The HPS Way

Teaching and Learning Handbook

2025 2026

Laying Strong Foundations

Ethos and Values

Mission Statement:

In our school we nurture helpful hands, a thoughtful mind, and a kind heart so we are safe and successful learners.

Our values:

At HPS, you start a journey that will see you through life.

Safe

Feeling safe and trusted to take risks, knowing people care about and respect you and will give you the best support

Healthy

Keeping physical and mental well-being at the heart of everything we do

Included

Celebrating diversity and welcoming everyone, encouraging kindness, empathy and respect

Prepared

Having the knowledge, skills and social and emotional attributes to ensure you are ready for your next step

Our School Rule:

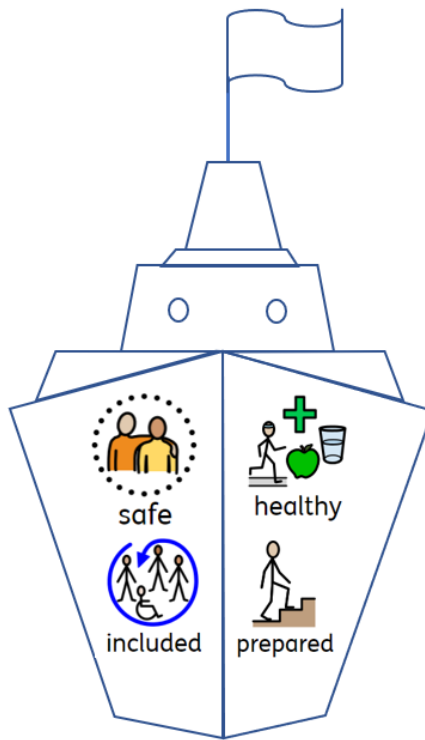Be fair, care and share. Stay safe and do your best.

Our Learning Behaviours:

Ruby – be kind and create an emotionally safe place.

Diamond – taking responsibility in all aspects of our lives.

Sapphire – focus and ignore 'monster' distractions.

Emerald – be courageous and calm.

A Journey through our Curriculum

At Haslingden Primary School we believe that we offer opportunities that go wider than the National Curriculum Subjects. Our academic curriculum lays the foundations for pupil achievement at the end of each key stage and gives them the best start to their secondary education.

Sport has a high profile in the school with a dedicated sports team who go the extra mile to offer free sporting clubs, a wider variety of access to competitions and constantly promoting the benefits of health and fitness. All pupils undertake daily activity within their "Daily Mile".

We our proud of our strong musical traditions which start with our academic curriculum but extend well beyond this into performance, Brass Band, violin ensembles and our Year 6 Choir performing at the Manchester Arena.

Our wider curriculum builds individual character through our whole school values which link to our Learning Gems. Pupils have opportunities to contribute to our wider community. They visit local care homes, raise money for charity, operate a school council, plant trees and take part in local sporting groups and uniformed organisations, which we actively promote. We are exceptionally proud of our links with Outward Bound and the chances we give our pupils to

build character and put themselves to the ultimate test in the hills of Snowdonia and Rossendale.

The ultimate aim of our school curriculum is to get pupils ready for the next step in their education and beyond. We do this through a rigorous academic curriculum, a wide range of enrichment activities and a golden thread of character development. All of this sees our children enter secondary education "on the front foot", ready to engage and make a difference.

The wider curriculum helps children learn important ways to keep themselves and others safe in an increasingly complex and dynamic world. It also develops children's behaviours for learning that will help them be successful now and in the future.

It provides challenge for all children. The design of the curriculum meets the requirements of the National Curriculum but also goes beyond in providing the opportunities and experiences that our children require to be successful learners, valued members of our community, and ready for their next step in education. It is designed to inspire and to be enjoyed.

The curriculum helps children understand their valued place in our wider society and the world. It teaches and builds on the core values of respect, tolerance, democracy and the rule of law. It promotes good mental and physical wellbeing and gives children the knowledge to change their lives for the better.

