

Rosebank Primary School



Shared Expectations

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Classroom Organisation & Management:

Wall Displays	<ul style="list-style-type: none"> Corridor boards are numbered and allocated to contexts/classrooms accordingly and ideally should be updated termly Each classroom to have a learning journey displayed and updated regularly. Staff may decide that they want to have a literacy, numeracy and other areas learning journey separately. These should be used consistently to review prior learning. The voice of the child and targets should be present within these, not just I can and E&O's. Please see examples of learning journeys to support this. Each classroom to have a 'SHANARRI display, this will link to the relationships and wellbeing guidelines and growth mindset. SHANARRI posters to be above the promethean Each classroom to display A4 sign detailing class and teacher(s) name above or below classroom window outside of classroom. Once pupils start an A4 'silly' class photograph should be added with pupils and teacher. Door windows should be kept uncovered and as much as feasible the door should be open. Each classroom to have a 'Teacher Board' displaying class groups, core procedures, Timetables, Jotter criteria, SIP Driver diagrams, etc. on display – updated appropriately and when changes occur. Where space is short this may be in the planning folder on the teacher's desk Each class to have Correction Policy on display (appendix 2) Please select frieze paper sensitively – we are trying to ensure that there is not sensory overload with an 'explosion' of colours – the school stock will reflect this and natural colours are now in general whole school policy All classrooms must have visuals and a visual schedule in place in line with the DCC use of visuals policy this will be to the side of the promethean and regularly referred to. Each classroom will have in regular use a flipchart board. This allows frequent revisits of LI & SC from prior learning and to look back at KWL and SMWD work. Each class should have a numeracy learning wall and enable table station/on the back middle noticeboard 1plus2 focus should be on the whiteboard nearest the classroom door. This session in line with Paul Dix we will be working on developing pupils' recognition walls this session Pupil greetings chart should be on door and used to greet pupils consistently daily <p><u>Criteria for all wall displays</u></p> <ul style="list-style-type: none"> Clear heading/title Learning Intentions/I can statements clearly displayed Interactive e.g. questions, activities Work displayed on boards to be examples of quality pieces of work or draft with teacher annotation Wall displays to be updated to represent new learning and illustrate examples of current pupil achievements and success
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Flexible seating	<ul style="list-style-type: none"> P6 has a classroom based around flexible seating in order to support different learning styles. This session we attend to roll this out by each class P3-7 having a standing desk area for 2 pupils and lap tray seating for 2 pupils. Where possible a single desk area is also good practice for children who find it tricky to maintain a place at a group. Teachers will find their preferred ways of choosing who sits at the flexible seating but a suggestion would be lolly pop sticks in a jar. This would be an optional choice for pupils.
AiFL/Application breadth and challenge	<ul style="list-style-type: none"> Staff should consistently use AiFL strategies, Blooms, visible learning feedback strategies and the WAGOLL guidelines (see help sheets in supporting learners guidelines file) to ensure a high ratio of pupil to teacher voice is developed in all lessons. (these strategies will be revisited session 19/200 All lessons should be differentiated to ensure challenge and a range of ways for pupils to develop choice and inquiry over how they complete a task (pupil led). The principles of an integrated day are expected and whole class lessons are rarely meeting the needs of all learners. The introduction of mild, hot and spicy tasks should be a priority to aid differentiation and the use of a pupil WAGOLL as part of developing the SC is good practice. Cooperative learning should be apparent – this will be revisited as a training priority session 20/21
Box or tray Files These should be organised in a way which is easy to see for RCT or Supply teachers.	<ul style="list-style-type: none"> All current jotters and folders of work should be kept in trays clearly labelled and/or boxfiles according to space and storage in classrooms. Please avoid piles of jotters for every area as they often are hardly used. The agreed jotters are: P1: 1 small red ¼ sized jotter, A4 blank jotter, clip boards, ringbinder P2: 1 small red ¼ sized jotter, 1 large maths jotter, 1 large ½ half & half jotter, ringbinder P3 1 small red ¼ jotter, ½ size language jotter, large maths jotter, 1 large half & half jotter P4-7: ½ size language jotter, 1 large big write jotter, large maths jotter, large IDL jotter RWI: ¼ size red lined jotters
<u>Classroom Expectations and Good Practice</u>	<p>LI and SC on flipchart</p> <p>Wellbeing Shannari above prometean</p> <p>Learning Journey with pupil voice - skills referenced.</p> <p>Skills for Learning life and work poster beside teachers desk.</p> <p>Gym kits underneath smartboard in house boxes – clear boxes with signs</p> <p>Class pictures on doors and welcome sign – class and teacher.</p> <p>Visual timetable</p> <p>1 + 2 focus of the week on whiteboard.</p> <p>Class jobs and responsibilities</p> <p>Water bottles tidy and accessible – bottom shelf classroom door</p> <p>Class library – happy to buy items and change books according to topic.</p> <p>Finished work trays and labels.</p> <p>Sign on exit – What stuck in your mind today.</p> <p>Pupil of the Week</p> <p>Work we are proud of display.</p> <p>Fobs hanging on glass panel beside door.</p> <p>Sticker charts evident</p>

