

Quality of Education

Achievement Policy 2026-27

(Reporting, Recording, Marking & Feedback)

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1.0 Intent

At Greenfields Academy, we believe that achievement is individual, personalised and measured from each pupil's starting point. Achievement extends beyond academic attainment to include personal development, engagement, behaviour for learning, communication, independence, resilience and the acquisition of the knowledge, skills and behaviours required for adulthood. Our Achievement Policy provides a consistent framework for reporting, recording, assessment, marking and feedback that recognises success, identifies next steps and ensures every pupil can experience meaningful progress.

Every pupil begins their journey at Greenfields through a comprehensive baseline assessment. This assessment establishes their starting points and informs their RISE Profile, providing a detailed understanding of strengths, barriers to learning and individual needs. The RISE Profile is used alongside assessment information to identify an appropriate curriculum pathway, ensuring pupils access learning that is ambitious whilst remaining appropriately matched to their stage of development.

Pupils follow one of three curriculum pathways:

- Semi-Formal
- Formal
- Academic

These pathways provide increasing levels of challenge whilst maintaining high expectations for all pupils. Movement between pathways is informed through ongoing assessment, professional judgement and evidence of sustained progress, ensuring provision remains responsive to pupils' changing needs.

Achievement is recognised across all aspects of school life and is measured against individual progress rather than comparison with peers. Alongside subject-specific knowledge, Greenfields places equal value on the development of foundational and functional skills, recognising that these are essential for pupils' future success. The Trust recognises that functional skills are central to pupil achievement, particularly in preparing pupils for independence, adulthood and meaningful participation in society. Functional skills are defined as the essential knowledge, skills and behaviours that enable pupils to function effectively in everyday life and are embedded across all curriculum pathways.

Our approach to reporting, recording, marking and feedback is underpinned by guidance from the Education Endowment Foundation (EEF), recognising that high-quality feedback and responsive adaptive teaching have a significant impact on pupil progress when they are timely, purposeful and informed by assessment. Through accurate assessment, responsive teaching, meaningful feedback, consistent recording and regular reporting, staff recognise achievement, identify barriers to learning, adapt teaching to meet individual needs and help pupils understand their next steps for improvement.

This policy aims to ensure that:

- Every pupil's achievement is measured from their individual starting point through robust baseline assessment and ongoing assessment practices;
- RISE Profiles are used to inform personalised targets, curriculum access and appropriate levels of support.
- Pupils are placed on the most appropriate curriculum pathway (Semi-Formal, Formal or Academic) to maximise engagement, achievement and progress.
- Achievement is recognised across academic, personal, social, emotional and behavioural development.
- Foundational and functional skills are explicitly taught, assessed, recorded and celebrated alongside academic outcomes.
- Reporting, recording, assessment, marking and feedback work together to provide an accurate picture of pupil achievement and progress.
- Feedback is timely, meaningful and enables pupils to understand what they have achieved and what they need to do next.
- Pupils actively reflect upon their learning and respond to feedback to improve their work and develop independence.

- Teachers use assessment information to inform planning, adaptive teaching and future learning.
- Achievement is recorded consistently through Evidence for Learning, assessment systems and curriculum assessment records, providing robust evidence of progress over time.
- Achievement is communicated effectively with pupils, parents, carers and professionals through reports, review meetings and ongoing communication.
- Marking and feedback approaches maintain high-quality communication whilst minimising unnecessary teacher workload;
- Accredited qualifications are monitored through robust moderation and quality assurance processes to ensure pupils remain on track to achieve their intended outcomes.
- The policy promotes a culture where achievement is recognised, celebrated and used to build confidence, aspiration, resilience and successful preparation for adulthood.

**This policy has been written in consultation with the Curriculum Team and Trade Unions.*

1.1 Starting Points & Assessment

All pupils joining Greenfields Academy complete a comprehensive starting point assessment to establish an accurate picture of their academic attainment, communication, social and emotional development, independence and readiness to learn. Information is gathered from a range of sources including:

- Previous school records and attainment data
- Education, Health and Care Plans (EHCPs)
- transition information from parents, carers and professionals
- Teacher observations
- Standardised assessments where appropriate
- Curriculum-based assessments

Starting Point assessment establishes each pupil's individual starting point and informs the creation of their RISE Profile, which identifies strengths, barriers to learning and the adaptations required for success.

Assessment information is used to:

- Determine an appropriate curriculum pathway.
- Identify intervention and support needs.
- Establish personalised learning targets.
- Inform adaptive teaching and curriculum planning.
- Provide a benchmark against which future achievement is measured.

