



Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Learning
for Life*

CURRICULUM POLICY

Policy Date: January 2025

Reviewed:

Authorised:

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Policy authorised by: Curriculum Committee

Signature:

Author of Policy: Hannah Pullen

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

Curriculum Policy

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Lady Boswell's School Vision *Our curriculum intent*

The Lady Boswell's curriculum is designed to achieve our Theologically Rooted Christian Vision:

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As a result our children will ...

- ✓ Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society
- ✓ Strive for academic excellence, developing a thirst for knowledge and a love of learning
- ✓ Become effective communicators, collaborators and leaders
- ✓ Be resilient, resourceful and courageous
- ✓ Be curious, creative individuals and confident problem solvers

- ✓ Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society
- ✓ Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet

We call the outcomes of our vision the ‘Seven Gifts’ and they are achieved through our **school curriculum**. Our curriculum intent is underpinned by our Christian values of kindness, forgiveness, honesty, faith, love and respect.

The school’s curriculum intent links closely to its obligations to promote the British values: ensuring our pupils become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. Our curriculum aims to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

The Lady Boswell’s Curriculum

At Lady Boswell’s we have developed a school curriculum that far exceeds the National Curriculum, in a direct response to the needs of our community. Central Sevenoaks is an area of significant socio-economic advantage, numbers of children eligible for the Pupil Premium Grant are much lower than the national averages. A high proportion of our children identify as Christian and many are part of St Nicholas Church. We acknowledge that *this does not mean that all pupils that attend the school have the same experience* but use this information as a starting point when designing a curriculum that serves our community.

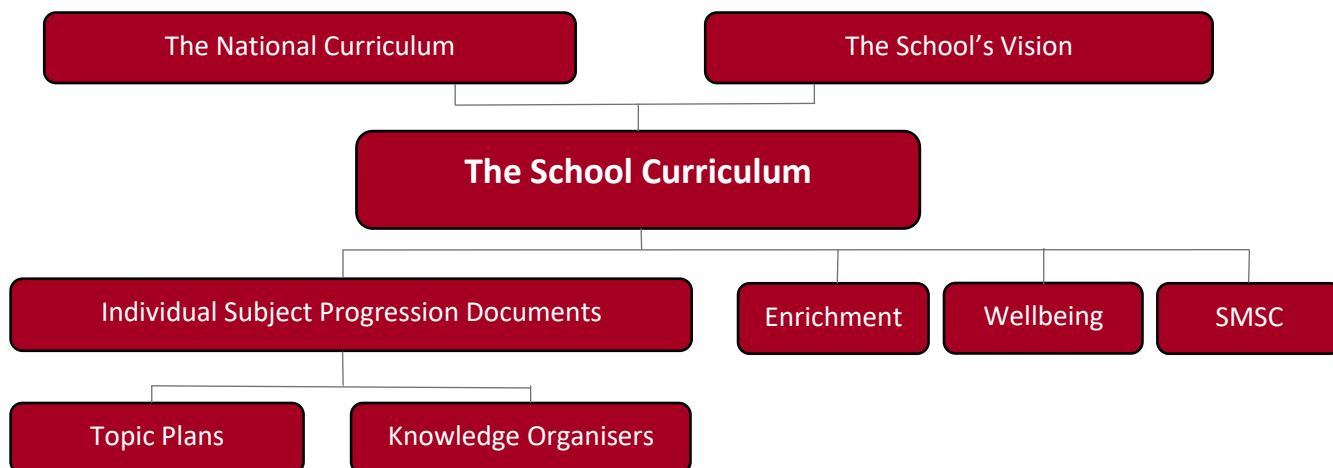
Our curriculum is designed so that pupils leave us with the skills necessary to thrive at Secondary School and beyond. Our ‘Seven Gifts’ are equally weighted – we strive for academic success but acknowledge that this is just as important as the other gifts that in enabling every child to be a well-rounded individual. The curriculum sets an aspirational baseline for all of its pupils and ensures that children leave us with their **heads inspired and hearts enriched** to go into the wider world to use their privilege for good. The curriculum pays particular focus on developing our children’s knowledge and experiences beyond Sevenoaks and provides them with opportunities to understand the wider world, to embrace diversity and to be courageous advocates with strong moral compasses. Children leave us with the abilities to demonstrate God’s love through their words and actions.

