

ASSESSMENT, MARKING AND FEEDBACK POLICY



Learning, Developing, Growing Together

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SPINFIELD SCHOOL

Feedback and Marking

Reasons for Policy

This policy reflects the importance and value we attach to marking as a form of feedback between teacher, pupil and other agencies. It aims to ensure a consistent approach across the school, in order to facilitate a clear dialogue between the child and each teacher. It provides a measure of progress against age-related curriculum targets for each child and provides information for parents to help promote our continuing partnership in the education of children at Spinfield.

Children should always be given time to read teacher comments, address the points raised (through group or independent working) and indicate that the comments have been read. Teachers may choose to conduct 'live' marking during a lesson: recent research suggests that immediate feedback supports assessment for learning, promotes rich dialogue and empowers children to address misconceptions 'in the moment'.

Pupils are encouraged to be independent learners, who, when facing a problem, will reread and evaluate the problem, look at work on the board, or on the tables for resources for support, before asking a peer for assistance and then consulting the teacher. This will support their resilience and understanding of the subject they are participating in particularly when explaining the solution to a peer in need. We encourage children to use the approach of "brain, board, book, buddy, boss".

What is marking and why do we do it?

Marking is the teacher's response to the pupil's work. All marking should be driven by professional judgement and be MEANINGFUL, MANAGEABLE and MOTIVATING. It is essential to ensure that marking is as efficient and impactful as possible. The purpose of marking is to move the learner on. It is for the teacher and the learner.

We feedback and mark because:

1. It helps promote a purposeful, relevant and developing dialogue between teacher, pupil and other agencies, resulting in pupil progress.
2. We can recognise and value achievement in a way which is meaningful for the pupil.
3. We can indicate clearly, ways in which the pupil could achieve the target set each lesson, by using the T2T (Talk to Teacher) symbol, which indicates further support needed, thus ensuring all children continue to make progress.

We will:

1. Be mindful of the need to be sensitive to the dangers of over-marking and its effect on the pupils' self-esteem. The number and type of errors to be corrected should depend on the pupil's stage of development.
2. Take into account the nature and purpose of the learning activity and use this to determine the type and organisation of feedback.

When and how do we mark and feedback?

Prior to handing in their work, pupils should traffic light their work (red, orange or green), self assessing their knowledge and work against the lesson question. The traffic light system is used by children to assess learning objectives (referred to as 'lesson questions'). This system gives a quick and clear indication of children's learning from the child's own assessment. Children are encouraged to assess learning from each lesson by considering whether they can fully answer the question for that lesson. Lesson questions are either typed or written into the children's books. Teachers may also use a success criteria grid for the children to assess against if appropriate.

Code:

Red = Not Understood

Orange = Needs more work or support

Green = Secure understanding

Marking and feedback given by teaching staff

Throughout a piece of work, one or a combination of the following may be used:

- A tick for a correct response
- A cross for an incorrect response
- Tick by teacher to show the lesson question has been achieved. T2T or VF if the teacher disagrees with the self assessment. Y1 to introduce this in the 2nd half of the academic year.
- Smiley face/star/praise stamps/ House Points can be used or awarded to denote excellent work.
- T2T to indicate the pupil needs further support the following day/lesson
- VF to show 'live marking' has occurred during the lesson and verbal feedback has been given.

Where the learning objective is to improve writing skills, the following code may be used, according to the pupil's stage of development:

- Correct punctuation marked in a different colour to pupil's work
- A line underneath incorrect spelling with the correct word modelled nearby as appropriate
- An inverted 'V' eg: to indicate word/s omitted
- ^^^ to indicate writing does not make sense
- // for new paragraphs
- Δ with an ! with a smart target for the pupil to work on.

A pen will be used, in a different colour from the child's own writing and their purple editing/marking pen.

Marking will always support the children's learning and, although most pieces of work will be marked briefly, others will receive more in depth marking and suggestions, advice or targets may be given (see below). This may be written or through 'live marking', including verbal feedback, within the context of the lesson.