	<p>Big Bag of Worries/T -mail. RWI/spelling focus on display/sounds charts Twitter poster</p> <ul style="list-style-type: none"> •
Finished work trays	<ul style="list-style-type: none"> • All pupils in your class must be aware of what procedures are in place within your class for finished work. • As per agreed policy you will have up to 4 finished trays • 1: I've just started this and need help 2: I'm starting to understand this and can do it with help 3: I can do this on my own 4: I have confident understanding of this and can help someone else • The marking/correction of work must be completed on a daily basis so that quality feedback and target setting can be shared with pupils to support them to act on feedback, correct and use in subsequent learning. • Pupils should understand and be able to articulate how to further build on skills and what their learning targets are – simple target towers should be in place in each classroom and be pupil led but followed up regularly by teachers –eg as part of the plenary
Planning folder	<p>***We plan that this session these will be online on staff share. If you are working on these at home updates should be uploaded weekly to avoid issues if you are absent.</p> <ul style="list-style-type: none"> • Contents page will be in the class file in the staff share folder and organised appropriately as per planning guidelines. • Timetables – please ensure that your line manager has a copy of your class routines and one is visible. • Weekly planning should be kept on teacher's desk and be easily accessible at all times, completed in advance in your teachers planner and links back to medium term plan should be traceable • The SMT will monitor your planning folder at various points throughout the session, giving feedback and recommendations. • ABLe or childspan – short term targets and evaluations should be kept in Supporting learners folder and confidential sfl information (i.e. front page) should be locked in filing cabinet.
Active Learning Areas	<p>Children should be involved in the planning process and have a clear understanding of what they are learning in each area. KWL grids should be used as a consistent tool and revisited throughout teaching blocks. Diagnostic assessments, in certain subjects may support differentiation, pace and challenge. Learning intentions should be clearly displayed on each piece of work by sticking on the jotter/sheet. Pupils should not waste valuable time copying them. There should be a clear link back to the Dundee intended learning statements within the medium term planning.</p> <p>Suggested Areas for P1-P3</p> <ul style="list-style-type: none"> • Numeracy Area • Literacy Area • Writing Table • Book Area/Reading Corner • Role Play Area • Water/Sand • Construction • Creative Area • Small World

Challenge walls/ class library area to be focus for 2020/21	<ul style="list-style-type: none"> • Challenge Area <p>Suggested Areas for P4-P7</p> <ul style="list-style-type: none"> • Book Area/Reading Corner • Numeracy Area • Literacy Area • Writing Table • Creative/Role play Area • Challenge Wall
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Supporting Effective Learning and Teaching:

Handwriting	<ul style="list-style-type: none"> • All classes to follow RWI/Nelson Handwriting progression. • If appropriate joins to begin at P3. • All handwriting to be completed in literacy jotters only and be a taught lesson – not a fill in job.
Presentation <i>This will be reviewed during 20/21</i>	<ul style="list-style-type: none"> • Please refer to and follow the Presentation Guidelines for your stage and area of the curriculum (appendix 2) • Presentation guidelines to be shared with and displayed for pupils to refer to. • Use WAGOLL to show the pupils what is expected. (appendix 3)
Correction Policy <i>This will be reviewed during 20/21</i>	<ul style="list-style-type: none"> • Please refer to and follow the Correction Code for your stage. • P4 – P7 - the code should be glued into the back of the pupils Literacy jotter for reference. • Correction Code to be displayed for pupils.
Jotter Guidance	<ul style="list-style-type: none"> • Please refer to the presentation guidelines and Correction Code for your stage and area of the curriculum. • No jotters should be used for 'doodling' or 'busybooks' unless this is for a targeted reason eg. As part of an ABLe plan . • Worksheets/colouring type activity sheets should have a valid purpose and be justifiable in their learning or avoided.
Pupil Key Assessment Folders	<p>Baseline Assessment –RWI/big write assessment, first maths/TJ assessment, cold piece of writing and any other assessments carried out at the beginning of the school year.</p> <p>Literacy – phonics checklists, tricky words assessment, comprehension activities, examples of writing, listening and talking assessments etc.</p> <p>Numeracy – end of topic assessments, check-ups and any other numeracy assessment carried out throughout the year.</p> <p>IDL – evidence of skills covered as part of topic, KWL grids.</p> <p>P3 – P7 to file examples in writing folders/extended writing jotters.</p>
Personal Achievements	<ul style="list-style-type: none"> • Class teachers should record the personal achievements of the pupils in their class in the following ways: • - regular update of the Personal Achievement Record in wider achievement passport – this will be modified in light of introduction of online profiling with seesaw this session. <ul style="list-style-type: none"> - class recognition e.g. picture gallery foyer, create inserts for in the school newsletter - whole school recognition – sharing at assembly, Rosebank is proud of you certificate, display in foyer and tweet photograph and short caption
Reading for Enjoyment	<ul style="list-style-type: none"> • Identified reading times (i.e. ERIC) for each stage will be discussed and agreed. • These identified slots of time should be no longer than 15 minutes and not be used as if fill in lesson.

Library	<ul style="list-style-type: none"> Each class should have a library time in which to use the library as staff wish eg, choosing or returning texts or reading within the library. P6 or 7 children will be trained on Junior Librarian.
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Professionalism:

Reduced Class Contact Time	<ul style="list-style-type: none"> Please be aware that a percentage of RCT will be used for Professional Dialogue and learning activities as well as other meetings relating to Pupil Learning and needs as detailed in the WTA. A portion of RCT should be used to support the professional development of staff through peer learning visits in and out with the school – making links with OLPS and cluster colleagues and specific areas of interest or developmental needs
School assemblies	<ul style="list-style-type: none"> Each class will lead one assembly throughout the session – this will give them the opportunity to share their learning experiences with their peers across the school. Parents will be invited and all CT should attend to support behaviour of classes Please encourage children to share their achievements at Assembly, throughout each term each class will take a turn to bring a review of their weeks work/leadership group to Friday assembly
CPD & Professional File Guidance.	<ul style="list-style-type: none"> All staff to ensure they record appropriate CPD and Professional Learning info in their own CPD folders and log and update all CPD activities on CPD online/ the GTC website in accordance with guidance to support the PRD and PU process All staff to ensure PRD paperwork is updated regularly and staff are aware of date and times of PRD meetings.
Communication	<ul style="list-style-type: none"> Weekly notice board is in staffroom – please keep checking for updates. Please ensure any information and events to be included in the Weekly board are communicated to the office as and when they come up to void clashes. Rosebank Consultative Group will be developed meet throughout the session any matter to be discussed at these meeting must be shared with the HT one week prior to the meeting. Confidentiality is paramount and must be adhered to at all times. Our staff room is accessible to all staff, visitors to the school (parents, students, external professional) please ensure that you are professional at all times. Staff may have a need to have a mobile phone eg. For tweeting photographs. These should not be used for any other purpose during teaching time.

Relationships and Wellbeing:

School Rules	<ul style="list-style-type: none"> Please ensure school vision value and aims are visible in your classroom and form part of display and are referred to as part
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confirmed Nov in service 2017	<p>of scripting . eg 'At Rosebank we work hard and have aspirations'</p> <ul style="list-style-type: none"> • Discuss the rules with your class at the beginning of term 1 • Revisit the rules each term. • Focus of the week highlighted at whole school leveleg. Saying kind things.
Rewards & Consequences	<ul style="list-style-type: none"> • Please refer to the updated relationships and wellbeing Policy • It should be made clear to the children that expected behaviour • All adults and children should have a clear understanding of the restorative approach and follow it consistently. • If you choose to keep a child inside at playtime this must be discussed with your line manager or the HT – it is your responsibility to supervise the pupils in your class if your decision is to keep them inside at playtime or lunchtime.
safe spaces - classroom	<ul style="list-style-type: none"> • Each class should have a designated 'safe space/cosy corner' to support children requiring 'time out' or 'calming time'. • This area should be structured and the use be discussed with the children. • Each classroom will have a calm fix it folder and sensory box with fidgety toys and calming activities along with a sand timer determining the amount of time spent in the cosy corner. • No child should leave the classroom without permission from an adult – if a child requires regular time out of class then the agreed card system should be used but when leaving the classroom they must be in an area which is supervised by an adult.