Assessment at Greenfields Academy is continuous. Teachers use formative assessment, curriculum assessments, observations, questioning, Evidence for Learning and professional judgement to monitor progress throughout the year. Assessment information is reviewed regularly to ensure teaching, interventions and curriculum provision remain responsive to each pupil's needs and that achievement is accurately recorded and celebrated.

1.2 Curriculum Pathways

Following starting point assessment and completion of the RISE Profile, pupils are allocated to the curriculum pathway that best reflects their current stage of development, learning profile and educational needs. Pathway allocation ensures that pupils access a curriculum which is both ambitious and appropriately matched to their strengths, enabling them to achieve success whilst preparing for the next stage of their education and adulthood.

Curriculum pathways are not determined solely by chronological age. Instead, they reflect pupils' cognitive development, communication, emotional regulation, independence and academic readiness. Placement is informed by professional judgement, assessment evidence and ongoing review. As pupils develop, they may move between pathways where assessment demonstrates sustained progress and increased readiness for a different level of learning.

Greenfields Academy delivers Three curriculum pathways:

Semi-Formal Pathway

The Semi-Formal Pathway provides a stage-based curriculum for pupils working towards Key Stage 1 expectations, regardless of age. Learning focuses on securing early literacy, numeracy and communication alongside developing attention, memory, processing skills and emotional regulation. Pupils are supported through highly adaptive teaching and carefully sequenced learning experiences that build confidence and readiness for more formal learning.

Formal Pathway

The Formal Pathway follows the Greenfields STEP curriculum, providing a broad and balanced subject-specific curriculum for pupils typically working up to three years below age-related expectations. Pupils work towards Entry Level and Level 1 qualifications where appropriate whilst continuing to develop literacy, numeracy, communication and personal development through explicit teaching, adaptive practice and regular assessment.

Academic Pathway

The Academic Pathway is designed for pupils working broadly in line with their chronological age who are capable of accessing an increasingly academic curriculum. Pupils work through the STEP curriculum towards Level 1 and Level 2 qualifications, including GCSEs where appropriate. Teaching promotes subject-specific knowledge, critical thinking, independence and preparation for further education, employment and adulthood, whilst continuing to provide support for social, emotional and self-regulation needs where required.

Across all pathways, achievement is recognised through academic progress, personal development and the acquisition of functional skills. Every pathway is underpinned by high expectations, inclusive practice and a holistic understanding of each pupil's strengths, needs and potential. Progress is measured against individual starting points, ensuring pupils are challenged appropriately and supported to achieve ambitious outcomes.

1.3 Foundational and Functional Skills

Greenfields Academy recognises that the development of foundational and functional skills is central to pupil achievement and underpins success across all areas of learning. These skills provide the building blocks that enable pupils to access the curriculum, develop independence and prepare for adulthood, employment and meaningful participation in society.

Foundational skills are the core cognitive, communication, emotional and behavioural competencies that enable pupils to engage successfully with learning. Functional skills are the practical application of literacy, numeracy, communication and independence skills within real-life contexts. Together, they enable pupils to become increasingly confident, resilient and independent learners.

The development of these skills is embedded across every curriculum pathway and is not confined to discrete lessons. Staff explicitly teach, model, revisit and assess foundational and functional skills through daily classroom practice, enrichment opportunities and wider school experiences. Progress is recognised through pupils' increasing ability to transfer knowledge and skills into new situations, rather than solely through academic attainment.

The expectations for foundational and functional skills develop progressively across the curriculum pathways.

Semi-Formal Pathway

Pupils begin to develop the skills required to engage more independently with learning. This includes following simple instructions and routines with support, sustaining attention for increasing periods, communicating using developing language and participating in social interaction. Pupils develop early literacy and numeracy skills, communicate in simple sentences and begin applying number, time, money and measurement in meaningful contexts.

Formal Pathway

Pupils build greater independence by initiating tasks with reduced prompting, sustaining attention within structured learning and applying knowledge in familiar real-life situations. They develop increasingly effective communication, decision-making and organisational skills whilst strengthening their literacy and numeracy through purposeful reading, writing and mathematical problem-solving across the curriculum.

Academic Pathway

Pupils are expected to apply foundational and functional skills with increasing confidence across a range of academic and real-life contexts. This includes sustaining learning, applying strategies to regulate emotions, communicating effectively, demonstrating resilience and transferring literacy and numeracy skills across subjects. Pupils are encouraged to become increasingly independent learners who can apply knowledge, solve problems and make informed decisions in preparation for further education, employment and adult life.