Other symbols which can be used:

∩ Finger space

(S) With Support (This can include annotation of what the child did/what support was provided)

(I) Independent Work (for pupils in Early Years and key stage one, as well as pupils in KS2, who are usually supported in their work)

(VF) Verbal feedback during the lesson (live marking)

(HP) House point

(RT) Raffle Ticket

Marking in English lessons

In KS1, detailed written responses will only be written in the children's purple extended writing books. Worksheets and other activities will be marked and verbal feedback shared with the whole class or individuals/groups as needed. In KS2, children will receive detailed written responses in their purple extended writing books. At the end of an extended piece of writing, written in the pupils' purple books, a comment focusing on one or a combination of the following may be used:-

- The pupil's effort in relation to the overall objective for the text
- The accuracy of writing (spelling, grammar, punctuation, use of vocabulary)
- The presentation of work and accuracy of content
- A target given, which can be applied to subsequent texts

Marking in Maths

Pupils are taught to self-check their work in lessons, as they go along. Pupils don't have to wait until the next lesson to find out they have misunderstood a concept.

1. In lessons, pupils check their work every 5 questions or so. The teacher uses the interactive whiteboard to model ways of checking that lesson's problems; for example, they might show pupils to add numbers in a different order to check their addition.
2. There is a '3 before me' system for struggling pupils: first they try to fix their mistake themselves, then they ask a peer for help, then a group of their peers, and then finally the teacher.
3. Teachers may hand out prompt sheets at the start of the lesson which include questions to help pupils find their mistake.
4. Redrafting in maths looks different from redrafting in writing. Teachers still correct mistakes, but they also ask pupils to do the same problem again in a different way, or try the steps in a different order.

Marking in Foundation Subjects

For children in KS2, at the end of a unit of work in the foundation subjects, a comment focusing on one or a combination of the following may be used:-

- The pupil's effort in relation to the objectives throughout the unit
- The accuracy of writing (spelling, grammar, punctuation, use of vocabulary)
- The presentation of work and accuracy of content throughout the unit
- The level of enthusiasm, motivation, active learning and knowledge acquired both in school and at home

In computing, teachers and/or support staff will respond on Purple Mash if a 2Do has been set. In PE, feedback is mostly verbal: a teacher may record an activity to demonstrate excellent examples within the lesson.

Homework activities

For homework activities in KS1, learning is carried out through activity sheets, Purple Mash, Doodle Maths and Monster Phonics (as outlined in our homework policy) and marked by the class teacher. Some of these may be set via Google Classroom. For homework activities in KS2, teachers and/or support staff will use Mote to respond to work submitted on Google Classroom and/or Doodlemaths each week. Occasionally a written response will be used to give feedback.

General feedback guidelines

Where possible, an oral comment should be made directly to the individual, group or class as or when the activity is completed since this is the most effective form of feedback (VF).

It may be appropriate for pupils to mark their own work or that of a peer under the guidance of the class teacher or supervising adult. This should be completed using a pupil's purple pen and be checked by an adult.

Sharing work of a high standard with others in the class may also be used as an effective type of feedback, as this gives recognition to the pupil and provides a positive example to which others may aspire. This may be achieved through live marking or 'mirroring' using the class ipad and the white board in the classroom.

Achievement should be noted (using the reward system agreed between each teacher and his/her class) and may be one or a combination of the following:

- a sticker/stamp
- a smiley face
- a value word/s
- a star

When achievement or effort is outstanding and/or consistent, the pupil may be sent to the Head Teacher for a Golden sticker, as a reward.

On returning marked work, the pupil's attention may be drawn to the feedback in one or a combination of the following:

- An oral reminder to read comments
- An opportunity to make corrections
- An opportunity to take action eg: write out spellings, improve vocabulary or improve sentence construction.
- Where next steps are set or a question asked, the children should be given time to respond. There should be evidence they have followed up on your comments/suggestions, through the child writing their initials/making a comment.