We believe that the most effective way to achieve our vision is by developing our children as **thinkers**. Our curriculum takes practices from the enquiry approach with a strong focus on enabling children to be autonomous and independent in their thinking and reasoning. We also believe that children cannot think or remember without a strong knowledge base and seek to support them in **acquiring the appropriate knowledge** in order to develop schemas for greater knowledge retention. We look to the work of Daniel T Willingham and define learning as the efficient storage of new information into the long-term memory, which is most efficiently achieved where there is existing knowledge to connect to.

The School Curriculum *what we teach*

The Lady Boswell’s school curriculum is organised into National Curriculum subjects alongside our enrichment and wellbeing offers. Spiritual, Moral, Social, and Cultural development plays an important role within individual subjects but also through our wider school ethos and planned activities.

Careful consideration has been given to the curriculum to ensure that the knowledge, task or resource has 'earned its place' and that there is a clear rationale in achieving the school's vision and the 'Seven Gifts'.



The National Curriculum for each subject has been carefully sequenced into **progression documents** that set out how each subject builds over time and meets the curriculum vision. Each subject has 'golden threads' that enable children to build links and connect previous learning whilst building mastery. The progression documents break each subject down by year group and then topic, clearly setting out the substantive and disciplinary knowledge for each unit of work. Vocabulary is progressive throughout the school and tiered. Knowledge is organised into enquiry questions that serve as assessment tools to the knowledge children have acquired. Subject Leaders have ownership of these documents and work with their Implementation Team Leader to ensure that they remain up to date with the most current thinking in their subject.

Class teaching teams use these progression documents to develop topic plans that thoughtfully set out the tasks the children will engage with to have the substantive and disciplinary knowledge to answer the enquiry questions.

The curriculum is currently a blended model of Lady Boswell's bespoke curriculum and published schemes.

Implementation Team	Subject	Curriculum Implementation
English, Humanities & the Arts	English	Lady Boswell's Bespoke Curriculum <i>with references to Jane Considine's The Write Stuff</i>
	Phonics	Little Wandle
	Geography	Lady Boswell's Enquiry Curriculum
	History	Lady Boswell's Enquiry Curriculum
	Art & Design	Lady Boswell's Enquiry Curriculum
	Music	Kapow Scheme supplemented by specialist tuition
STEM	Maths	Power Maths with White Rose
	Science	Kent Scheme for Science
	Design Technology	Lady Boswell's Enquiry Curriculum
	Computing	Kapow Scheme
	French	Language Angels

	PE	Greenacres Scheme
Spiritual, Moral, Social & Cultural Development	RE	Kent Agreed Syllabus incorporating Understanding Christianity (Canterbury and Rochester Diocese)
	PHSE	Kapow Scheme
	RSE	Kapow Scheme

The Lady Boswell's Curriculum *How we teach*

At Lady Boswell's we pay particular attention to evidence informed practice to ensure that how we teach has the greatest impact on our pupils. We use **Rosenshine's Principles of Instruction** (2012) as a framework for high quality teaching and learning.

This means that in our teaching, we:

1. **Begin a lesson with a short review of previous learning** to strengthen connections and aid efficient storage and recall of information.
2. **Present new material in small steps with student practice after each step** to enable efficient processing of information.
3. **Ask a large number of questions and check for understanding** to ensure that pupils understand and are ready to move on.
4. **Provide models and examples** so that pupils understand new information and can learn to solve problems faster. Thinking aloud and modelling steps to develop metacognition
5. **Guide students as they begin to practice** to ensure misconceptions do not develop and to enable effective storage in long term memory.
6. **Monitor students when they begin independent practice** so that misconceptions can be quickly addressed and systematic feedback and corrections are provided.
7. **Aim for a high success rate** so that all pupils are challenged appropriately.
8. **Scaffold difficult tasks** withdrawing it slowly so that children have the skills to tackle tasks increasingly independently.
9. **Require independent practice** to ensure that children are secure in what they are doing so that skills and knowledge become automatic.
10. **Regularly review students' progress** and adjust teaching accordingly.