Assessment of foundational and functional skills forms part of the academy's wider achievement framework. Progress is monitored through ongoing assessment, professional judgement, Evidence for Learning and curriculum assessment systems, ensuring that personal development, independence and preparation for adulthood are recognised and celebrated alongside academic achievement.

2.0 Implementation

2.1 Assessment, Marking & Feedback

Assessment, marking and feedback are fundamental components of effective teaching and learning at Greenfields Academy. They provide staff with accurate information about pupil achievement, inform adaptive teaching and enable pupils to understand and improve their learning. Our approach is underpinned by the principles of the Education Endowment Foundation (EEF), recognising that feedback is most effective when it is timely, purposeful and acted upon.

Assessment

Teachers are expected to:

- Use a range of formative and summative assessment strategies to establish pupils' knowledge, skills and understanding.
- Assess learning continuously through observation, questioning, discussion, practical activities, written work and professional judgement.
- Use assessment information to inform adaptive teaching, curriculum planning and intervention.
- Assess pupils against learning intentions and curriculum expectations appropriate to their pathway.
- Ensure assessment reflects pupils' individual starting points and demonstrates progress over time.

Marking

Marking should be proportionate, purposeful and completed within **one academic week** of the work being undertaken.

Teachers will:

- Use **Green ink** when marking pupils' work.
- Apply the agreed school marking keys consistently to demonstrate the level of support, intervention or learning behaviours observed during the lesson.
- Record an assessment judgement against **each** Learning Intention using the academy's agreed assessment codes.
- Ensure written comments are concise, specific and focused on improvement.
- Use marking to identify misconceptions, celebrate achievement and inform future teaching.
- Ensure any work completed by adults other than the class teacher (e.g. cover staff) is marked and initialled.
- Apply marking keys to all examples of pupil learning:

B	Lost learning due to negative behaviour
W	Lost-learning due to planned wave intervention or school-lead activity
N	Encountered the learning, was in the lesson but completed no work without being disruptive to others
A	Continuous adult learning support required (could be in pairs or groups)
O	Continuous one to one learning support required
V	Verbal prompts - adults prompted the learning at points
D	Demonstration - a child was given a further demonstration from an adult
C	Check understanding - an adult checked a pupil understanding after spotting a misconception
H	Hinge question - these detailed within all medium terms plans and are to be used as an assessment tool to check if your pupils are ready to move on in their learning
E	Explanation - a process or question was answered by an adult to support
I	Independent learning
P	Peer learning
S	Scribed
G	Grammar & Punctuation

Assessment Codes

To ensure consistency across the academy, teachers use agreed marking keys to record the level of support provided during learning and assessment codes to indicate pupils' progress towards each learning intention. The academy's marking key identifies the level of independence, adult support and assessment strategies used during the lesson, whilst Learning Intention assessment codes provide a consistent judgement of pupil achievement:

- Provide an assessment code against all Learning Intentions (LI):
 - N = Encountered (N) – indicating 10% progress towards LI (Encountered)
 - T = Participated (A, 1:1) – indicating 30% progress towards LI (Taking Part)
 - G = Gaining Skills & Understanding (V, D, C, H, E) - indicating 60% progress towards LI
 - M = Mastered (I, P) - indicating 90- 100% progress towards LI

Feedback

Feedback should be responsive, meaningful and appropriate to the individual pupil.

Teachers will:

- Prioritise live verbal feedback wherever appropriate to address misconceptions during learning.
- Ensure feedback is appropriate to pupils' cognitive ability, communication needs and reading age.
- Focus feedback on one or more of the EEF's recommended areas:
 - Task – improving the current piece of work.
 - Subject – developing subject knowledge and understanding.
 - Self-regulation – encouraging reflection, independence and resilience.
- Avoid repetitive generic praise, ensuring feedback provides clear guidance on how learning can improve.
- Record significant verbal feedback where appropriate to evidence learning conversations.

Pupil Response

Pupils are encouraged to become active participants in the assessment process.

Where appropriate, pupils will:

- Respond to teacher feedback through editing, correcting or improving their work.
- Complete improvements and responses using **Purple Ink**.
- Reflect upon their own learning against agreed learning intentions and individual targets.
- Participate in self-assessment and peer assessment where appropriate to their developmental stage.

Presentation Expectations

High standards of presentation demonstrate pride in learning and support effective recording of achievement.