Resources

- Children's purple editing pens kept in stock room
- Pens/pencils kept in stock room
- Stickers/stars/stamps can be obtained from various addresses (see junior/child education magazines, scholastic catalogues, WH Smiths - School to reimburse individual teachers).
- Teacher's records, such as weekly spelling test results, can be kept in their class assessment area on Google Drive, through Sonar Tracker or in a non-digital format.

ASSESSMENT

1. Philosophy

At Spinfield, we celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development. We believe that assessment is at the heart of effective teaching and learning. Assessment information is effective when used to inform school development, teacher's planning and learner's targets. In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

Assessment is integral to high quality teaching and learning in our school. Our assessment practices ensure teaching is relevant and challenging and that learners have the best opportunities to progress. All staff in our school are involved in regular discussions and training regarding assessment for learning, teaching, feedback and marking. As a school we use the Sonar Tracker system for both our formative and summative assessment in all year groups. This system works inline with the Sonar Curriculum that we have adapted as a school. By using the two together, both systems are rigorous and consistent, ensuring progression through the year groups is achieved.

We are committed to:

- High expectations of all learners
- Raising the attainment of all learners
- Regular monitoring of performance
- Ensuring progress of all learner groups
- Ensuring that our practices in school are designed to have no adverse effect against race, gender and disability.
- Celebrating all forms of achievement in and outside school

2. Principles

Effective assessment, recording and reporting will:

Enhance the learning of our pupils by:

- Actively involving and motivating the pupils in their learning through discussion, provision of information about progress and ensuring learners are aware of the purposes of teaching

- Highlighting strengths and areas for development, together with strategies to manage them
- Providing personal information to assist with setting individual pupil targets, in order to support progress

Aid teachers in evaluating their teaching by:

- Indicating strengths and areas for development in the teaching programme (content)
- Indicating the next steps in the teaching programme
- Indicating strengths and areas for development in teaching styles and strategies (method and process)
- Identifying learners who require support or extension

Provide information for:

- Learners
- Teachers, Teaching Assistants and Senior Leadership
- Parents/Carers
- Spinfield governing body
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- Local Authority, OFSTED and DfE.

3. Process of assessment

At Spinfield, we carry out the following periodic and transitional assessment:

Statutory Assessments

- EYFS Early Learning Goals (formative assessment)
- Year 1 Phonics screening check
- Year 4 Multiplication tables check
- Year 6 Statutory Tests and Teacher Assessment in the summer term.

On-entry assessment

- Within the first six weeks of starting Reception, the children are assessed using The Reception Baseline. We also assess children's basic language, literacy, numeracy, physical development and social skills, through child initiated and/or 1;1 work, through observations.
- During the first term children in early years will also be assessed using the speech link and language link programmes
- Pupils who are new to the school will be assessed using information from the previous school and assessed at the next assessment point.

Teacher Assessments

Assessment is a continual process and is an integral part of effective teaching and learning in the classroom. Therefore planned opportunities for assessment are incorporated in both medium and short term curriculum planning. Teachers assess pupils at the end of each topic across all subjects, using information from children's work in books, their contributions to class discussions and responses to teacher questioning in lessons. In addition, pupils' knowledge and understanding is assessed during the autumn, spring and summer terms, using more formal tests in reading, spelling, punctuation and grammar, maths and science. Outcomes from these formative and summative assessments are summarised, against criteria linked to statements from our school assessment system. For writing, teachers assess writing from each unit taught, as well as a range of cross curricular writing throughout the year. Teachers use Sonar Tracker objectives (that are inline with those set in the National Curriculum) to form both formative and summative judgements. Children at the end of key stage two will continue to also be assessed against the Teacher Assessment Framework for writing.

