



# Curriculum Policy

**Review Cycle:** Annually

**Last Review Date:** Sept 2025

**Next Review Date:** Sept 2026

**Staff responsible:** Johan Thisanayagam, Deputy Head Prep

**Committee responsible:** Academic Committee

**(This policy applies to the whole School including EYFS)**  
(Willington School reserves the right to update all policies on a regular basis)



## Introduction and Values

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Willington School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum at Willington Prep, Wimbledon is underpinned by the values that we hold dear - Kindness, Respect, Humility and Honesty. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives (School Motto - *non scholae sed vitae discimus - we learn, not just for school, but for life*).

Willington Prep, Wimbledon is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community.
- We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

## Aims and Objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Willington Prep, Wimbledon are to enable children to:



- Feel safe and valued as part of a caring community that celebrates success.
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively.
- Develop an enquiring mind and be able to ask questions.
- Be confident enough to take risks in their learning.
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- Be able to listen and articulate responses showing consideration to others • Be polite and courteous.
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning.
- Understand and respect diversity.
- Be aware of and recognise their own learning needs and be involved in planning future steps.
- Develop a sense of self-esteem: be well balanced and healthy individuals.

### **Organisation and Planning**

Our yearly curriculum overview indicates which subjects are taught to which groups of children in respective terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term plans and/or schemes of work are written to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation identified.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each lesson and to identify what resources and activities staff will use in the lesson. All lessons focus around a clear lesson objective (LO) and this must be referred to during each lesson, which then forms part of the success criteria for the lesson.

### **Inclusion**

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. If it is deemed that they require extra support, either in class or separately, this is provided by our SEND team.



## **Mixed Ability Teaching**

We believe, in line with the latest educational research, that all classes should be taught as “mixed ability” classes. There are no sets or streams for any subject lessons. However, all teachers will appropriately differentiate in a varying ways to ensure all pupils can access the lesson information.

Classes may, on some occasions, be split into smaller groups. These groups could either be again ability or also be differentiated.

We ensure high standards of academic progress through well planned lessons, high quality teaching and enabling all pupils to access the content of each lesson. All pupils are offered the same outcomes through this method and each is stretched appropriately. The divide between the very highest achievers and the lowest is subsequently narrowed whilst maintaining the highest academic standards for all.

Teaching Assistants and the SEN department operate within both the Pre-Prep and Prep Schools. Their main focus is supporting the educational needs of every pupil in the school. There are added handwriting clubs (Penmanship) which operate through the school from Years 1-5 and are populated by invitation. Support groups or “Clinics” are available in English and Maths for pupils in Year 5 and are again accessed by invitation. The SEN department is regularly involved within the classroom setting helping to support small groups or by working one-to-one. Small group lessons and one-to-ones also take place in the SEN teaching room.

Gifted & Talented provision is provided, firstly, through the process of thoroughly tracking every pupils’ achievements. Once identified, these pupils are stretched and extended in their lessons, through high quality teaching and differentiation. The scholarship programme also provides extra lessons across a range of disciplines.

## **Subjects Taught**

English, Maths, Character Education, Computing, Geography, History, French, SMSC (Spiritual, Moral, Social and Cultural Studies), Religious Studies, Science, Philosophy, PSHCEE, Oates Afternoon, Outdoor Education, Latin, Art / Design Technology, Drama, Music, Physical Education and Games.

## **The Role of the Subject Co-ordinator**

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

The school gives all teachers non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within exercise books.



The subject leader leads termly meetings with all the teachers delivering their subject. This forms part of the subject monitoring process. An agenda and minutes are taken and these will then feed into yearly action plans.

Subject leaders for English, Maths will meet with the Deputy Head and discuss effort and attainment across their subjects. Special notes are made of more able and less able pupils. The entire school tracks the progress of their pupils on a central tracking dashboard: a document which records effort, attainment and progress of every pupil in the school, noting the strengths and development points for each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the academic profile of the pupil in each and every subject, predicting the direction in which they are heading should current form continue.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

### **Monitoring and Review**

Planning is monitored by the Deputy Head to ensure it is current and used as a working document and a tool for constant refinement and improvement.