Task Design

Our bespoke enquiry curriculum encourages **thinking**. Tasks are carefully designed so that children build the appropriate disciplinary and substantive knowledge to be successful and the vocabulary to understand and apply what they have been learning. The Knowledge Organisers are a vital tool in children engaging with the knowledge for each topic.

Task Design is a vital part of our curriculum implementation. Teachers know that doing does not equal understanding and so sequences of lessons will be built to ensure that pupils engage with higher order thinking activities to embed learning so that it can be applied in different contexts. Tasks within lessons will build **intrigue and inference**, opportunities to **interact** with the learning and reasoning.

Lessons will include activities like:

Retrieval practice	The strategy of recalling facts, concepts, or events from memory in order to enhance learning. The act of retrieving something from your memory actually strengthens the connections holding it there, making it more likely that you'll be able to recall it in the future. This may take a variety of forms.
Three Heads	Carefully chosen statements where children have to agree, disagree or make links between, demonstrating their reasoning of the knowledge they have obtained so far
Zones of Relevance	Children synthesise their knowledge of information or vocabulary by organisation into groups based on their relevance to a key idea or concept.
Mini Quizzes	Low stakes tests as part of retrieval practice that can be used to evaluate retained knowledge in order to adapt teaching
Vocabulary Checks	Checks that may take many forms that ensure key vocabulary is understood and applied

For foundation subjects, there is no set lesson structure. Teachers plan practical and challenging activities that promote the Seven Gifts and will pay particular attention to developing thinking, questioning, creativity and collaboration.

Enrichment and Cultural Capital

The School Curriculum is underpinned by enrichment so that all pupils are able to develop a broad cultural capital that enables them to thrive in the next stage of their education. The school has a clear Enrichment Strategy (Appendix 1) that sets out how we ensure that children have a far-reaching range of embedded curricular experiences in competitive sport, leadership roles, visual arts, theatrical performance, music, leading worship, trips to a range of Local places of interest, outdoor and adventurous activities, clubs, experiences of places of worship of faiths other than Christianity and spiritual experiences (regardless of personal faith).

The Early Years Foundation Stage (EYFS)

At Lady Boswell's, the EYFS is a special and integral part of our School Curriculum where children build the foundations for future learning. Our EYFS policy sets out the curriculum approaches for our Year R children.

The transition from Year R to Year 1 is a vitally important one and we seek to encourage a smooth transition by continuing our Beautiful Thinking and Continuous Provision approaches through Year 1 as a fresh approach to implementing the Year 1 School Curriculum.

Including all pupils including those who are disadvantaged or those with Special Educational Needs and Disabilities

Our curriculum is designed to ensure that every child leaves us with the knowledge, character and cultural capital needed to be successful in the next stage of their education, regardless of their starting point or socio-economic background. We are proud that our curriculum provides such an aspirational baseline and

that all children have access to the same opportunities to achieve the Seven Gifts here at Lady Boswell's. Our Pupil Premium Strategy, available via the school website, sets out how we target the grant to support our most disadvantaged pupils.

At Lady Boswell's we value each child as a unique child of God and recognise that children may learn differently as a result of a Special Educational Need or Disability (SEND). Our SEND Policy, available via our school website, sets out how we ensure that all pupils have access to the rich curriculum and the adjustments we make to accommodate different learning styles. Through careful planning, our curriculum is successfully adapted, designed to be inclusive in nature and developed to be ambitious and meet the needs of pupils with SEND: developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving their best.

We are proud that pupils at Lady Boswell's speak an increasing diversity of languages at home. Teachers will take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives.

Meeting the needs of pupils with High Interest or Skill

At Lady Boswell's our children achieve exceptionally highly and by the time our children leave Year 6, more than half are exceeding expectations in Reading and Maths and our Average Point Score in all core subjects significantly above national averages. **Therefore, our curriculum has to be intrinsically designed to meet the needs of high attaining pupils.** Our enquiry approaches and careful task design ensure that all pupils are stretched to think broadly and deeply, are excited, motivated and challenged by the curriculum.

Planning Expectations

The School Curriculum is structured so that long- and medium-term plans (Topic Plans) are established documents.