Our moderation process:

- ensures that discussions are held between teachers – both internally and externally – to decide what constitutes evidence of attainment (moderation meetings in English and Maths are held throughout the year; work scrutiny of all subjects is conducted regularly).
- uses National and Local Authority exemplification materials to assist this process
- enables our Year 6 teacher attend moderation of writing meetings, with local schools and the County.
- ensures accuracy and consistency of teacher assessment

4. How we assess

EYFS: Children in EYFS are assessed by age group using the non statutory guidance development matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)

Key Stage One and Key Stage Two: The National Curriculum, introduced in September 2014, has set out clear expectations on what children should achieve by the end of each key stage and, for English and Maths, has provided guidance as to when this content should be covered. The statutory statements published in the National Curriculum show the end of year expectations.

The expected end of year outcomes have been adapted to help support teachers in making their assessment judgements over each academic year. The four broader sections may be thought of in the terms outlined below. If a child is working significantly below age related expectations they must have either a support plan in place or an EHCP. Their progress will be measured against objectives from a lower aged year group.

Working Below (B) – pupils require greater support or scaffolding to achieve the age related expectations for their year group

Just At (JA) - pupils work with some adult guidance on the criteria to achieve age related expectations for their year group.

At (A) - pupils work with minimal adult guidance on the criteria to achieve age related expectations for their year group.

Above (Ab) – confidence is demonstrated in all of the criteria to achieve a greater depth standard of the age related expectations for their year group.

5. Types of assessment

Formative assessment

Formative assessment is a continuous process and is used to ascertain children’s understanding and progress. It is used by teachers to evaluate pupils’ knowledge and understanding on a day to day basis, so that teaching can be tailored accordingly to meet children’s needs. Assessment for Learning (AfL) uses evidence and feedback to identify learner’s targets and next steps. In practice, this involves obtaining clear evidence about how to improve individual attainment, developing understanding between teachers and learners on what they need to improve, and agreements on the steps needed to promote learning and progress. Teachers will use Sonar Tracker to monitor the children’s progress in all subjects by using the formative tracking system each lesson. By completing this regularly, they are able to initiate immediate, next day or next lesson interventions to meet the children’s needs. Below are the possible assessments of progress made against each National Curriculum Objective. These judgements will continually be revisited throughout the year as they are a measure of progress towards objectives set.

Objective has been taught by the teacher	Pupil is working towards the objective	Pupil has achieved a secure understanding of the objective	Pupil has achieved a greater depth knowledge of the objective
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Formative assessment may also take the form of:

- Differentiated questioning – probing, open-ended questions
- Verbal discussion/ dialogue between pupils
- Whiteboard feedback (show me, hold up 'x', solve this...)
- Evidence through approaches to work and problem solving
- Observations of learning approaches and application in practical activity
- Children's evaluations of their own learning
- Open ended tasks where children have opportunity to 'prove' their understanding

Assessment of a child's understanding is also supported by clear lesson questions, steps to success / success criteria, children knowing their targets, strengths and areas for development

Marking and feedback is used to inform children of the progress they are making. Children's work is corrected at an appropriate level, praised for strengths and effort and next steps for improvement are given regularly.

Summative assessment

Summative assessment is an assessment of a child's skills, knowledge and understanding at the end of a term or at the end of a unit, enabling teachers to evaluate pupils' learning and progress. At Spinfield, we use NFER assessments for reading, mathematics, and for spelling, punctuation and grammar, as these reflect the level of difficulty and challenge provided in the end of Key Stage statutory assessments. Teachers use these as well as their professional judgement, their formative assessment and the evidence they have to form a summative assessment. Termly Summative judgements will be made as a point in time assessment (PITA) in all core areas. In foundation subjects, Summative judgements are made at the end of each teaching unit. Below are the possible judgements that are made within each year group. If a child is working significantly below age related expectations they must have either a support plan in place or an EHCP. Their progress will be measured against objectives from a lower aged year group.

Working BELOW ARE (for that point in time assessment)	Working JUST AT ARE (for that point in time assessment)	Working SECURELY AT ARE (for that point in time assessment)	Working ABOVE ARE (for that point in time assessment)
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Nationally standardised summative assessment (used by the Department for Education)

Data is collected by the Department for Education in the first term of the EYFS year; the phonics screening at the end of year 1, a multiplication check at the end of year 4 and the standardised testing at the end of year 6 (these tests are externally marked). It is the Government's intention that standardised scores from the baseline in Reception will be tracked through to the end of KS1 and the end of KS2, as a way of measuring progress.