Termly Scrutiny of Work programmes are also carried out to ensure clear progression is evident in exercise books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks and teacher lesson observations throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are ordered, stored and managed.

SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

### **Assessment**

Assessments in all subjects are performed by the class teachers and either informal or formal, formative or summative. Generally, these assessments are recorded at the end of a unit and suggest whether a pupil has achieved specific National Curriculum objectives relating to that unit of work. This assessment will predominantly be found in the pupil's exercise book so that they and others can recognise their achievements and know what objectives they still have to achieve. In addition to teacher assessments, all pupils from Year 3 to Year 6 will have standardised GL assessments at the beginning and end of the academic year with reading and spelling tests performed each year. This allows us to have a deep understanding of each and every child's knowledge base and progress. In Key Stage 1, children complete a termly paper based assessment in comprehension, mathematics and grammar and punctuation and writing. This allows teachers to track children's progress and identify areas for development. Key Stage 1 staff meet after the assessments to moderate work, discuss and agree strategies to be put in place to best support the children. In Reception, EYFS children complete an online Baseline Assessment with their class teacher. This is completed within the first 6 weeks of joining Willington.



## **Early Years Foundation Stage Curriculum**

At Willington Prep School the EYFS curriculum is rich, exciting and engaging. The Early Years Foundation Stage (EYFS) extends from the age of 3 – 5 years. The EYFS is important in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the EYFS. Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important and it provides the foundation for children to make the most of their abilities and talents as they grow up. At Willington Prep School we provide an environment that is stimulating and exciting to young minds, in an effort for every child to maximise their potential as independent learners.

The curriculum and PSHCEE programme at Willington Prep School promote 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 curriculum and PSHCEE programme encourage respect for groups protected by the UK 2010 Equality Act. The PSHCEE programme and assemblies provide pupils with social, moral, spiritual and cultural education, as well as valuable opportunities to promote key British values.

Willington Prep School is committed to the EYFS themes and principles which set out the standards for the learning, development and care of children from birth to 5.

The principles and themes are:-

**A Unique Child** Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships** Children learn to be strong and independent through positive relationships.

**Enabling Environments** Children learn and develop well in enabling environments in which their experiences respond to their individual needs. There is a strong partnership between practitioners, parents and carers.

**Learning and Development** Children learn and develop in different ways. The framework covers the education and care of all children in the Early Years including children with special needs and/or learning difficulties.

## **The Early Years Curriculum**

The curriculum is designed to be broad and challenging and to allow each pupil to develop their talents fully. Class teachers remain with their forms for the majority of the time, but specialist teachers take the children for Music, French, PE, as well as Computing and Art in Reception class.

## **Areas of Learning**

The EYFS statutory framework provides a structure for planning and evaluation of the curriculum for children aged 0 to 5 years.

The Early Years curriculum is formed of three prime areas of development:

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

And four specific areas of development:

- Literacy



- Maths
- Understanding the world
- Expressive arts and designs

## **Communication and Language**

### **Listening Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Personal, Social and Emotional Development**

### **Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.



- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## **Literacy**

### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **Number**

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Number Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **Past and Present**

- Talk about the lives of the people around them and their roles in society.



- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Arts and Design**

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### **Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### **Seasonal Activities**

In the Autumn Term the children learn songs for Harvest Festival and for the Christmas production. The children get used to performing in front of an audience through concerts and productions. In the Summer Term, Reception children take a class Pre-Prep Assembly which their parents are invited to watch. Children are encouraged to use their imagination and be creative in all areas of the curriculum. The children get opportunities each day to use the outdoor area and children attend Forest School in the Spring Term. Forest School enables us to instil an appreciation of the natural world in children from an early age and embeds the importance of looking after nature and a sense of responsibility to do so. Sessions are intended to give children time to be outdoors and the freedom to be themselves.



The children learn about the community in which they live through assemblies, visiting speakers and lessons focusing on religious festivals. They are encouraged to work together well and they are taught the British Values of tolerance, respect and tolerance for all. The Nursery and Reception children attend at least one trip each term to consolidate their learning of topics taught.