Relentless Routines and Relationships

Relentless routines and relationships are focused upon as a matter of absolute priority, not only at the start of the year but as the year progresses. They are at the heart of providing a safe, welcoming environment. We have very high expectations of everyone in school but we know we can only achieve good routines and relationships if we are consistent.

We talk about our "10 to 1 Approach"- for every 10 positive interactions, we are well placed to have a more challenging one! We value relationships with members of our school community highly which is why we greet pupils and parents/carers every day personally on the school playground and at the classroom door. Our strong relationships support pupils with good attendance and well-being. Adults model calm, consistency and kindness. We "keep the small things small" through building these relationships.

Our consistent routines promote good behaviour all around school. It ensures are school is a safe, happy place where everyone is included, in line with our school values.

Silent Signals

Stop Hand

If wanting a group of pupils to stop talking and pay attention, show them an open palm. The pupils will respond with the same action. When all pupils are returning the Stop Hand signal and paying attention, lower your hand and begin speaking. If done well, it should take 5-10 seconds in most situations.

1-2-3

The 1-2-3 signal is used to move pupils safely and calmly around the room during transitions but we use it during assemblies too.

Ready for listening

This simple silent signal means we can remind pupils of the need to sit up and show us they are ready for learning.

Eyes looking

Our simple signal reminds pupils to look at the teacher or focus their attention.

Supporting all pupils with an inclusive and nurturing approach

The behaviour of the adults is crucial. As Paul Dix (*When the Adults Change Everything Change*s) says "We need to be emotionally consistent...".

Adults must display "certainty". They must act in a calm, consistent way. We should not expect pupil behaviour to be perfect- we must **teach** appropriate behaviour. This will prepare them for life beyond school.

We know we have to display "botheredness" in all that we do. We must "notice" our pupils. We know that they must know that we care.

These ideas are central to the culture of our school and every action we take will determine the culture we continue to build.

Our Behaviour Policy is based on the work of Paul Dix where we have built on our long-standing reputation for being an inclusive and nurturing school.

When we support pupils with their behaviour we use the 5 steps:

- Reminder

- Caution

- Last Chance

- Time Out

- Repair

Referring to our school rules when we support pupils enables them to remember them. The pupils generated these rules for themselves and we are proud of their simplicity:

Be fair, care and share, stay safe and do your best.

We know that some pupils need adaptations to give them the best support so we operate a graduated and personalised approach to supporting pupils.

Sometimes micro-adaptations are needed to support our pupils further with understanding social rules. Social stories and comic strips should be used to teach explicit social rules. This is to support our pupils to be prepared for a world beyond school.

Restorative practice is central to our support for developing appropriate social behaviour. Toolkits are available around school and should be used by all adults.

Whole Body Listening

Our pupils need to know how to show their focus and attention during teaching and learning times. It is also a skill that prepares them for life. This needs to be taught explicitly and on multiple occasions, especially for our younger learners.

We refer to Whole Body Listening to teach this:

- Eyes are looking.
- Ears are listening.
- Body is facing.
- Hands and feet are still.
- Mouth is quiet.

It is the responsibility of all adults to teach what this looks like. They should do so in a consistent and calm manner.

Tom Robson's Learning Gems

We teach these from when pupils enter Reception, starting with "Diamond Power" and we build on them as they grow. We exemplify these throughout the school day so pupils know what they are looking for, and can do it for themselves.

Dr Tom Robson's Learning Powers

Diamond......being responsible

- tried to solve his/her own problem rather than relying on an adult
- used their learning 'toolkit' (different strategies they have been taught) to identify what they needed to do when they were stuck.
- used their talk partners/teachers to ask good questions to help move their learning on.