End of Year expectations

Expectations for attainment at the end of each academic year are that children are working either Just At or Securely At age related expectations. Attainment is continually monitored throughout the year and interventions put in place for those children who are not making progress towards achieving these goals. Some children may be working below that expected of their year group and these children will be supported in progressing through Pre Key Stage Standards or through the objectives identified for lower year groups. They will be supported within lessons and through intervention groups to make progress. Each of these children must have a support plan in place or have an EHCP.

In EYFS the end of year expectation is based on the The EYFS Profile That must be completed for each child in the final term of the year in which they reach age 5 [Early years foundation stage profile: 2024 handbook](#) which states:

The children are assessed against the Early Learning Goals (ELGs) For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (and should be assessed as 'expected') or
- not yet reaching this level (and should be assessed as 'emerging'). The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their

professional knowledge of the child to decide whether each ELG description best-fits the child's learning and development. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy.

Greater Depth

Our approach values the mastery of skills. All our teachers promote mastery with a greater depth of understanding in order for children to gain a deeper understanding of the concepts they are learning. This is reflected in our approach to differentiated tasks within the classroom and through the provision of work promoting deeper understanding and application.

Children will be expected to apply their learning in different contexts, thereby deepening their understanding. They will be encouraged to make connections between concepts, across subjects. Mastery with greater depth understanding extends beyond demonstrating knowledge of a fact; it requires using information skilfully and creatively in increasingly more difficult situations, outside of the lesson in which the concept has been taught.

Those children who have competently secured the skills and objectives for their year group and are performing at the highest expectation will be provided with suitable extension work, designed to challenge thinking at a higher level.

6. Tracking pupils progress and identifying interventions

Formative assessment data is entered (daily or weekly depending on the subject) into our assessment system, Sonar Tracker, and is used for analysis by our Assessment Co-ordinator, the Senior Leadership Team, class teachers, curriculum coordinators and for reporting to governors.

Each term the Assessment Coordinator will identify and record any children who are not making expected progress or meeting expected levels of attainment and who would therefore benefit from further targeted support. These include:

- children who are at risk of not making progress by the end of the year
- children who are at risk of not meeting age-related expectations of attainment by the end of the year
- children who, at end of year, were below age related expectations

7. Data Analysis

The Assessment Coordinator analyses data from the core subjects across the school (for spoken language, reading, writing and maths) in order to ensure that all pupils and learner groups are meeting or exceeding national standards of progress and attainment. Analysis is shared with the Senior Leadership team, curriculum coordinators, teachers, parents of identified children and governors (on an anonymous basis). Whole school and class trends are identified and actions put in place, as appropriate, on our school development plan, through staff inset and in class planning. Termly meetings take place between our governor for assessment and data is discussed at governing body meetings. Follow up monitoring takes place at least half termly.

Curriculum coordinators analyse the formative and summative assessment data in the subjects they lead as part of their continued professional development. They will also look for trends and areas for development, feed back to the teaching staff and make suggestions for activities/ideas to include in order to plug those gaps.

Moderation and Standardisation

Work sampling and book scrutiny relating to planning, marking and feedback ensures that consistency is maintained and progress is evident for all children. Regular moderation takes place in Writing and Maths involving all teaching staff ensuring standardisation across the school.

8. Records, Evidence, Tracking and Reporting

It is important that recording of achievement is based on a wide range of evidence, including

- Listening
- Observation
- Questioning
- Selecting examples of pupils' work
- Marking
- Specific tasks/tests

The education of the learners in the school is a partnership between pupils, teachers, parents or carers and governors. To support this, regular opportunities – both formal and informal – are provided for reviewing each child's progress and attainment with parents/carers. These take the form of conversations via telephone, email or in person, as well as Parents' Evenings in the autumn and spring terms, Baseline Reports for KS2 in the autumn term, Interim Reports in the spring term and an end of year report in the summer term for each child in the school. In addition, we hold regular workshops for parents which aim to inform about changes or updates to the assessment system; meetings regarding SATs; and workshops to support learning at home. A termly class letter outlining the curriculum coverage is provided for parents, along with details for each year group on the website. Information sharing from home regarding children's learning is valued and encouraged.