### **Child-Initiated Activities**

The curriculum allows time for children to make choices and take the lead in their learning. During child-initiated activities, children can consolidate new skills and develop their self-esteem. Staff take an active role during child-initiated play by extending, facilitating, scaffolding and play-partnering.

### **The Importance of Play**

During play, children explore, discover, solve problems and learn to understand the need for rules. Play gives children the opportunity to think creatively alongside others, as well as on their own. They can express their fears in a safe and secure environment whilst having the opportunity to take risks and make mistakes. They will be involved in group and individual play, initiated by adults and children, using a wide range of resources.

Daily routines are adhered to, as far as possible. We provide a routine which is conducive to effective learning. The children find security and a sense of order in this routine practice and we aim to lay a solid foundation for a formula that increases their chances of achieving a successful and fulfilled life as an adult.

In the EYFS, we build on what children have already learned at home and we lay a solid foundation for their future formal education. The environment that we provide is a secure and caring educational one, where they acquire grounding in the fundamentals of learning, and ensure that no child is excluded or disadvantaged. This is strongly promoted by developing strong ties with parents and encouraging feedback from both parties.

### **Planning**

The curriculum is planned as follows:

**Long Term Plan** - each year we agree on a long-term plan outlining how we implement the themes of the EYFS curriculum.

**Medium Term Planning** (termly/half termly) - includes children's interests and strengths based on observation, class discussion (child's voice), play plans and the parent voice sheet.

**Weekly plan** - includes both pre-planned and spontaneous experiences. This is a flexible document which can be adapted according to the needs of the children. Notes and evaluations of teaching and learning are made about individuals and groups of children to help staff plan next steps for children.

Children in the Nursery and Reception classes are provided with a balance between child-initiated play and involvement in adult focused activities. These child-initiated and adult-led activities are reflected in the teacher's planning and take place both inside and outside in the Outdoor Learning Area, where carefully planned resources are set out daily to support the children's learning and development. Their choices are carefully monitored and, when necessary, they are guided and redirected. This is to ensure that each child is gaining a balance and breadth of learning. Giving children the opportunities to make choices and organise their play at an early age will prepare them for the time in later years when they have to make important decisions. The choices are made from activities that are well planned, purposeful and progressive; providing an appropriate level of interest for all the children in the Nursery, whatever their needs or abilities.



## Observations

Observations in Early Years are ongoing and are an integral part of assessing the children's progress. We make systematic observations of their achievements and interests to identify learning priorities for individual children. Observations are recorded and shared with parents using a programme called Tapestry and allows opportunities for parents to share their observations and make comments on school observations.

## Assessment

All children have an online Pupil Profile which tracks and highlights their individual progress in each of the prime areas of learning, specific areas of learning, Early Learning Goals and achievement and across the school. Teacher observations, children's work and photographic evidence are included, as well as Next Steps in their learning. This builds the pupils' EYFS Profile from aged 3 in Nursery through to the end of the final term of the year in which they reach 5. Children are assessed on entry (baseline assessment) and continually in a formative manner. Children are tracked every half of term and this information is reported back to parents. In the Summer Term Reception children are also assessed against the EYFS Early Learning Goals; this data is shared with the parents and upon request, the local authority.

