Assessment and Feedback Policy

Last Reviewed: January 2026

Review Date: January 2027

Introduction

'When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.' **Dylan Wiliam, 2011**

At St Mark's CE Primary School, we believe that every child should receive constructive and timely feedback, focussing on successes and improvements against learning objectives, success criteria and individual next steps, enabling pupils to become reflective learners and helping them to close the gap between current and age-related expectations.

Assessment for Learning is very different from **Assessment of Learning**. We use a combination of formative and summative assessment so that we achieve both.

Formative assessment is an integral part of teaching and learning. It contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good. It should also indicate what is not so good and how the work could be improved. It involves identifying where pupils are in their learning, what they need to do next and how best to achieve this. Assessment for Learning values quality of learning rather than quantity and raises self-esteem by giving advice for improvement and appropriate praise. The use of Assessment for Learning strategies enables pupils to become reflective learners through self and peer assessment.

Summative assessment demonstrates the extent of a child's success in meeting the assessment criteria used to gauge the intended learning outcomes of the age-related expectations. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement.

The Aims of Assessment
Assessment informs the planning for groups of pupils and/or individuals. In our school, Assessment for Learning is used as a tool to help raise standards. Assessment feeds into the assess – plan – deliver – review cycle.

Aims of Feedback
Live marking and verbal feedback are the most effective ways of providing feedback, as they are the most timely.

Written marking also has its place in some circumstances, and can involve peers and pupil self-assessment. It provides the opportunities for pupils to reflect on their learning.

All feedback should be

- carried out purely to raise standards;
- consistent and easily understood by teachers, pupils and parents/carers;
- done regularly and the findings used to inform next steps and planning;
- an integral part of Assessment for Learning (AfL).

What This Looks Like In Practice

A. In All Lessons

- **All lessons will have a learning objective displayed on the board, and discussed with the children.**

- In books, where applicable, children will record the date and a clear, specific title (in line with presentation guidelines) from Year 3 upwards.

- Prior to Year 3, the date, title and/or learning objective will usually be printed and stuck into pupils' books where applicable. In the summer term of Year 2, children may be able to begin the transition to writing their date and title in their books.

- Success criteria should be provided where these will support children to achieve the learning objective, and support the process of assessment.

- Live marking, 'in the moment' feedback, is the most effective form of feedback and must be ongoing throughout every lesson, carried out by **all** adults in the room.

- Children must be regularly reminded of assessment processes, what they are for and how they should be involved in improving their own learning.

- Self and peer assessment should be encouraged where appropriate, and children must be taught to do this in a constructive way (in line with the Editing Progression Document – Appendix 4).

- The marking codes outlined in Appendix 2 will be used in any piece of work completed in books.

- In any piece of written work, there should be high expectations of basic skills (spelling, punctuation, grammar and handwriting). Errors should be corrected (in line with the Editing Progression Document – Appendix 4) by pupils if they should not be making those errors at their age/stage. For example, In KS2, children should use capital letters for names of places, and it would be reasonable to expect most KS2 children to be able to correct an error such as this independently.

- Errors in letter formation and number formation must be corrected, as appropriate to age/stage/expectations. This should be in line with Kinetic Letters.

- The spelling of subject-specific vocabulary must always be corrected if errors are identified. Children should be expected to correct these spellings, as they should have been provided for them.

- Children will be expected to complete any corrections or next steps which they are asked to do through written marking or through verbal feedback (in line with the Editing Progression Document).

- Written marking by adults will be completed in blue pen. Pupils respond to marking using purple pens from Year 3 upwards (or in Year 2 if a pupil is ready to begin to do this).

- Stickers, star of the week certificates, team points, stamps or verbal feedback can all be used to encourage and reward pupils' efforts.

- There may not be a written post-lesson reflection at the end of every lesson, however, there **must** be a reflection process, and there **must** be adaptations made to the plan for the next lesson based on those reflections, such as a different recap at the start of a lesson, an additional guided group, or an amendment to resources, for example.

