst **DIRT** is taking place.

Marking and Feedback: Teacher Guide

Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. **This should be done in a different colour pen** to highlight it as student marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some departments may use this type of feedback more frequently because of the nature of their subject. For example, in design and technology, art, music and physical education the most effective feedback is often verbal.

Comparison of Grades in Key Stage 3 and 4

Current GCSE and IGCSE Grades Key Stage 4	New GCSE Grades Key Stage 4	BTEC Level 2 Grades Key Stage 4
	9	
A*	8	Distinction*
A	7	Distinction
B	6	Merit
	5	
C	4	Pass
D	3	
E		
	2	
F		

G	1	
U	U	

APPENDIX C

PREP SCHOOL MARKING POLICY AND PRACTICE

Aims

Marking should serve a single purpose – to advance pupil progress and outcomes. At Farringtons (Prep School) we believe that marking must provide positive, constructive feedback for every child, focusing on success and improvements. It needs to refer to success criteria and areas of development against learning objectives, enabling children to become reflective learners. In addition, there are certain non-negotiables which class teachers will correct. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Methods

Marking should focus first and foremost on the success criteria for the learning objective in all subjects. The emphasis should be on the success against the learning objective and improvements needed against that learning objective and/or pupil targets. Marking should be diagnostic and supportive. Teachers will use green pen (cursive/pre-cursive writing), marking stickers or stamps.

Next Steps Marking

Tasks should be given to extend / embed the pupils learning. Stickers should show 'Next Steps' in order to take the learning forward.

Children in all key stages self-assess using the agreed marking codes against the specific learning objectives and success criteria.

Foundation Stage and Key Stage One

In EYFS a lot of feedback will be verbal and comments will also be made via the Tapestry platform.
A green pen will be used for all formal marking.
Positive comments may be added to work and, as the child becomes more mature, these may also include an indication of how the work may be improved. Wherever possible, marking should take place alongside the child so that instant, direct feedback can be given. When this takes place teachers should mark the work with a stamp or 'VF', indicating 'Verbal Feedback'.
In Key Stage One formal marks are only given for spelling and multiplication table tests.

Key Stage Two

A green pen will be used for all formal marking.
Constructive comments are added to work where appropriate. They highlight successes, encourage improvement in weaker areas and direct to further areas of study.
Indicating every error is rarely helpful at this stage. Alternatives are:

- Indicating an error the first time it occurs but not subsequently

- Concentrating on a particular error for a period of time
- Class discussion of widely occurring errors

Praise should always be given for improvement in effort or work.
House points will be awarded for very good work or effort. A house point certificate is awarded when fifty house points have been achieved. Children will receive stickers and certificates for good work or effort.

Errors marked will depend on the ability and maturity of the child, always having positive encouragement in mind, as and when it becomes appropriate to focus on particular types of errors.

The codes used in marking should be displayed in classrooms and can be found alongside this policy. They will be discussed, in class, so that all children are aware of the meanings of the various markings.

Pupil Response
Children should be given the opportunity to review and reflect any marking and respond to their questions at appropriate times during the day. The Teacher or TA can, at this time, try to circulate the class to establish understanding and deal with any arising issues.
Children in KS2 should respond to Next Step marking in purple pen. In KS1, they may respond in pencil.

Marking Expectations
There is an expectation that all learning is looked at everyday by either the class teacher or TA. The Marking Code (see below) should be applied in the feedback. Core subjects should usually have a next step sticker. Diagnostic marking may be required in English, especially for longer pieces.

Monitoring
Marking will be monitored through discussion and work scrutiny by Subject Leads or the Prep Leadership Team This will also form part of discussions around performance management.