## Marking guidelines for constructive feedback

1. At Willington School, we believe that marking is about gaining a balance between setting and guiding future progress and building self-esteem based on pupil's achievements. **Pupils write in Blue, Teachers mark in purple, edits in green.** Pupils should be made aware of what they have done well, any achievements or successes they have made. However, more importantly, to facilitate their future progress they need to be given targets on where to go next with their learning. In some cases they need to be told sensitively that they are getting things wrong. Teachers should use the acronyms **WWW (What Went Well)** and **EBI (Even Better If)**.
2. Like all things, in marking there are exceptions to the rule of praise and target. If a pupil is particularly proud of a piece of writing, for example, it may not be helpful to set a target or point out any errors as this may be counterproductive. It may be better to praise only, ignore any areas for development until the next time that pupil is working on a similar piece. In this instance the target could be set at the beginning of the task, based on areas for development in the previous piece and addressed in a very positive way, such as "You remember that lovely piece of writing you did? Wasn't it great? Now you're older / more experienced I bet you could do an even more amazing one if you ..."
3. Sometimes children (and adults) don't do their best and at times they do very little. In general, children like to know where they stand when it comes to expectations. If you are marking a piece of work and you can't find anything good to say about it, that is probably because there is nothing good to say about it. So be honest with the pupil, set targets and then, instead of scrambling around trying to refer to something good in the piece in front of you, use the praise element to refer to a previous submission, i.e. "You are usually really good at extended writing, perhaps we should have another look at the writing you did last week about the school trip. That was such a good piece of writing!" (personal retrospective praise).
4. Have a balance of focused and unfocused marking. It is often helpful for the pupil if they are aware of what is being marked, e.g. using apostrophes. It is also useful for a teacher to have a clear focus and can make marking a lot quicker. As above, flexibility is important – if you notice any glaring errors, particularly repeated, don't be afraid to break the 'rules' and mention them. Even more importantly, if you notice that a pupil is attempting something to extend their learning i.e. using colons in sentences, mention it.



5. Don't over mark – marking is a crucial part of a teacher's role and should be performed once a week. Some work should, of course, be closely marked. Some should be done with the learner during the day, allowing them to address their targets immediately. Feedback can be given in many different ways. For the older boys, peer marking can also be very beneficial and helps them to become self-critical.
6. Make time to analyse the marking with the pupils. Just because you have marked and annotated a piece doesn't necessarily mean that they will read it. Time to reflect on marking needs somehow to be written into our very busy curriculum.
7. Online marking is performed in exactly the same way as in exercise books, by leaving comments or voice notes.
8. Summary:
  - a. Pupils should be made aware of what they have done well.
  - b. They need targets to facilitate future progress.
  - c. Use your judgement about whether you should use praise only for a piece of work or offer advice for improvement as well.
  - d. Have a balance between focused and unfocused marking.
  - e. Mark books once a week and beware of over marking. Use other forms of feedback.
  - f. Where possible, allow the pupils time to read through and reflect on your marking.

### **Marking and work scrutiny Key Stage 1**

#### **1. Learning objective**

Year 1 LO - Printed stickers and stuck next to work

Year 2 LO - **could, should, must**, printed stickers

#### **2. Feedback from the teacher:**

##### **Yr 1 & Yr 2 Stampers**

Star (green) - what went well

Wish (red) - target

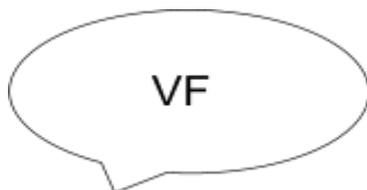
Purple pen - teacher marked

Green pen - corrections by the children

Sp red pen - spelling corrections by children (circled by the teacher)

#### **3. Effort** - teacher own stickers, stamps and pens next to the rest of the feedback

#### **4. Verbal Feedback given**





## 5. Success Criteria

Shared with the children and differentiated where appropriate

### **Monitoring**

Marking and Feedback will be monitored by the Senior leadership Team or by Subject Leaders (as initiated by the SLT) and forms part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

### **Marking and Feedback should:**

- Be dated and the learning objective should be clear by writing the Learning Objective (LO) at the beginning of tasks; both must be underlined with a ruler.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria.
- Be marked in coloured pens, as outlined in the marking code (Blue for pupils, Purple for teachers, Green for edits).
- Acknowledge verbal comments and praise with the appropriate symbol from the code (VF).
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking, i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ideally, a significant amount of work should be marked during the lesson with the pupil who can respond to feedback immediately, the rest must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Work should indicate whether it has been completed independently or with support. Staff may wish to annotate stampers with the level of support, e.g. Assistance may be by: 1:1 – individual support, Gp – group support, Min – minimal support, WB - using a word bank, Res – using resources given.
- If work is incomplete due to absence (A), Music Lessons (M) or Learning Support lessons (LS), this should be:
  1. Indicated next to the LO
  2. The Learning Objective must be ticked using the code to indicate attainment.



## Supporting Documentation

- [Assembly Programme](#)

**Review period:** Annual

**Reviewed by:** Deputy Head & Headmaster