Appendix 1

Overview of Summative and Statutory Assessment at Spinfield

Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Baseline assessment against ELG	Writing: teacher assessment Maths: WR end of unit assessments Reading/phonics : Monster phonics	Writing: teacher assessment Maths: WR end of unit assessment and termly assessments Reading: SATs/phonics: Monster phonics and teacher modelling	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Secondary Transfer test Writing: teacher assessment Maths, Reading, SPAG assessment: SATs (papers from previous years)
Spring		Writing: teacher assessment Maths: WR end of unit assessments Reading/phonics : Monster phonics	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: SATs/phonics: Monster phonics and teacher modelling	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths, Reading, SPAG assessment: SATs (papers from previous years)

Summer	Final Assessment against ELG	Writing: teacher assessment Maths: WR end of unit assessments Reading/phonics : Monster phonics	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: SATs/phonics: Monster phonics and teacher modelling	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths: WR end of unit assessment and Nfer Reading: Nfer SPAG: Nfer	Writing: teacher assessment Maths, Reading, SPAG assessment: SATs assessments
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Appendix 2

Writing expectations

Class teachers in key stage two (and year two from spring term) will ensure two pieces of writing are completed independently in the purple books each half term. This will consist of one English piece and one piece from another area of the curriculum. These texts should be the children's 'best' writing - so completed at the end of a unit is usual practice. For the first piece of writing, all class teachers may want to consider planning the unit as guided writing with the final piece being guided too, with elements of independence.

For year 1 the expectation is one per half term for Autumn, building up to 3 per whole term for spring and summer. Year two may do 3 over the autumn term but then but then as per KS2 for the rest of the year.

When children are working up to an independent task, they do not have to do a "whole" piece of writing. For example, if they are working on a narrative, you might work collaboratively, as a class, in the beginning, teach about problem/resolution and the independent part might focus on writing a conflict/resolution.

In science, you might collaborate writing about the apparatus and hypothesis, have looked at how methods are written and then the children write a method independently.

Year group	Expectations in terms of content, editing and publishing in the purple books
YR	Teacher modelling of sentences and oral rehearsal by the children in the autumn term building up to writing labels and phrases/ short sentences in writing books after rehearsal in the spring term, and writing sentences in the summer term.
1	English: Discussion of writing tasks, rehearsing how it begins and ends, practising some sentences using white board/planning sheets, building up to writing a 'published' piece of writing in the books. Foundation: Discussion of the writing task, oral rehearsal of what they will write, the style, vocabulary of the piece before writing the 'published' text in their purple books.
2	English: write a plan in their books after discussion of the task, edit or rehearse sections of the writing as appropriate and 'publish' in purple books Foundation subjects: Discuss the writing task, plan the writing and make notes/draft as appropriate, then 'publish in purple books'.
3	English: write a detailed plan in their books after discussion of the task, edit or rehearse sections of the writing as appropriate and 'publish' in purple books Foundation subjects: Discuss the writing task, plan the writing and make notes/draft as appropriate, then 'publish in purple books'.
4	English: Write a draft in their books, edit and 'publish' in their purple books. Foundation subjects: Discuss the writing task, plan the writing and make notes/draft as appropriate, then 'publish in purple books'.
5	English: Write a draft in their books, edit and 'publish' in their purple books. Foundation subjects: Discuss the writing task, plan the writing and make notes/draft as appropriate, then 'publish in purple books'.

	books'.
6	English: Write a draft in their books, edit and 'publish' in their purple books. Foundation subjects: Discuss the writing task, plan the writing and make notes/draft as appropriate, then 'publish in purple books'.