Staff will ensure that:

- Pupils' books are well presented and organised
- There are no graffiti, unnecessary doodling or damaged pages
- Work is completed neatly and appropriately for individual ability
- Exercise books are protected using book covers
- Pupils are encouraged to take pride in the presentation of their work

Learning Intentions and Success Criteria

Learning Intentions provide a clear focus for learning and enable pupils to understand what they are expected to achieve during the lesson. All recorded learning should include a Learning Intention that is appropriate to the curriculum pathway and stage of learning.

Teachers will:

- Clearly identify the Learning Intention for each lesson.
- Include key subject vocabulary alongside the Learning Intention to develop pupils' disciplinary language and understanding.
- Adapt key vocabulary where appropriate to meet pupils' communication and reading needs.
- Use the academy's agreed dots and dashes strategy to support pupils in recording and applying key vocabulary independently. This scaffold should be gradually reduced as pupils become more confident and accurate in their spelling and recall.
- Assess achievement against the Learning Intention using the academy's agreed assessment codes (N, T, G and M).

2.1.1 Subject Specific Marking & Feedback

Within individual subject areas, particularly practical subjects, this policy allows scope for subject-specific techniques and strategies for marking and feedback to be applied. However, this does not permit subject leaders to create policies that supersede the academy-wide approach detailed here. Subject champions may implement additional strategies specific to their subject, provided these are clearly documented. When scrutiny is undertaken, these strategies can be evaluated alongside the overarching Marking & Feedback Policy.

Some examples where this may occur are;

- PSHE, British Values, Citizenship, Emotional Intelligence, RE, Music, Languages, Careers & Outdoor education: Learning in these subjects is recorded within class journals, with pupils annotating their work using their initials. This allows for both formative and summative assessment.
- Physical Education (practical): Learning is recorded in subject assessment books on Evidence for Learning, alongside progress in NGB award schemes. Video files may be used to further support evidence, particularly for GCSE groups, and can be annotated and shared with stakeholders to demonstrate progress. Theoretical learning follows the academy Marking & Feedback Policy.
- Accredited Learning Courses/Awards – Where an awarding body specifies particular assessment or feedback techniques, these may be followed in addition to this policy. Subject leaders must document such techniques in their Curriculum Leader files. Example: NCFE Level 1 Award in Food & Cookery.
- Computing – Subject books record all unplugged activities, while all digital (“plugged”) activities are saved on the pupil drive to provide evidence of learning.

2.2 Recording Achievement

Accurate recording of achievement is fundamental to ensuring that every pupil's progress is recognised, monitored and used to inform future learning. At Greenfields Academy, achievement is recorded across

academic attainment, personal development, functional skills and wider curriculum outcomes, providing a comprehensive picture of each pupil's progress from their individual starting points.

Recording achievement is an ongoing process that supports high-quality teaching, adaptive practice and effective communication between staff. Accurate records enable teachers to identify strengths, remove barriers to learning, evaluate the impact of interventions and ensure pupils remain on the most appropriate curriculum pathway.

Teachers are responsible for maintaining accurate and up-to-date assessment records in accordance with the academy's assessment procedures. Recording should reflect both formative and summative assessment and be based upon a range of evidence, including classroom observation, questioning, practical application, pupils' work and professional judgement.

To ensure consistency across the academy, staff will:

- Record both formative and summative assessment to demonstrate pupils' progress over time.
- Maintain live curriculum assessments using the Evidence for Learning platform.
- Use pupils' RISE Profiles to inform assessment, adaptive teaching and personalised targets.
- Record achievement across academic learning, personal development, foundational skills and functional skills.
- Record achievement against agreed curriculum objectives and Learning Intentions using the academy's assessment framework.
- Maintain accurate assessment records that support moderation, professional dialogue and quality assurance.
- Ensure assessment information informs future planning, intervention and curriculum pathway reviews.

Summative assessment information is collected in accordance with the academy's assessment calendar. Curriculum assessments are completed every ten curriculum weeks, whilst standardised reading and spelling assessments are undertaken during the fifth week of each half term. These assessment points enable staff to evaluate progress, monitor attainment and ensure that appropriate support or challenge is provided.

Achievement is recorded using a range of evidence, including:

- Evidence for Learning observations
- Pupils' workbooks, journals and assessment books
- Practical learning outcomes
- Accredited course evidence
- Teacher observations and professional judgement
- Pupil voice and self-reflection where appropriate

Recording achievement is not solely a measure of academic attainment. Greenfields Academy values progress in communication, emotional regulation, independence, resilience, behaviour for learning and preparation for adulthood. These outcomes are recorded alongside curriculum achievement to provide a holistic understanding of each pupil's development and ensure success is recognised in all its forms.