Pupil Welfare:

Registration	<ul style="list-style-type: none"> • Class register should be completed online by 9.15am and 1.30pm at the very latest. • laminated registers are taken with the class teacher whenever the class are working in another area of the school, eg. in the event of a fire alarm • A laminated copy of your register should be completed and stored in your wall wallet outside your classroom.
Child Protection	<ul style="list-style-type: none"> • Child Protection presentation signed and dated to be kept at the back of Planning Folders. • Any child concerns should immediately reported to the CPO or Line manager if CPO is unavailable. This should be recorded on the DCC record of concerns file low level concerns to be recorded to be discussed at SRT
Parent communication	<ul style="list-style-type: none"> • In the SFL information folder any communication with parents/carers recorded for each child eg, letters from home, phone calls, emails and/or more formal verbal meetings. • Each child to have separate sheet within supporting learners folder. • Please ensure folder is locked in filing cabinet throughout the day due to sensitive nature of the contents.

Moving Around the School:

Lining Up	<ul style="list-style-type: none">• Each class will line up in their designated area in the playground.• Teachers should bring their class in promptly at 9am, 10.45, and 1.15pm.• Class teacher to walk pupils out of their designated door or to the lunch hall at play-time, lunchtime.• At the end of the day teachers from P3-7 will continue to walk their children to the appropriate exit.• No class should be left to walk around the school without supervision e.g. coming back from the gym hall.
Moving Around School	<ul style="list-style-type: none">• Ensure children walk in an orderly on the left hand side of the corridors and stairs.
Cloak areas	<ul style="list-style-type: none">• Nothing should be left on pegs or the floor of cloakroom areas at the end of each day.• Each child should have a designated peg on which to hang their coat and school bags.• Boxes within the classroom to house gym bags.
Toilets	<ul style="list-style-type: none">• Children should be escorted/be given the opportunity to visit the toilet before break and lunch.• Within class you should have a system in place so that you know where your children are in case of a fire.• Only one child from a class to access the toilet at any one time.• Toilet passes can be used for this.
Shared Areas/Classrooms	<ul style="list-style-type: none">• Please encourage all pupils to keep areas tidy.• Class teachers should ensure open areas are planned and structured to ensure quiet learning activities as appropriate for age and stage.• Do not leave communal areas for others to tidy – it is your responsibility

Playtime:

Playground rules	<ul style="list-style-type: none">• School rules to be visible within the playground.
Wet playtime and lunchtime arrangements	<ul style="list-style-type: none">• Each class to have a wet playtime box of activities.• Consistency is important across the school – play activities should not be accessed during a wet playtime.• Activities should only include: drawing, reading, jigsaws and use of IWB for watching a programme and/or appropriately aged film.

Dining Hall:

Entering Dining Hall	<ul style="list-style-type: none">• Class teacher to walk pupils to the lunch hall if they are first sitting.
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Health & Safety:

Fire Regulations	<ul style="list-style-type: none"> • All staff to be aware of their nearest exit. • Class registers and updated emergency contact sheet to be kept in the red plastic container at all times. • Laminated sheet to be kept with the class at all times and to be used in any Fire evacuations. (e.g. taken to Gym, assembly, Music, Library) • When completing the Fire drill exercise or in the event of a real fire the class teacher/staff member is to hold the laminated register in the air to show all pupils are present and accounted for. • CT should bring fire register with them at playtime and put in designated box at lunch hall door as they dismiss their class for lunch. • In the event of a fire drill during lunch time the children should be escorted safely out of the building to assembly point (P3-P7 playground) and lined up in the classes. • The adult in the dining hall will be responsible for collecting all the laminated fire sheets from the designated box at the dining hall door. • Teaching staff (in school) will take responsibility for checking the pupils in their own class initially.
Risk Assessments	<ul style="list-style-type: none"> • The class teacher is responsible in completing Risk Assessments for trips etc. • Risk Assessments must ideally be completed at least 1 week before date of trip. • All adults supporting must be included in Risk assessments. • If cars are being used for transportation, correct insurance must be provided.