At Lady Boswell's, **we view planning as a process, not a piece of paper.** With careful consideration to teacher workload, School Leaders do not expect existing medium-term planning documents to be replicated into written lesson plans. We do expect teachers to use their PPA time to ensure that planned tasks are adequately resourced and adjusted to meet the needs of the individual pupils, considering the continuous formative assessments as sequences of learning progress.

Homework

Manageable and meaningful homework will be set to support the school's curriculum aims. Full details can be seen in the school's homework policy, available via the school website.

Feedback and Marking

At Lady Boswell’s School we use a combination of live and written feedback to enable children to make the greatest progress. Feedback is part of the school’s wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to achieve their potential by providing specific information on how to improve. We believe that feedback and marking should be *meaningful*, *manageable* and *motivating* and that it is most effective when it is immediate. Marking is part of the school’s assessment strategy and enables teachers to formatively assess and adjust planned lessons as a result. All adults working with children are able to engage with marking and feedback.

Marking at Lady Boswell’s takes the following forms:

Live marking	<ul style="list-style-type: none"> ✓ Live marking allows the teacher to provide immediate feedback and suggested actions and improvements that the student can act upon. This feedback is diagnostic, explicit and concise, making it easier for the student to improve, and should empower children to take responsibility for their own learning. ✓ In maths, guided reading, grammar, science, humanities and other written recording of lessons (eg French and music) live marking will take place during the lesson. ✓ Children will be given opportunities to mark, improve and correct their work through the use of mini-plenaries. ✓ Misconceptions and errors can be identified and addressed promptly. Where the same error is repeated by several students, this should be addressed in lesson time, not as written comments. ✓ Marking sheets (see appendix 2.1) will be completed for each lesson (excluding Guided Reading), identifying work to be praised, misconceptions or errors that need addressing in the next lesson, and setting “sticky learning”, revision elements or other actions to be taken in the next lesson as required. Time will be planned for pupils to reflect on and respond to feedback. Staff will evidence having seen the books with a tick and initial, in addition to identifying any errors or misconceptions not identified during the lesson.
Marking in detail (writing)	<p>Writing will be marked in more detail 2 – 3 times a week by the teacher. Detailed marking should focus on the learning objective/ success criteria (lenses) for the task. The emphasis of the marking should be on both the success against the learning objective/success criteria and improvement points relating to the learning objective. A focused comment is written to help the child to ‘close the gap’ between what they have achieved and what they could have achieved. These can take one of the following forms:</p> <ul style="list-style-type: none"> ✓ A reminder prompt ✓ A scaffolded prompt ✓ An example prompt <p>Time must be given for children to respond to these prompts.</p> <p>Independent writing tasks will be marked with a star and a wish, with the feedback explicitly linked to the child’s individual targets.</p>
Reflective Marking	<p>In RE, marking will comprise a reflective/ deepening question. This could be done during the lesson, or afterwards for response at the start of the next lesson, at the teacher’s discretion.</p>
Self-marking	<p>Where appropriate, children will be encouraged to self-evaluate their work in relation to the learning objective. Older children can look for their own successes and improvement points. The plenary of a lesson provides an ideal</p>

	opportunity for children to focus on the learning that has taken place. Children may start to use the same code as the teacher.
Shared marking	Using an example of children's work can be a very effective way of demonstrating the marking process and also make particular teaching points. It can also be useful to share two pieces work and discuss their differences.
Peer marking	<ul style="list-style-type: none"> ✓ Paired marking is mainly appropriate for children in Key Stage Two ✓ Children are trained in peer marking and ground rules are clear ✓ Children should point out what they like first, and only then make a suggested improvement relating to the learning objective. ✓ Pairings should be carefully monitored by the teacher ✓ Children should aim to improve work via a dialogue rather than taking it in turns to be the 'marker'.
Summative marking	<p>This is appropriate for closed tasks where answers tend to be either 'right' or 'wrong'. Right answers are marked with a tick and incorrect answers with a dot. The teacher will mark in a different coloured pen but red is not used. Where possible, children should be engaged in self-marking, either as a class or in groups in green pen.</p> <p>Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be considered when marking. Teachers use their professional judgment when deciding how many corrections to mark.</p>
Secretarial	<p>Children should not be told to correct all spellings. Key spellings relevant to the topic or task may be highlighted and practised at the discretion of the teacher. Feedback should only be given in relation to the key things the teacher has asked the children to pay attention to. This may mean that some aspects of writing will be unmarked, but over time they will be worked on and be the focus of attention.</p> <p>Codes are used in margins to provide children with feedback on their secretarial skills. (See appendix 2.3)</p>
Self-evaluation	<ul style="list-style-type: none"> ✓ Children are encouraged to evaluate their own and other's achievements against the learning objective, in verbal or written form. This can be through talking partners, paired work or use of success criteria and smiley face system. ✓ Children are actively encouraged to respond to their learning objective and use the traffic light system to identify if they have met their learning objective or not. ✓ Children are encouraged to reflect whether they have met their curricular targets in writing, reading, maths, humanities and science, which are located in their working books.