2.3 Reporting Achievement

Reporting achievement is an essential part of the partnership between Greenfields Academy, pupils, parents, carers and external professionals. Effective reporting ensures that achievement is communicated

clearly, celebrates progress from individual starting points and provides meaningful information that supports future learning and development.

Reporting draws upon a range of assessment evidence, including formative assessment, summative assessment, professional judgement, Evidence for Learning and pupils' progress across their curriculum pathway. Reports reflect achievement across academic learning, personal development, foundational and functional skills, ensuring that every pupil's successes are recognised and celebrated.

The academy provides regular opportunities for parents and carers to receive information about their child's progress through formal reporting and ongoing communication.

Written Reports

Written reports are issued twice each academic year, at the end of the Autumn Term and the Summer Term.

Reports provide a holistic overview of each pupil's development and include:

- Attendance
- Social Emotional & SEND development
- Progress and achievement across curriculum subjects
- Areas for further development and next steps
- Engagement with interventions and additional provision, where appropriate.
-

Reports are written to provide clear, constructive and meaningful information, recognising individual achievement whilst identifying priorities for continued progress.

Parent Consultation Meetings

Parent consultation meetings are held twice each academic year following the publication of written reports.

These meetings provide opportunities to:

- Discuss pupil achievement and progress
- Review individual strengths and areas for development
- Agree next steps and personalised targets
- Share strategies that can support learning both at school and at home
- Strengthen the partnership between home and school

Where possible, meetings are held face-to-face. Alternative arrangements, including Microsoft Teams or telephone appointments, are available where required.

Annual Reviews and Multi-Agency Reporting

Achievement is also reported through the annual review process for pupils with an Education, Health and Care Plan (EHCP). Information shared at Annual Reviews reflects pupils' academic progress, personal development, functional skills, preparation for adulthood and progress towards EHCP outcomes.

Where appropriate, achievement information is also shared with external professionals, commissioners and the Local Authority to support coordinated planning and ensure that provision continues to meet individual needs.

Ongoing Communication

Reporting achievement is not limited to formal reporting points. Greenfields Academy values open and effective communication with parents, carers and professionals throughout the academic year.

Teachers and leaders will maintain regular communication, where appropriate, to:

- Celebrate achievement and positive progress
- Discuss emerging concerns or barriers to learning
- Share significant milestones and successes
- Provide updates regarding interventions and support
- Ensure parents and carers remain informed and actively involved in their child's education.

By maintaining clear, accurate and timely reporting, Greenfields Academy promotes strong partnerships with families and professionals, ensuring that every pupil's achievements are recognised and that appropriate support is in place to maximise future success.

3.0 Impact

The impact of this policy is measured through the quality of pupil achievement, the consistency of assessment practice and the effectiveness of reporting across the academy. Greenfields Academy is committed to ensuring that assessment, recording, marking and feedback support improved outcomes for every pupil whilst promoting high aspirations, independence and preparation for adulthood.

Effective implementation of this policy will ensure that:

- Pupils make sustained progress from their individual starting points
- Achievement is recognised across academic learning, personal development, foundational and functional skills
- Assessment accurately reflects pupils' knowledge, skills and understanding
- Teachers use assessment information to inform adaptive teaching and curriculum planning
- Feedback enables pupils to understand their achievements and identify clear next steps for improvement
- Achievement is consistently recorded and communicated with parents, carers and professionals
- Pupils access learning that is appropriately matched to their curriculum pathway and individual need
- Staff maintain high expectations and a consistent approach to assessment, marking and reporting across the academy.

The effectiveness of this policy is monitored through the academy's quality assurance processes, which include:

- Lesson visits and Learning walks
- Spotlight reviews and Book Moderations
- Moderation of assessment and accredited qualifications
- Review of Evidence for Learning records
- Pupil progress meetings
- Analysis of assessment, attendance, behaviour and engagement data
- Pupil, parent and staff voice
- Curriculum reviews and subject leadership monitoring;
- Leadership and Trust quality assurance activities.

Findings from these monitoring activities are used to identify strengths, inform professional development and drive continual improvement in teaching, learning and assessment. Where inconsistencies are identified, leaders will provide appropriate support, coaching and monitoring to ensure that high standards are maintained across the academy.