Emerald.....being courageous and sticking with it even when it gets tough

- Brave enough to 'have a go' with their learning even though they know they might make a mistake.
- comfortable to make mistakes as they know these help them to learn.
- learn from their mistake and 'bounce back', they stick with it
- remain calm even though they have been upset or angry

Sapphire....keeping focus

- Keeps on task even though there are lots of distractions
- Keeps listening to others (teacher and others in the class) even when there are distractions

Ruby........supporting others

- Gives support to others by listening to them and smiling at them
- Praises others when they do well
- Helps others when they have a problem

Zones of Regulation

Understanding, recognising and responding to our own emotions is something we believe we need to teach explicitly as part of our behaviour curriculum. Leah Kupyers' Zones of Regulation are an integral apart of our approach and underpin this behaviour curriculum so that our pupils can develop the self-regulation they need to feel happy and safe. Being able to self regulate is a crucial to feeling safe, happy and prepared.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Celebrations

Verbal feedback is given to pupils to build intrinsic motivation which we value above all other rewards.

We reward dojo points for especially good efforts, especially when pupils have used their Gem Powers.

Our weekly celebration assembly is a fun and lively end to our week when we announce our stars and other celebrations.

In our termly Achievement Assemblies we celebrate with some special awards and talk about the people who make our school something to be proud of.

Learning Environment and Teaching

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

MO   TU   WE   TH   FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
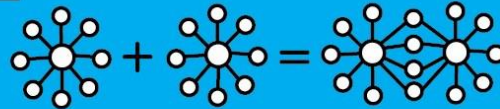
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1   WEEK 2   WEEK 3   WEEK 4   WEEK 5   WEEK 6   WEEK 7   WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
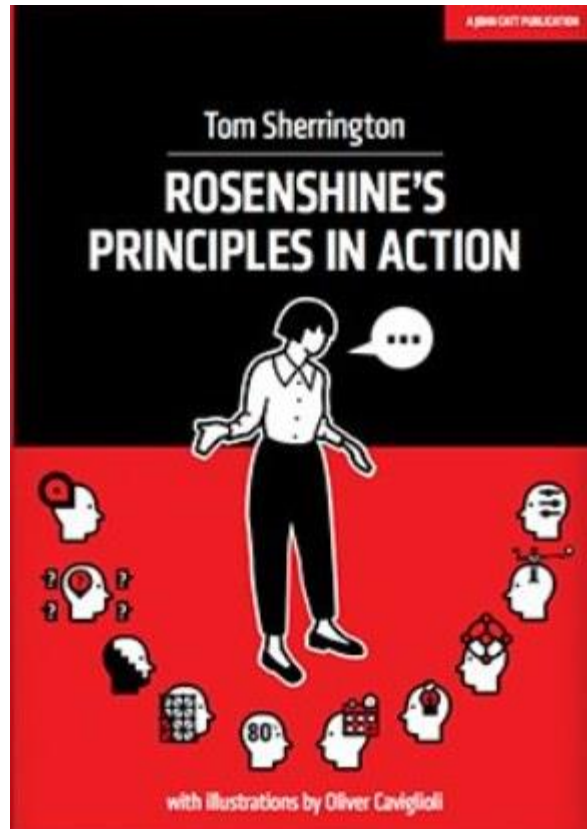
1 - A

All staff know about Rosenshine's Principles and have read together Tom Sherrington's mini guide. Our professional development activities and chatter centre on the principles, and we strive to ensure that our lesson structure incorporates these.

For many years, we have been a school that is research-led when it comes to the principles of teaching and learning and this has informed choices we have made about our curriculum and our pedagogy.

Class Action Planning

There is a Class Action Plan (CAP) for every class in school.

Intent

- An essential tool at HPS for class teachers, subject leaders, SENCO and senior leaders to document need, support, provision, core offer for classes and crucially, individuals, including those who are vulnerable (SEN, PP, CLA)

- CAP is an essential working document that is utilised to support planning, timetabling, allocation of resources, evaluating outcomes, reflecting.

- Flexible tool to enable planning for a diverse range of needs. All aspects of pupil need can be taken into account and planned through the CAP.

- CAP can be used to support the process of keeping parents informed, giving them regular updates, especially those pupils with SEN, whose parents should be updated more frequently.

- CAP can be used to identify any gaps in provision that exist and subject leaders and senior leaders can use these to plan for this.