B. **In English Writing Books**

- *The Writing Framework 2025* highlights how effective feedback tends to be more oral than written, and is provided throughout the writing process and also during the drafting and revising stages.

- It states that peer-to-peer feedback can be effective when pupils are revising their writing, if this is well-planned.

- It outlines how all feedback should be specific and something to be acted upon, and how children must be allowed time to act on this feedback, as well as sufficient space in their books for redrafting and editing.

- Success criteria must be evident in books for each piece of written work. Adults and pupils fill in success criteria grids throughout the writing process (see Appendices 1 and 2). In writing, success criteria are often **checklist** success criteria (a bullet point list of features to include, for example).

- Children should be encouraged to reflect on the success criteria as they are working, and where appropriate, identify the skills from the success criteria which they have demonstrated in their writing (see Editing Progression Document for appropriate expectations for age and stage).

- Symbols can be used as well as words in success criteria grids for children who require them.

- Work is marked by an adult, pupil and/or peer against the success criteria. As a minimum, the success criteria grid should be completed by an adult (for example, in KS1). As children move into LKS2, self-assessment should be encouraged too. By UKS2, peer assessment should also be used frequently. The relevant success criteria grid (Appendix 1) should be chosen to reflect the expectations.

- A piece of written work is expected to be edit marked (this can be done as verbal feedback during the lesson, or written marking after the lesson), with the teacher using their professional judgement to identify the spelling, handwriting and/or aspects of grammar, which will help the child make significant progress – the expectations for editing and correcting can be found in the Editing Progression Document.

- Ticks may be used to indicate where skills are being applied correctly, if this is helpful to the learning process. Codes (Appendix 2) are used to indicate where there is a mistake to be

rectified. Pupils respond to edit marking using purple pens from Year 3 upwards (or in Year 2 if a pupil is ready to begin to do this).

C. <u>In Maths</u>

- In maths, success criteria are often **process** success criteria (numbered steps to follow).
- Correct answers are ticked by an adult in blue pen. A blue cross will be written next to incorrect answers.
- Children must correct incorrect answers in purple pen from Year 3 upwards, and from Year 2 for pupils who are ready for this. Children correct errors in pencil.
- 'Prove It' may be written/stamped on pupils' work where further evidence of the learning is required.

D. <u>In Other Subjects</u>

- Other than corrections of basic skills (as outlined in Section A, above), there is no expectation of a specific amount of written (blue) marking, or (purple pen) corrections. This is based on teacher judgement. Where there is a subject-specific misconception, this needs to be addressed. Where key evidence of learning is missing in a piece of work, pupils must be encouraged to demonstrate that learning (either through written marking or through, ideally, verbal feedback in the lesson).

E. <u>In EYFS</u>

- In the EYFS, observations, ongoing assessments and the knowledge of the child are all used daily to assess the children.
- These assessments then feed directly into daily, weekly and medium-term plans in an assess, plan, review cycle.
- One-Note is being used to capture key learning evidence which is not able to be shown in pupils' books or floorbooks, but which is key for measuring progress.
- Assessment in the EYFS must not detract from high-quality interactions with the children, and so evidence-gathering should not be onerous.
- In Reception, any written work or maths is annotated with the pupil present and verbal feedback given.
- The code I will be used for independent work, and S will be used if work is supported.

<u>Summative Assessment</u>

- Pupil's phonics knowledge is assessed at the end of every half term and is used to inform phonics groupings.
- Each term, a formative assessment is made of each child in mathematics using NTS math assessments. The results are entered onto the school tracking system.
- In reading, NTS reading assessments are used termly to assess pupil's reading ages. NTS reading tests also identifies both strengths and areas for improvement for the child, class, year group or whole school.
- Termly, teachers assess pupils using the schools inhouse data tracking system.