Resources & Storage:

Resources	<ul style="list-style-type: none"> • All staff are responsible for ensuring all areas within their departments are tidy and presentable at all times. • Storage cupboards must be utilised effectively and resources returned the correct place. • No additional school resources should be stored in class cupboards, eg. stationary and jotters etc. • All school resources should be stored within central storage cupboards and not in own classroom cupboards. A request book will be handed in to Mrs Jeffries on a Friday or by arrangement throughout the week. • Staff can request resources to genuinely replenish stocks at any time – the children's learning is the most important and this will only be queried where it seems unreasonable. • New resources (not in stock) should be discussed with SMT
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Dress Code:

School Uniform	<ul style="list-style-type: none">• School uniform to worn and encouraged and praised at all times. All staff to be good role models for clothing in order to encourage pupils to take pride in how they dress.
PE Kit	<ul style="list-style-type: none">• White T-shirt, black shorts or school gym kit and black plimsolls for inside PE.• CT discretion should ensure pupils do not miss out on sessions due to a lack of kit – please ask advice or for spare kits- we NEVER shame pupils
Ear rings	<ul style="list-style-type: none">• All ear rings should be removed on PE days.• Any child with newly pierced ears, up to six weeks, may have their ears covered in tape.• In regard to Health and Safety, all ear rings/jewellery should removed as appropriate.
Painting overalls	<ul style="list-style-type: none">• All pupils to have access to painting overall and should wear their overall for all art and craft activities.• No painting in carpeted rooms – this should be planned for outside corridors• Appropriate table protection should be used, eg. table covers and /or newspapers.

Presentation and Marking guidelines

Presentation of Pupils' Work

It is good practice to have commonly held high standards of expected presentation of work across a class, stage and school, taking account of age and ability, for the following reasons:

- ✓ Children have security in the knowledge that there is consistency of expectation.
- ✓ Children are encouraged to take pride in their work.
- ✓ All staff have a consistent model to follow that is a standard for the school.
- ✓ Parents know of the school's expectations and are therefore more able to support their children with presentation of schoolwork and homework.

Marking

Effective marking can:

- ✓ Ensure that marking will help to raise standards of learning and teaching.
- ✓ Recognise, encourage and reward children's efforts and progress.
- ✓ Provide clear feedback to children about strengths and development areas in their work.
- ✓ Focus teachers on areas of learning where children need specific help to inform future planning.
- ✓ Provide a record of children's progress.
- ✓ Help parents understand strengths and weaknesses in children's learning.

Presentation of all Written Work

Date and Title

- All work must have a date and title.
- The date should be written on the left hand side of the top or next available line and the book and page number on the right hand side of the same line. The title should be written on the left hand side of the line below.
- The long date should be written on all written work as Monday 16th August 2017.
- Only in maths and on worksheets is a numerical date acceptable using a six figure date separated by dots or a forward slash. Eg. 16.08.14. or 16/08/14
- All pupils should be encouraged leave a line under the title before starting their work.
- Always write on the top line but the space at the bottom of the page should not be used .

Completion of Written Work

- If an exercise is numbered, the numbers are to be put in the margin.
- Writing should stay close to the margin.
- A full line should be drawn at the end of a day's work and new work started immediately below it.

- Pupils will be encouraged to do their neatest handwriting at all times.
- No writing or marks of any form should be on the covers or inside covers of jotters.
- Names should be written on all work sheets at the top. The short numerical date is acceptable and should be written under the name.
- Paragraphing should be taught by leaving a line space by end of first level and be indicated by a two finger indentation within second level onwards.

Completion of Work in Numeracy

- Pupils should be encouraged to put individual numbers in separate squares but writing should just follow the lines and not the squares.
- Fractions are one number so should be written in one square from P6 onwards.
- Pupils will use rulers for drawing all lines.
- Answers should be labelled or work presented appropriately using the following conventions – a) b) c).
- Pupils will leave a line under each calculation before starting the next. When doing division sums, two lines should be missed to leave space above for the answer.
- Names should be written on all work sheets at the right top, with date underneath. The date should be written under the name and be underlined.

Marking Pupil's Work

- Work must be marked promptly and regularly as it provides opportunities for feedback, clarification and communication for next steps.
- Pupils should be encouraged by sensitive and appropriate intervention by staff. Work should not be 'overmarked'. Sensitivity to the individual child's needs and stage of development should be considered and attention drawn to appropriate points upon which the child might focus. 2 stars and a wish or verbal feedback stamp are good practice
- A spelling error that a teacher wishes to draw attention to for correction will be correctly written by the teacher underneath the finished work with the desired number of repeats.