- CAP isn't just about English and Maths. It isn't just about individuals either. It encompasses well being, learning behaviours, promoting resilience, support to develop physical activity, plans to improve quality first teaching. It is the HPS planning tool for everything in the academic year that will promote learning and well-being for pupils.

- CAP tracks actions, pupil achievements, reflections, successes.

- CAP supports transition and communication with all stakeholders.

Implementation

- Supports pupils through the academic year.

- Handed over from one teacher to the next.

- A weekly planning tool.

- Stored on Sharepoint in "Class Action Plans", to ensure accessibility.

- Discrete time to share with Teaching Assistants, who have access to the CAP at all times.

- Minutes from progress reviews on the CAP

Intended Impact

- Appropriate curriculum, support, environment have been planned.

- Pupils make progress.

- Issues with pupil progress are identified quickly and there is a reflective approach to redevelopment of support.

Adaptive Teaching

When planning and teaching lessons we...

- consider Rosenshine's Principles about prior learning - we find out what children know, refer back to what they have been taught, plan reviews in of this prior learning.

- respond in real-time, using our teaching "toolkit" to enable us to deliver effective learning experiences

- consider the vocabulary pupils need to access the lesson- we teach this in advance

- consider cognitive load and how to manage this when we come to teach the lesson

- consider what resources will support pupils and plan how to use these

- plan what scaffolding is needed and how to modify this as pupils get more confident

- know we have to teach routines for learning and consider these at all times- we also know we have to re-teach these at times.

- consider the cultural experiences of our pupils and how these might impact when we plan content

- take into account our Individual Action Plans (IAP) and EHCP Target Sheets that detail individual targets, resources and support needed for some of our pupils with SEND

- adapt schemes of learning to meet the needs of individuals and the cohort

- consider to what extent more personalised curriculum is needed

- consider staff deployment to support pupils

- plan flexible groupings

During lessons we...

- review from previous lessons

- ask lots of questions to clarify understanding

- may plan pre teaching for some pupils where possible

- know pupils need to practice and provide adequate opportunity for this- some of this will be guided practice

- provide visuals and consider how we present the material

- provide scaffolding and adjust this as we go along

- teach vocabulary

- provide small steps for new material

- use additional adults effectively and do so dynamically

- use WAGOLL (What a good one looks like)

- use technology to support e.g. visualiser

- check understanding in a range of ways

- use talk partners and strategies that promote participation

- give regular feedback during the lesson and if not, on the same day

- explore misconceptions and re-teach

- show success criteria

- maintain consistent routines

Learning Environment

Reflecting our values: Safe, Healthy, Included, Prepared

Introduction

At Haslingden Primary School, we believe that the learning environment plays a vital role in supporting the development, wellbeing, and success of every child. Our environment policy outlines our commitment to creating spaces that are safe, healthy, inclusive, and prepare our pupils for lifelong learning.

- Classrooms should foster a sense of emotional safety where pupils feel respected and supported.

- Calm, uncluttered spaces support mental well-being and help pupils focus.

- Classroom environments should reflect and celebrate the cultural and individual identities of all pupils.

- Learning environments should encourage curiosity, independence, and readiness for the next stage of education.

The policy applies to classroom and corridor spaces.

Aims

- To ensure all learning environments reflect our core values.

- To promote consistency and high standards across all classrooms and shared spaces.

- To support independence, engagement, and pride in learning through thoughtful organisation and presentation.

Policy Guidelines

1. Safety and Health

- Classrooms and shared areas must be free from hazards and clutter.

- Ample storage in every classroom should be used.

- Cupboard spaces should be kept tidy and well organized for all staff to access.

- Furniture and resources should be age-appropriate and arranged to allow safe movement.

- Natural light and ventilation should be maximised where possible.

- Hygiene and cleanliness are maintained daily. Cleaning materials are available in every classroom.

- Broken or defaced resources and poor-quality furniture should be discussed with senior leaders.   **2. Inclusion and Accessibility**

- All pupils should feel welcomed and represented in their environment.