In the Early Years Foundation Stage feedback and marking are always given verbally.

In accordance with our Behaviour Policy, teachers follow the school's reward systems, appropriate to the age and needs of the children in their class. These may be in the form of house points, assistant and head teacher awards, stickers and golden book recognition. Smiley faces etc. may also be used by individual teachers. Children's learning will be celebrated during the Friday Celebration Worship.

Assessment

At Lady Boswell's, teachers use a range of assessment approaches to inform their planning to consistently raise standards of achievement and attainment and to ensure that every pupil realises their potential. All assessments at Lady Boswell's are formative and take a number of forms:

- Questioning
- Observation of pupils
- Response to written work including marking (see feedback above)
- Self and peer assessment
- Low stakes quizzes
- Task design activities that enable opportunities to view children's deeper thinking
- Hexagonal thinking / Solo taxonomy in foundation subjects
- Vocabulary checks
- Retrieval practice
- Scheme-based end of unit checks
- Data from online programmes such as TT Rockstars, Spelling Shed
- Reading Age assessments
- Standardised assessments (SATs, NFER assessments, Reading Age assessments)
- Assessment against Government produced documents such as the EYFSP and Ready to Progress Documents

External summative assessments such as the EYFS Baseline, EYFSP, Year 1 Phonics Screen, KS1 Optional SATs and Year 4 Multiplication Table Check are also all used formatively to inform the taught curriculum. Year 6 complete their KS2 SATs in May and that information analysed and reflected upon to ensure that standards at Lady Boswell's remain exceptionally high.

The School operates three Assessment Cycles at the end of which, a teacher assessment judgement is entered onto the Arbor Tracking Marksheets. Appendix 2.2 shows the range of assessment tools used at each assessment cycle.

Access arrangements are made for all pupils with SEND, where appropriate.

At Lady Boswell's school assessment information is used as a powerful tool to ensure that the SLT can monitor performance trends, pupil progress and any differences within our 2FE year groups, subjects and different vulnerable groups. Data plays a fundamental role in enabling the leadership to target effort, attention and resources to areas of highest need and to ensure that any variation in performance is rigorously targeted and any achievement gaps are constantly narrowing. Pupil Progress Meetings are held three times per year following each assessment cycle to ensure that key messages from the data are quickly acted upon and support is targeted to ensure that every child achieves.

The school shares assessment information with parents, following each data cycle. This information is also shared through Parent Consultations and the End of Year Report to Parents.

Curriculum Monitoring & Development

Monitoring the impact and effectiveness of the curriculum is vitally important. Monitoring activities are undertaken at all levels within the school: peer review, subject leader review, SLT review and governor review. The SIP sets out the cycles of monitoring of the school's strategic aims. The following monitoring activities happen as part of the cycles of assessment within the school:

- Gathering of pupil voice
- Gathering of feedback from teachers
- 'Book looks'
- Lesson visits / reviews / observations (separate from developmental observations below)
- Reviews of resources and planning
- Reviews and analysis of data at the end of each assessment cycle
- Pupil Progress meetings following each assessment cycle

All monitoring activity aims to ensure the highest quality of education and to inform the continuous improvement of the school. Teachers and Subject Leaders will work with their Implementation Team Leader (AHT) to identify development priorities for their subjects and put in the appropriate steps to improve. Plans to develop the curriculum can be seen within the School's SIP, published on the school website.