- The progress of each child is then scrutinised through the analysis of data and progress of individuals and groups is discussed at termly pupil progress meetings. Targets are then set for pupils and appropriate interventions are planned in an action plan.
- All formative assessments inform the next steps of planning for individual pupils and groups. These include:
  - The Reception Baseline Assessment (RBA)
  - End of Reception assessment against the EYFS framework objectives.
  - Year 1 phonics screen check (PSC).
  - Year 2 phonics test for those pupils who either did not sit or did not pass the screen in Year 1.
  - Year 4 times table check (MTC).
  - End of Key Stage SATs in year 6.
- Other subjects across the curriculum may have their own additional summative assessment methods. These methods will be outlined in the curriculum documentation relating to each subject.

Pupils with EAL who are new to English

Pupils who are new to the country or new to English are assessed against the Bell Foundation assessment framework to ensure that progress is being made and the curriculum is accessible.

SEND

Pupils who are deemed not to be able to access the National Curriculum for their year group are assessed against their SEND passport targets. Pupils who are working significantly below their age-related expectations are assessed using the Stoke Speaks Out Toolkit.

Foundation Stage 1 - Nursery

On completion of in-house baseline assessments, pupils in Foundation Stage 1 have targets that relate to their achievement across the 3 prime areas of learning. These are Personal, Social and Emotional Development, Communication and Language and Physical Development. These targets are discussed and shared with parents/carers in order that they can be consistently worked towards in partnership. Targets are reviewed and updated as they are achieved. From the spring term, the children also have targets linked to Literacy and Maths.

Foundation Stage 2 - Reception

Pupils in Reception are given targets on completion of in-house baseline assessments and the statutory Reception Baseline Assessment (RBA). These targets reflect each child's developmental level and focus on reading, writing and mathematics as well as a PSED target when necessary. Pupil targets are shared with parents so that children can be supported at home as well as at school.

Parents/carers

End of year expectations in reading, writing and mathematics are shared with parents or carers. Individual targets are shared with parents or carers during parent's evening and in the end of term reports.

Monitoring

All leaders conduct planning / book scrutinies and observe lessons as part the whole school monitoring cycle. This holds staff to account for the progress of their pupils and the quality of teaching, learning and assessment in their class.

Reporting

Parents/Carers are invited to attend parent's evenings twice year (normally in October and February) to talk about their child's progress. Parents or carers receive a written report in July, summarising the year's work and setting targets for the future. This meets our statutory duty. Parents also receive end of term data reports. Parents/carers of children who have completed a phonics screening check (Year 1) and multiplication check (Year 4) receive the outcomes of these assessments. Parents/carers of pupils in Years 6 also receive a summary of the National Curriculum standards their child has attained at the end of Key Stage 2 and how the school's results compare to those nationally. Data is gathered and retained on our pupil-tracking database where the SLT can access it for future reference.

Signed:
Headteacher

Signed: ………………………………………….
Co-Chair of Local Governing Board
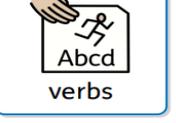
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Appendix 1

Example success criteria grids.