- Displays and resources should reflect the diversity of our school community.

- Labelling should be clear and consistent, using visuals to support all learners. Labelling should be used to support uniformity and ensure purpose of it is understood.

- Resources should be accessible to promote independence for all pupils. **3. Organisation and Uniformity**

- Where possible, classroom layouts and resource storage should follow a consistent structure to support familiarity and ease of use. Uniformity is important because it helps an environment to look cared for, well organised and visually pleasing.

- Resources should be clearly labelled and well-organised to encourage pupil responsibility and care. **4. Displays and Presentation**

- Recognition boards (e.g. for achievements, attendance, or values) should be given prominence in every classroom.

- Working walls are best when they show the development of work, handwritten items are clear and neat, can be used to refer back to, are up to date, contain key vocabulary.

- Items on display should be mounted neatly and attractively. Borders are black on hessian backgrounds. Frayed edges should be repaired.

- Handwritten materials must be clear, legible, and model high standards of presentation. Minimise the use of blu-tacked posters and replace them if needed.

- All classes should display a clear and neatly presented visual timetable that is appropriate for your class and their levels of understanding (Widget Symbols to be used)

- Speed sound charts to be present in all classrooms.

- Avoid too much information (e.g. pieces of paper, lots of posters) around the interactive screen. it is a key teaching area that pupils need to focus upon, so it should be uncluttered – information around it should be purposeful.

- School whole body listening rules should be displayed prominently.

- Zones of Regulation should be displayed.

- Gem Powers should be displayed.

- A board for the celebration of pupil work should be dedicated.

- The best classrooms are well cared for, with every item displayed thoughtfully and with attention to detail.

- **5. Preparedness for Learning**

- Classrooms should be visually welcoming and age appropriate. It should be expected that a Y2 classroom looks different from a Y6 classroom.

- Visual timetables and learning prompts should be used to support routine and readiness.

- Teachers and support staff are responsible for ensuring the environment is ready for learning each day.

Tidying by pupils and staff should be done at the end of each lesson and at the end of the day. The room should be left ready for cleaning with extraneous items collected from the floor. Chairs should be tucked under. Time needs to be given for tidying.

Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and shared with all staff. Regular learning walks and environment audits will ensure consistency and identify areas for improvement.
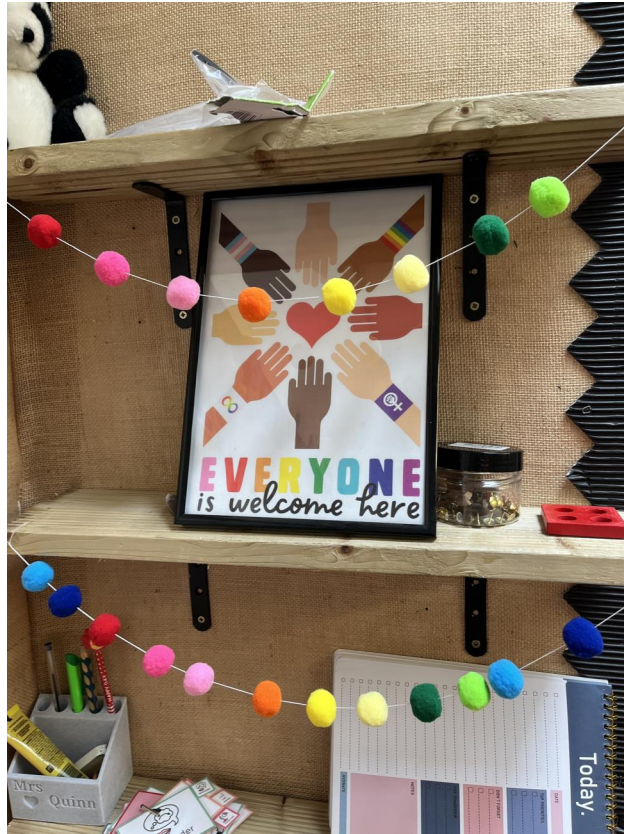
Feedback loop

Rationale

We are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development both long term and short term, and evaluating how well the learning task has been understood.

Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that feedback is a most important factor in pupil learning.

Aims

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of what is expected of them, know why they have been successful and how to improve.

- Use the marking system as a tool for formative ongoing assessment

- Improve standards by encouraging children to give of their best and improve on their last piece of work

- Develop children's self-esteem through praise and valuing their achievements

- Create a dialogue which will aid progression

Principles of good marking

Good marking or annotation of children's work should:

- Be positive, motivating and constructive

- Be at the child's level of comprehension

- Include verbal feedback to children where needed, particularly those who are at an early stage of reading

- Not penalise children's attempts to expand their vocabulary

- Be written in handwriting that is legible and a model for the child

- Be frequent and regular and reviewed by the teacher.

- Provide information for the teacher on the success of the teaching

- Relate to the purpose of the lesson set but also relate to basic skills in English linked to handwriting and spelling

- Positively affect the child's progress

- Contain comments from the teacher which are particularly focused, revealing very good subject knowledge

- Ensure children can actively demonstrate understanding of targets set

- Be consistent across all subjects

- Celebrate attainment and progress of individuals

All teachers will adhere to the above principles and:

- Ensure that work provided is marked as appropriate within the week that it is done

- Give regular written and oral feedback

- Provide time in lessons to review work from previous lessons, where appropriate

- Adjust planning in the light of marking

- Make learning objectives explicit

- Involve children in the process from an early stage and ensure they have time to respond to marking

- Ensure children are clear about the teacher's expectations

- Use children's work as exemplars

- Make appropriate judgements about when Teaching Assistants / and on occasion, other adults (volunteers and students) mark books or learning, including what type of marking they engage in, how regularly and what the purpose is of a Teaching Assistant

completing this marking, as opposed to the teacher. Teachers should be able to fully justify the decisions they make around this.

Teacher Judgment

It is acknowledged that marking forms a significant part of teacher workload. It is our policy that each teacher is in the best position to decide what form of marking is appropriate at any given time and to exercise this judgment. In some cases, the teacher may have already given extensive verbal feedback to children and may deem that some pieces of work do not require further written marking. It is recognised that children should always have their work acknowledged in some way. Once again, it is down to the judgment of individual teachers to decide how best to do this.

Subject leaders and senior leaders in school will monitor teaching, books, pupil discussion and pupil data on a half termly to termly basis to enable them to form judgments about effectiveness of teaching and learning.

Types of Feedback

Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning.

Summative feedback/marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups. For example, weekly spellings can be marked by the children or their peers but must be checked by the teacher and the results need to go home with the children that week. As with any marking only a reasonable number of the most obvious mistakes should be corrected. For example:

- Sounds which have been missed out (e.g. wet / went)

- Tricky words misspelt after they have been taught (e.g. migh / my)

- Sounds represented incorrectly (e.g. seb / sed)

Formative feedback/marking

Some key pieces of work which form the basis of learning to be built on will have more in-depth marking than other work. For example, in English at the end of a unit, there may be a marking rubric.

Through marking, the teacher will establish the following points that may be needed:

Improve It: There is something in the work that needs immediate improvement using green pen. This could be a mistake which needs correcting (e.g. spelling, punctuation or an incorrect calculation) or a suggestion to improve the overall quality of the piece (e.g. improving specific grammar features or adding more detail to an answer)

Examples:

- II: Check all the proper nouns begin with capital letters

- II: Use a fronted adverbial to begin paragraph 2

- II: Explain what you mean in Answer 4

Target: The teacher has identified something in the work that needs to be targeted over the next few pieces of work.

Examples:

- T: to use inverted commas for speech

- T: to use the inverse to check calculations

Mistakes and errors

It is vital that mistakes and errors are correctly identified and marked accordingly. Mistakes are defined as being something that a pupil can do and normally does correctly. An error is something that results from an underlying lack of understanding where further teaching is required.