We take a radically different approach to observing teaching and learning through **Developmental Observations**. At Lady Boswell's School, we acknowledge that the single biggest influence on the quality of learning that happens in the classroom, is the knowledge and skill of the staff. We look to attract, develop and retain staff of the highest quality so that we can continue to deliver the exceptional education on offer here. Observations in class provide staff at all levels an opportunity to develop their pedagogical understanding and teaching skills. All members of staff are given opportunities to observe the teaching of others, be observed themselves and engage in meaningful discussion and reflection about how practice can be developed. These discussions are always rooted in evidence-based approaches. Details of how this is implemented in the school can be found in our Developmental Observation Framework.

Links to Other Policies

This Curriculum Policy should be read in conjunction with the following policies:

- ✓ Special Educational Needs and Disabilities
- ✓ Early Years Policy
- ✓ Sex and Relationships Policy
- ✓ RE Policy
- ✓ Pupil Premium Strategy
- ✓ Equality Objectives and Accessibility Plan

Roles and Responsibilities

Role	Responsibilities
The Governing Body Curriculum Committee	<ul style="list-style-type: none"> ✓ A robust framework is in place for setting curriculum priorities and aspirational targets ✓ Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements ✓ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) and those eligible for the pupil premium grant. ✓ The school implements the relevant statutory assessment arrangements ✓ It participates actively in monitoring and decision-making about the breadth and balance of the curriculum ✓ It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Co-Headteachers	<p>The co-headteachers are responsible for ensuring that this policy is adhered to, and that:</p> <ul style="list-style-type: none"> ✓ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met ✓ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board ✓ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum and manage requests to withdraw children from curriculum subjects, where appropriate ✓ The school's procedures for assessment meet all legal requirements ✓ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum ✓ The governing board is advised on whole-school targets in order to make informed decisions ✓ Proper provision is in place for pupils with different abilities and needs, including children with SEN
Implementation Team Leaders	<ul style="list-style-type: none"> ✓ Oversight and overall responsibility of implementation of team curriculum subjects ✓ Leadership of a core subject ✓ Ensuring that subject leaders have the appropriate training and resource to implement their subjects to the highest standard
Assessment Leader	<ul style="list-style-type: none"> ✓ Management of external examinations, including applications for access arrangements ✓ Leadership of curriculum assessments ✓ Management of the school's MIS for assessment ✓ Management of access arrangements for assessments
SENCo	<ul style="list-style-type: none"> ✓ The co-ordination of the appropriate support and intervention to enable access to the curriculum for all pupils.
Subject Leaders	<ul style="list-style-type: none"> ✓ To advocate for the allocated subject, keeping informed of local and national developments in good practice. ✓ To ensure that their curriculum subject is appropriately organised and resourced to enable its efficient implementation. ✓ To ensure staff have the appropriate subject knowledge to implement the curriculum appropriately. ✓ To gather stakeholder views to continuously improve curriculum implementation. ✓ To undertake curriculum monitoring activities to ensure adherence to the policy for the subject.
Class Teachers	<ul style="list-style-type: none"> ✓ To ensure that the curriculum is implemented in line with this policy.
Teaching Assistants	<ul style="list-style-type: none"> ✓ To support teachers in the implementation of this policy
Pupils	<ul style="list-style-type: none"> ✓ To engage with the curriculum, in line with the school values and home school agreement
Parents	<ul style="list-style-type: none"> ✓ To model positive engagement with the curriculum, in line with the school values and home school agreement

LÔÔK for...



Marks in the Margin

P

Check for a punctuation error on this line and **edit/correct**

G

Check for a grammatical error on this line and **edit/correct**

Sp.

Check for a spelling mistake on this line and **edit/correct**

FS

Edit/correct to ensure you have written in full sentences.

V

Consider vocabulary choices — **edit** vocabulary on this line that could be improved.

VF

Verbal feedback given by teacher in the lesson.



Positive Points!



Exceptional sentence!



Missing paragraph — **mark** where the new paragraph should be.



Next steps/actions to **improve**.