LO:		
Success Criteria		**Adult**

LO:			
Success Criteria		**Pupil**	**Adult**

LO:				
Success Criteria		**Pupil**	**Adult**	**Peer**

Agreed Symbols for writing success criteria

finger space	phonics	letter formation	capital letter
full stop	question mark	exclamation mark	comma
adjectives	conjunctions	verbs	openers
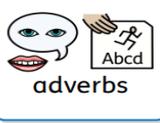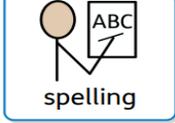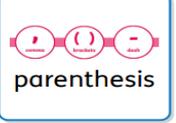
adverbs	spelling	parenthesis	speech
apostrophe	inverted commas	tense	expanded noun phrase
prepositions	relative clause	fronted adverbials	modal verb
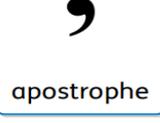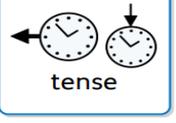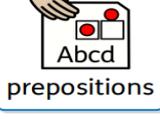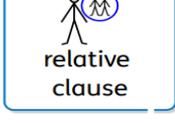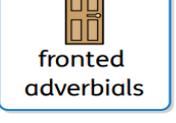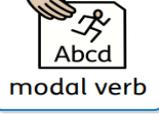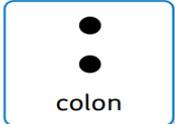
topic sentence	colon	semi-colon	passive voice
hyphen	generalisers	simile	metaphor
personification	alliteration		
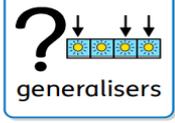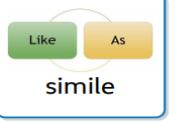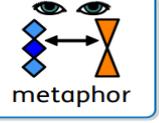
Agreed codes for completing success criteria

✓   Child has understood

⬤   Child has not understood

Appendix 2

Marking Codes

- H – handwriting
- S - support
- Sp – spelling error
- // - paragraph
- P – punctuation error (in KS1, the missing punctuation mark will be written in the margin)
- CL – Capital Letter (in KS1, the missing capital letter will be written in the margin)
- /\/\/\/\/\ (underlining) – Grammatical mistake/check that the word/phrase/sentence makes sense

Apendix 3: Expectations Checklists

St Mark's C of E Primary School
Non-Negotiables Checklist

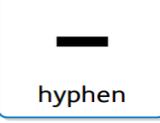|	
A LO and success criteria should be shared in every lesson, with clear learning expectations.	
LO and success criteria grids are to be evident in English books during writing tasks. They are to be ticked if achieved by pupils and staff.	
Pictorial vocabulary mats are to be used, with/by the children in every lesson. These are to support all children with vocabulary. These can be done using photos/clipart and or widget symbols.	
Marking to be done in blue pen. Children to do their corrections and editing lessons/formal editing in purple pen. Verbal feedback, during the lesson, is the preferred method of feedback where possible. Ensure that the correct codes are used per the AFL policy. Basic errors, which children shouldn't be making at their age/stage, should be pointed out and corrected by the children. This should be done in line with school AFL policy.	
Setting high expectations with the children regarding their responsibilities and presentation including: underlining dates/titles with a ruler, drawing in pencil, crossing out/rubbing out neatly, always using a ruler to draw lines, putting numbers in the margin, using 1 square per digit in math books, not curling the corners of book, all work stuck in must be trimmed and stuck in neatly.	
The structure of the Key Stage timetable should be followed by all classes.	
Teacher planning should be stored on Teams in Teaching and Learning in the Channel named Planning (before the lesson takes place). Planning is in the agreed format; medium-term planning/flipchart/PowerPoints - no other lesson planning is required to be handed in.	
Subscriptions and schemes to support learning will be used consistently as agreed –TTRs, NumBotts, Whizz Math (in Y3, Y5 and Y6), 'Mastery in Number' (in Y1, Y2, Y3, Y4 and Y5). Resources are in the Math Curriculum channel.	

A copy of the front cover of the book/text being used for the half term should be stuck in every English book each half term.	
A topic page should be stuck in books at the start of each new half-term topic for geography, history and science.	
If books have been passed up from the previous year group, please add a divider to clearly mark where the new year's learning begins.	
All exercise books should have the agreed book label on the front cover. (including new books given out during the year). All book labels need the following: child's full name, the subject and the class name.	
The behaviour policy must be consistently followed by all staff, with rewards and sanctions issued accordingly.	
All staff should uphold expectations in terms of uniform and PE kit.	