The impact of this policy will ultimately be demonstrated through improved pupil outcomes, increased engagement in learning, successful preparation for adulthood and a culture where achievement is recognised, celebrated and valued by all members of the Greenfields Academy community.

4.0 Review

Date Written: July 2026

Reviewed – Curriculum Team & Trade Unions (NEU, NASUWT): September 2026

Review date: July 2027

END

Appendix 1- Pupil Friendly marking Key

Marking Key	
B	You missed learning due to not being ready to learn.
W	You accessed an intervention.
N	You encountered the lesson by only being in the right place.
A	An adult helped you.
O	An adult worked closely with you.
V	An adult gave you verbal support.
D	An adult showed you how to do it again.
C	An adult checked your work and helped fix mistakes.
H	A key question to challenge your knowledge.
E	An adult explained something.
I	You accessed learning by yourself.
P	You worked with a partner.
S	Someone helped by writing your ideas.
G	You need to check your spelling, punctuation and grammar.

Appendix 2 – Handwriting Assessment Grid

HANDWRITING (For pupils working in Semiformal, Formal and Academic pathways)		
Scale	Overview	What pupil can do
1	No mark making	Pupil does not intentionally make marks on paper. May push or move writing tools but does not understand their use.
2	Exploratory mark making	Pupil makes random marks or scribbles when given a writing tool but with little awareness of purpose or control.
3	Controlled scribbling	Pupil intentionally makes marks and can maintain contact with the page. Scribbles may show repeated patterns.
4	Simple shape copying	Pupil can copy basic shapes such as lines, circles, or crosses with adult modelling.
5	Early letter-like forms	Pupil produces shapes or marks that resemble letters. May attempt to copy individual letters from a model.
6	Recognisable letters	Pupil can form some recognisable letters, particularly from their name. Letter size and orientation may vary.
7	Writing short words	Pupil can write simple familiar words (e.g., name or CVC words). Letters are mostly recognisable though inconsistently formed.
8	Writing simple sentences	Pupil can write short sentences with some spacing between words. Letter formation is mostly correct but may still vary
9	Clear and mostly accurate handwriting	Pupil writes sentences with generally correct letter formation, spacing and alignment. Writing is legible to most readers.
10	Fluent and well-formed handwriting	Pupil writes clearly with consistent letter size, spacing and alignment. Writing is fluent and sustainable for longer tasks.



BOOK EXPECTATIONS

PRESENT YOUR WORK WITH PRIDE



FOCUS ON...		AVOID/CORRECT	
	LETTER FORMATION Letters are formed clearly and correctly.		POOR LETTER FORMATION Letters are unclear or formed incorrectly.
	CONSISTENT SIZE Letters are the same size throughout.		INCONSISTENT SIZE Letters are too big, too small or mixed.
	ON THE LINE Writing sits on the line and does not float.		NOT ON THE LINE Writing floats above or below the line or straddles the line.
	FINGER SPACES Spaces between words are clear and even.		NO FINGER SPACES Words are squashed together.
	CROSSING OUT MISTAKES Mistakes are crossed out neatly with one line. Write the correction near by.		CROSSING OUT MISTAKES Mistakes are scribbled out or rubbed out. Corrections are untidy or far away.
	PAGE LAYOUT Use one page for each lesson. Keep your work neat and well spaced.		PAGE LAYOUT Do not squash two lessons on one page. It makes your work hard to read and too crowded.



Take pride in your work – it shows you care.



Take care with your work so your teacher can read and mark it easily.



BOOK EXPECTATIONS

PRESENT YOUR WORK WITH PRIDE



✓ FOCUS ON...		✗ AVOID...	
	CLEAR LETTERS Write neatly so your work is easy to read.		UNCLEAR LETTERS Don't write messy or unclear letters.
	CONSISTENT SIZE Use the same size letters throughout your work.		INCONSISTENT SIZE Don't mix big, small and tiny letters in the same work.
	ON THE LINE Write on the line. Your writing should not float.		NOT ON THE LINE Don't write above or below the line.
	SPACES BETWEEN WORDS Leave clear spaces between each word.		NO SPACES Don't squash words together.
	CHECK SPELLING Check your spelling and make corrections neatly.		UNCHECKED MISTAKES Don't leave mistakes uncorrected.
	ONE PAGE PER LESSON Use a new page for each lesson. Keep your work organised.		SQUASHED PAGE Don't fit two lessons on one page. It makes your work hard to read.



Take pride in your work – it shows you care.



Take care with your work so your teacher can read and mark it easily.