Marking Key

Black pen is used for all marking and green for responding to feedback from an adult. In addition, the following keys may help to speed up the process of effective marking:

Two ticks next to the title/ purpose: You have met the learning purpose

One tick next to the title/ purpose: You are working towards the learning purpose

No tick next to the title/ purpose: You have not met the learning purpose.

Work with fewer than 2 ticks will also show evidence of response to written or verbal feedback (green pen).

Pink Highlighting: this is evidence that you have met the learning purpose

II: Improve it: there is something you need to improve straight away

T: Target for the coming weeks

^ : Missing word / phrase

_____ : underline spellings that require correction

T / TA: Support has been given for this task (It will be assumed that work is independent unless otherwise stated)

In addition, in EYFS and Year One, some additional support is given to support children to understand and act on feedback given. This includes:

Finger symbol for a finger space

- ABC for capital letters

- o for full stops

- WOW for adjectives

- 123 for number formation

Examples of other styles of feedback

Self marking / self assessment

Some children may sometimes be encouraged to mark their own work under their teacher's supervision. Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing what the children can or cannot do. At the end of any written activity, children should be encouraged to use a coloured dot to indicate how they feel about their work. This will then inform the teacher of what has been understood, partially understood or not understood.

Peer marking

Children may sometimes mark work in pairs. Paired marking could include positive comments and a development point. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action. Children use purple pen to mark a partner's work.

Marking Assessed Pieces

The purpose and success criteria of assessed pieces will be shared with the pupils. Pupils must be given the opportunity to evaluate and edit their work before it is assessed. Marking rubrics may be used at the discretion of the teacher. Feedback will only include highlighting and a Target for future work. Improve It and green pen will not be seen on Assessed Pieces.

Writing in subjects other than English

Writing should also occur in cross curricular activities. A rubric may be used at the teacher's discretion. The purpose should reflect the subject matter (e.g. science or topic based) and the marking should be towards the purpose in the first instance. Writing features may also be acknowledged or commented upon.

Read Write Inc. Phonics

Read Write Inc. Phonics is highly structured and prescriptive. Specific guidance is included in this policy about marking these reading and writing activities, as advised by Ruth Miskin Training. Some of the content below mirrors the marking procedures listed above, and this is acknowledged. However, there are some specific inclusions that are useful in relation to Read Write Inc.

Spelling Test

Purpose: To spell words correctly.

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writes the word on the board.

Children tick each sound spelt correctly and correct errors with a green pen beneath the sounds / letters.

Hold a sentence

Purpose: To use correct spelling, punctuation and word order.

Marking: Children mark with guidance from their teacher or teaching assistant.

The teacher writes the sentence on the board.

With a coloured pencil children:

- Tick correct and missing punctuation

- Tick words spelt correctly and correct words with sounds spelt incorrectly (avoid writing out the whole word)

- Insert a missing word with an upturned v

- containing graphemes not yet taught

Editing for spelling and punctuation

Purpose: To develop editing skills relating to spelling, punctuation and word order

Marking: Children mark with guidance from teacher or teaching assistant

The teacher writes the sentences on the board.

With a coloured pencil, children tick each corrected error and insert any missed words or letters.

Literacy and Language

Days 1- 8

Teacher judgement will be used to determine the best form of feedback for these activities. Any activities for practising the skills included in the rubric for Write 3 will be marked thoroughly, including highlighting things pupils have done well, underlining spelling mistakes and giving Improve It comments.

Write 1 and Write 2

These pieces are the planning for the final outcome of a Unit and therefore should be marked thoroughly (see Days 1-8). The aim is that any errors or mistakes from Write 1 and 2 will not copied over into Write 3, but things the pupil has done well will be.

Write 3

This is the final outcome of the Unit and will be evaluated and edited by pupils before it is marked by the teacher (see Day 10 in the Literacy and Language Handbook). A rubric will be used, supporting pupils to include the key features of the text type being written. Feedback will include use of the tick, II or T symbols on the marking rubric, underlining spellings and pink highlighting of things the pupil has done well.