Learning Environment Checklist

Classrooms are clean and tidy, with clutter removed. Adults and children are expected to take responsibility for keeping their areas tidy.	
Pupils' work is on display – high quality work, displayed carefully and with pride. Learning on boards is to be backed, the child's learning is to have a name label (these need to be consistent across both classes), there needs to be a title and a blurb.	
English: Within the classroom, the current spelling rule must be clearly displayed, and a washing line displaying modelled writing must also be visible.	
Maths: In every lesson, a clear, step-by-step success criteria must be visible to the children. The maths wall must include pictorial representations of the current concept being taught, along with modelled examples. These should be created collaboratively with the children during lessons.	
There are boards that show learning in science and the current topic.	
Displays promote reading and/or phonics as appropriate to age/stage – including whole-class approaches such as RWI speed sound charts, RWI spelling rules. Children working within EYFS, KS1 and those who are working within RWI phonics need access to phonic mats during learning tasks.	
The reading area is clearly defined, inviting and well-organised. This includes books to support topics, and work in subjects such as history, geography and science.	
Key vocabulary is available. Any key vocab e.g. HFW, days of the week, month could be given on a word mat that is to be accessible during learning.	
Zones of regulation display	
RWI Speed sound chart	
Star of the week	
Class rules	
Anti-bullying charter-signed by the class members	

Good Samaritan	
The behaviour chart is to be displayed and used in line with policy.	
The RESPECT value poster.	
In the Reflection area, there needs to be the school's values, our Christian vision, the bible verse that links to the school value of the half term, our bible quote 'let all that you do be with love' and the big frieze symbol cards (these are used within RE learning). On display there should be a Bible, Quran (placed up high). This is an area where the children can reflect, be calm and interact with resources.	
The Big Bible frieze should be put up as it is taught with the children and used as a point of reference when teaching RE.	
Independence is encouraged by having supporting resources available, and clearly labelled and organised. This includes word mats (such as high frequency words) and simple prompts containing words and relevant Widget images.	
There is a clear space for teachers to record how many children are present/absent each day.	
A visual timetable (vertical) is on display and in use.	
The display around the interactive board (which children are facing for most of the day) is minimal, to reduce distractions.	
Backing paper in classrooms is one consistent pastel colour, on all boards. Hessian backing throughout EYFS.	
Laminating is kept to a minimum – for environmental factors, cost and glare which is distracting for children.	
Displays: • All learning and lettering are single backed • All learning has a full name label • A range of abilities • A blurb that indicates what skills and a brief outline of the learning	

Checklist of Kinetic Letters Expectations

In each classroom				References	
	Tree display		Correct proportions, heights of branches & depth of pit	TM4 3.4-6	TB 3.12
	Handwriting prompts				
		Teacher WB modelling by Quick Tree/on lines when writing	TM4-3.10	TB 3.12	
		Posters of letter formation	TM4-5.3	TB 6.22	

		displayed (current letter family in Reception and Year 1, all posters for Y2-Y6)			
Strength		Display Animal Position photos. BOGOF integration into day		TB 2.06	
	Writing positions		Floor-writing & Table-writing positions	TM2-5.2	TB 2.14
			Slide-Slope-Push for positioning work	TM2-5.7	TB 2.15
	3 Friends Pencil Hold		Pencil Pick Up & Pencil Checks. Pencil Song	TM3 2.6-8	TB 4.07-10
			Pick Up-Check-Write-Recheck used on WB & in books	TM3-4.4	TB 4.12
			Monkey Face used for self-checking (in books or on strips f paper on the desk)	TM3-4.9	TB 4.13
			Pencil weights & Blu Tack caterpillars avail able	TM3-5.5-6	TB 4.19
			Finger Workouts & Pencil Workouts- used as warm-ups	TM3-3.4	TB 4.15
	S.T.A.R.T. session		Sand trays set out at back of class	TM4-4.7	TB 3.18
			Target lists-displayed on working wall	TM4-5.6	TB 3.22
			Target checking taking place in all exercise books	TM4 5.7	TB 6.15
DTT		Use in teaching	Digital Teaching Resource		

		sessions		
Planning		**Can use planning templates, but if not, the START planning structure still needs to be followed, and children must be doing around ten minutes per day.**	**Videos & downloads**	