Eg x3 when then they

- Written comments should reflect the children's reading ability. They should relate to the planned and shared learning intention and success criteria. Children's attention should be drawn to any comments made and time allowed for any necessary follow up/corrections.
- Maths corrections should be re-done before moving on to new work.

Jotter Expectation – two literacy jotters, 1 maths jotter

High Expectations of all work DUMTUMS used

1 Rosebank Writes Jotter – Daily writing, planning and extended Writing.

1 Reflective Reading/Learning to Read jotte

What, When, Who?	How?	Where can I find support?
<p>Daily Writing (Two 4 week blocks) When? Minimum of 3 times per week on average week.</p>	<p>Learning intentions and success criteria should be evident for each block of work (approx. 4 weeks)</p> <ul style="list-style-type: none"> • Work should be highlighted according to success criteria using Purple for making progress, Green for Good. • This should be a mixture of self-assessed, peer-assessed or teacher assessed (teacher assessed should be on the spot where possible) <p>All jotters should be looked at approx. once weekly on a rolling cycle – e.g. 5 per day, or all jotters on a Friday, with one written Next step given. This should be brief but specific: e.g. Make sure a capital letter follows a full stop. Can you try to use one of these words in your next piece of writing? (First, Next, Then) Next time, try to use one joining word per sentence.</p> <p>Verbal feedback is always appropriate and verbal next steps can be given in whole class feedback. No stamp required.</p> <p>Spelling</p> <ul style="list-style-type: none"> • Common spelling mistakes should be corrected but are not a focus unless this is the learning intention– choose 2-3. • Direct to red words mat. • If it is a common mistake across the class, use it as a teaching point and display. • Post it notes can be used to give correct spellings and the children can keep these in jotters. 	<p>LI and SC should come from Pupil Friendly Writing Assessment.</p> <p>Stickers in staff share with relevant and editable LI and SC – trying to create bank of these so please save and share the love!</p> <p>Orkney Writing Frames helpful.</p> <p>This LI and SC should also be displayed for the four-week block on the VCOP wall.</p> <p>Whole class feedback sheet saved below.</p> <p>All resources can be found in the below:</p> <p>S:\Rosebank StaffShare\@Literacy@Rosebank\Assessment and Feedback Resources</p> <p>Red word mats in all classes – if you need more, please ask!</p>

<p>Extended writing (Big Writing/Explicitly teaching writing)</p> <p>Who - P4-7 and Reflective reading groups on a Friday (P2 and 3 Reflective readers will have shorter pieces)</p> <p>When? At least once a fortnight, an extended piece of writing. Can build up to this over a week as Explicitly Teaching Writing. (2 writing focus per planning block) Small pieces build up to extended piece.</p>	<p>For small pieces, see guidance above.</p> <p>Learning intention and Success Criteria should be in jotters for each of these pieces.</p> <p>For extended pieces, writing should be teacher marked every second piece. (Once every four weeks) (Highlight the success criteria , purple/green throughout writing, and give a next step as above)</p> <p>This can be half the class per fortnight if you wish.</p> <p>Self assessed/peer assessed for the other piece. (Child to highlight the success criteria and give a next step)</p> <p>Spelling – as above</p>	<p>As above</p>
<p>Reflective Reading</p>	<p>Some parts e.g. Read and Respond can be marked as a whole class and peer assessed using tickled pink and green for growth.</p> <p>Some parts should be part of verbal plenary and children asked to give opinions/feedback to the whole class.</p>	

	<p>Expectation that these are marked once weekly with tickled pink and green for growth (Peer/Self/Teacher)</p> <p>All jotters should be looked at approx. once weekly on a rolling cycle – e.g. 5 per day, or all jotters on a Friday, with one written Next step given.</p>	
Read Write Inc	<p>Mainly self-assessed with teacher check over.</p> <p>Hold a sentence marked with children according to visual success criteria.</p> <p>On the spot marking.</p> <p>Assessed writing at Yellow, Blue and Grey – see daily writing guidance.</p>	
Numeracy	<p>Learning intentions and success criteria should be evident for each block of work</p> <p>Work should be highlighted daily according to success criteria using tickled pink and green for growth/ ticks and dots.</p> <p>This should be a mixture of self-assessed, peer-assessed or teacher assessed (teacher assessed should be on the spot where possible)</p> <p>Expectation would be to use self/peer and on the spot marking daily. All jotters should be looked at approx. once weekly on a rolling cycle – e.g. 5 per day, or all jotters on a Friday.</p> <p>Next steps should be verbal and written when appropriate.</p>	