Expectations for English, Maths and Foundation Subject work books

Expectations for English Books

Year 1 English Book & Comprehension Book	A4 Yellow wide lined
Year 2 and KS2 English Book &Comprehension Book	A4 Yellow 8mm lined
KS1 Spelling Book	Slim Yellow lined
KS1 Handwriting Book	Red
KS2 Spelling Test Book & Handwriting Book	A5 Yellow 8mm lined
KS1 & KS2 Spelling Homework	A4 Purple 8mm lined
KS1 Spellings Folder	Purple pocket wallet
KS2 Spellings Folder	Yellow pocket wallet
KS2 Drama Folder	Purple pocket wallet

- KS2 Unit title page to be stuck in on the right hand side page/next page.
- Long date to be written/printed at the top left hand side of the page starting at the margin.

  e.g. Monday 5th September 2025
- KS1 Date **NOT** to be underlined.
- KS2 Date to be **underlined with a pencil**
- Success Criteria, including Learning Objective, to be stuck underneath date.
- Children should be encouraged to cross through their mistakes with a single line; using the tool they write with.
- Books should not have pictures stuck on the cover.
- Books should not be covered unless directed by the teacher.
- Any comments should be written/printed in green cursive/pre cursive font.

  XCCW Joined 15a / CCW Cursive Writing 15
- Worksheets to be trimmed and, where possible, stuck in without folding.
- Success Criteria to be completed by child and Teacher

  ✓ - Criteria met

  B – Beginning to meet criteria

  S – Criteria met with support

  ○ - Criteria not met
- Errors, including key spellings, should be addressed.
- Areas for development should be addressed in feed forward comments and children to be given time to respond appropriately.
- In KS1 pupils should respond in pencil.

In KS2 pupils should respond in purple pen

Expectations for Maths Books

KS1 Maths books
KS2 Maths books
Years 3-6 Times tables
KS2 Mental Maths

A4 Blue 10mm squared
A4 Blue 7mm squared
A6 Blue 8mm lined
Blue pocket wallet

- A margin of 2 to 2 ½ squares to be ruled on the left hand side.
- Short date to be written on left hand side with 6 digits i.e. 06.09.22
- Success Criteria to be stuck at the top of the page before the work
- Work to be set out with one digit per square
- Calculations to be set out in line with the calculation policy
- All children should write with a pencil
- Children should be encouraged to cross through their mistakes with a single line.
- Teacher's marking to reflect the comments on the success criteria
- Errors should be addressed.
- Books should not have pictures stuck on the cover.
- Any comments should be written/printed in green cursive/pre cursive font.
- Worksheets to be trimmed and, where possible, stuck in without folding.
- Success Criteria to be completed by child and teacher.
  ✓ - Criteria met
  B – Beginning to meet criteria
  S – Criteria met with support
  ○ - Criteria not met
- 'Next Steps' should be addressed in feed forward comments and children to be given time to respond appropriately.
- In KS1 pupils should respond in pencil.
- In KS2 pupils should respond in purple pen.

Expectations for Foundation Subject Books

KS1 & KS2 Humanities Book	A4 Green lined
KS1 & KS2 Religious Studies Book	A4 Pink lined
KS1 MFL	Blue pocket wallet
KS2 French	A5 Blue line & pocket wallet
KS2 Spanish	A5 Red line & pocket wallet
KS1 & KS2 PSHE	Orange folder

- Topic title page to be stuck in on a full page.
- Learning Outcomes (on template) to be stuck on the page after the title page.
- Long date to be written/printed at the top left hand side of the page starting at the margin.
  e.g. Monday 5th September 2024
- KS1 Date **NOT** to be underlined.
- KS2 Date to be **underlined with a pencil**

- Learning objective to be written or printed at the top left hand side of the page under the date.
  e.g. L.O. To recognise why the Roman army was so powerful

- Learning objective to be **underlined with a pencil (KS1 and KS2)**

- Children should be encouraged to cross through their mistakes with a single line; using the tool they write with.
- Books should not have pictures stuck on the cover.
- Books should not be covered.
- Any comments should be written/printed in green cursive/pre cursive font.
  XCCW Joined 15a / CCW Cursive Writing 15
- Worksheets to be trimmed and, where possible, stuck in without folding.
- In KS1 pupils should respond in pencil.
- In KS2 pupils should respond in purple pen.