Apendix 4

English Editing Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Assessment and Feedback				
			Live marking, 'in the moment' feedback				
Live marking, in the moment' feedback		As part of the feedback during the lesson, with direct support from an adult, on the spot marking/feedback o Correct letter formation in line with the expectations of Kinetic Letters. **This can be done orally or physically e.g. Kinetic Letters sand tray, air writing. (For those who can, they can practice by writing it down)** o Correct phonics, based on where they are in their RWI phonics group. **This can be orally modelled by an adult and rehearsed by the child.**	o Correct handwriting and spend time practicing in line with the Kinetic Letters expectations. o Correct punctuation- ! . ? CL. o Y1/2 common exception words, spellings and phonic rules. o Word, phonic, vocab, spelling rule sheets are to be provided to support in editing corrections. By the summer term, those who are able, can begin to re-write sentences correcting their errors can.	o Correct handwriting and spend time practicing in line with the Kinetic Letters expectations. o Correct spellings from the Y3 common exception words – outlined in RWI spelling. o Word, phonic, vocab, spelling rule sheets are to be provided to support in editing. o Correct any punctuation taught so far. o Correct sentence sense- verbs plurals and missing words. From the spring term. Improve vocabulary such as adjectives and adverbs.	o Correct spellings from the Y3/4 common exception words outlined in RWI Spelling. o Word, phonic, vocab, spelling rule sheets/mats are to be provided to support in editing corrections. o Once the use of dictionaries has been taught this can be used as a resource to make spelling corrections. o Correct any punctuation taught so far. o Correct sentence sense- verbs plurals and missing words. o Improve vocabulary such as adjectives, verbs, adverbs and adverbial phrases. Improve independently a sentence to demonstrate an aspect of writing from the task's SC that may not have been met/ has been met but further examples will improve their writing- this can be teacher led.	o Correct spellings from the Y3/4/5 and 6 common exception words outlined in RWI Spelling. o Word, phonic, vocab, spelling rule sheets/mats are to be provided to support in editing. Dictionaries should also be provided. o Correct any punctuation taught so far. o Correct sentence sense- verbs, plurals, missing words, comma splicing and complex sentence errors. o Improve vocabulary using a thesaurus or other vocabulary resources provided. o Improve independently a sentence to demonstrate an aspect of writing from the task's SC that may not have been met/ has been met but further examples will improve their writing- this can be teacher led. o Add in words, phrases or sentences to specific sections/paragraphs identified by the teacher as needing improvements. o Feedback in books or as whole class feedback sessions should clearly identify what aspect of writing is needed to improve the section of the child's work. By the summer, for children working at GDS in Year 5 and for children working at EXP/GDS in Year 6 to improve and add to whole paragraphs/sections identified by the teacher in the first instance but then move towards the children independently identifying whole sections/paragraphs for improvement.	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Editing

	Writing Framework expectations			
Writing Framework expectations	Pupils in reception and year 1 should not be expected to edit their own writing.	Children in Year 2, should be supported to edit their work, being helped to identify and correct errors in spelling and punctuation.	Pupils in key stage 2 should proofread their work for spelling, grammar and punctuation errors with growing independence. Editing other pupils' writing can be effective in developing an awareness of writing with a reader in mind and is practice for when checking their own work. An editing checklist can also be helpful in reminding pupils of what to check when editing their own or others' writing. Regular editing stops during the process of drafting may make this task more manageable for them.	

| **Progression of expectations** | | Children in Year 2 begin to check for errors and correct: I can proof-read to check for errors in spelling, grammar and punctuation.

 o Capital Letters <br> o Full stops <br> o Exclamation marks <br> o Question marks <br> o Y1/2 common exception words <br> o Word, phonic, vocab, spelling rule sheets are to be provided to support in editing. | From the Autumn term children should be expected to correct their own writing using the Year 2 expectations for handwriting, spelling, and sentence sense.

 I can proof-read to check for errors in spelling and punctuation.

 From the spring term children should begin to include improvements to their writing in line with the vocabulary and Year 3 objective. | From the Autumn term children should be independently expected to correct their own writing using the Year 2 and Year 3 expectations for handwriting, spelling, and sentence sense.

 I can proof-read for spelling and punctuation errors.

 I can think about the standard forms of verbs. (we were/we was) | From the Autumn term children should begin to independently correct their writing using the editing expectations from Year 4 with additional expectations to be modelled and taught throughout the year.
 It is the expectation that by Year 5, joined legible handwriting is a given.

 Children who require support should continue to practise handwriting and letter joins in line with Kinetic Letters and as part of their feedback and editing sessions. |

	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Writing Framework expectations		**Revising** Pupils in key stage 1 should be supported to make simple additions and revisions to their own writing.		**Revising** Pupils in key stage 2 should be given the opportunity to assess the effectiveness of their own and others' writing, proposing changes for improvement. Pupils are far more confident to identify the need to include cohesive devices when revising rather than when drafting. The revising stage is important and cognitively demanding; pupils should therefore be given plenty of time to craft their work and should not be rushed to complete the whole text. **Writing tools such as checklists may be useful to scaffold this cognitively demanding act.**			
	With direct support and feedback from an adult.	I can discuss what I have written with the teacher and other pupils.	I can evaluate my writing with the teacher and my peers.	I can suggest improvements to my own writing and that of others, suggesting improvements with guidance from the teacher/SC.	I can suggest improvements to my own writing and that of others, suggesting improvements with guidance from toolkit/SC.	I can assess the effectiveness of my own and others' writing, with support from a menu/toolkit/SC.	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Revising to meet the goals of the audience and purpose of their writing		I can re-read what I have written to check it makes sense. I can read my work aloud clearly enough to be heard by my peers and the teacher. (audience)	I can evaluate my writing with the teacher and my peers and make simple additions, revisions and corrections. I can re-read my writing to check it makes sense. I can evaluate my own writing independently. I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently. I can read aloud what I have written with appropriate intonation to make the meaning clear.	I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear. I can make improvements to grammar, vocabulary and punctuation. I can suggest improvements to my own writing and that of others.	I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear. I propose changes to grammar to improve consistency, including the accurate use of pronouns in sentences. I can evaluate my writing according to purpose considering the effectiveness of word choice, grammar and punctuation. I can assess the effectiveness of my own and others' writing and suggest improvements.	I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can ensure the consistent and correct use of tense. I can proof-read for spelling and punctuation errors. I can assess the effectiveness of my own and others' writing. I ensure the consistent and correct use of subject and verb agreement when using singular and plural.	I can assess the effectiveness of my own and others' writing. I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can ensure the consistent and correct use of tense. I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Re-drafting Expectations	**Through positive interactions,** adults repeat what the child has said, but in the correct grammatical form or with improved vocabulary. e.g. Child: "Him goed to the park." Adult: "Yes, *he went* to the park.	**When innovating, children use their class TFW map as a tool to plan and support the redrafting of sentences.**		**To support the re-drafting process, children draft on the left page and re-draft on the right**		**When children re-draft a section of text, a lined paper overlay is used on top of the original draft to clearly show amendments.**	
		This will be done through oral rehearsal and the use of their TFW map.		Children re-draft sections of their writing, identified through feedback from the teacher.	Children re-draft sections of their writing with further independence and peer support.	Children re-draft sections of their writing. Children begin to re-draft whole pieces of writing with teacher guidance.	Children re-draft sections and whole pieces of writing with independence.