



Curriculum Policy

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Curriculum Context

At Allerthorpe School, we pride ourselves on providing education that is engaging, innovative, and grounded in safety, trust, and understanding. We recognise that many of our learners have experienced disrupted or challenging educational journeys, and we approach learning with sensitivity to their SEMH and SEND needs. Our curriculum is designed to help every learner feel valued, capable, and supported, enabling them to reconnect with education at their own pace. We aim to nurture a sense of self-belief, helping learners to recognise their strengths, develop confidence, and build resilience over time. Staff provide consistent encouragement, guidance, and attuned support to meet learners' educational, social, and emotional needs, while fostering aspiration and positive self-identity.

The school's restorative culture underpins all aspects of planning including curriculum intent, implementation and assessment supporting individuals to reach their full potential. Practice ensures that learners are fully supported with diverse opportunities to succeed where they have experienced difficulty or failure in the past. Timetabled sessions that facilitate reflection and create opportunities to develop resilience to aid progression and achievement will be implemented. This enables a virtuous circle of reflection, action, achievement, resilience, and increased confidence in promoting engagement and the love of learning.

The organisation of learning groups is carefully considered to promote psychological safety, social connection, and accessibility. Class groupings are designed to support learners in building and sustaining positive relationships, while ensuring that the learning environment is manageable and inclusive. A consistent classroom approach provides predictability and stability, helping learners to feel secure and able to engage. Cohorts are structured across Key Stage 3 and Key Stage 4, with a three-year KS3 and two-year KS4 pathway, allowing sufficient time for learners to rebuild skills, confidence, and readiness for progression.

Through a varied and adapted curriculum, we aim to teach learners how to grow into positive, responsible young people who can not only have a positive impact on our local community but can also successfully transition into further education, employment, volunteering, and adulthood. We place equal importance on emotional, social, moral, and physical development, recognising that these are essential foundations for successful learning and participation in society. Through our PSHE programme, learners are supported to develop self-awareness, self-esteem, communication skills, and healthy relationships, explored in a safe and supportive environment. Opportunities to engage with the wider community allow learners to practise and apply their skills in real-life contexts, with the guidance and support of trusted adults, helping to build confidence and independence.

We promote achievement and success for all learners, regardless of starting point. The curriculum is adapted to ensure it is accessible, inclusive, and responsive, enabling learners to experience success, rebuild engagement, and develop a positive relationship with learning.

Assessment, Progress Tracking, Monitoring, and Review

On joining Allerthorpe School, learners undertake formal initial baselining assessments in English, mathematics, and aptitude. These are used as starting points to understand each learner's current knowledge, strengths, and areas for development, rather than as measures of deficit.

We recognise that assessment outcomes may be influenced by learners' previous experiences, including disrupted education or unmet needs. Therefore, baseline assessments are complemented by ongoing, holistic observations by the class team to build a fuller understanding of each learner as an individual. This combined approach ensures that teaching is responsive, flexible, and appropriately adapted, enabling learners to access learning in ways that feel manageable and achievable.

During timetabled lessons, learners are assessed using a variety of formative and summative methods. Summative assessment is captured within bespoke subject-specific workbooks and portfolios, assessed by the teacher or Tutor, and recorded on a progress tracker at their level using a RAG rating system, with specific developmental feedback provided.

At the end of each term, progress is updated and analysed by SLT to ensure that every learner is making progress consistently. Any identified inconsistency with the predicted flight is highlighted and supportive strategies and interventions agreed.

Learners may engage with formal assessments at key points across Years 10 and 11, with preparation delivered in a supportive and structured way to reduce anxiety and build resilience.

Those following GCSE programmes access a two-year, carefully sequenced curriculum, with regular internal assessments to support learning and monitor progress. External examinations at the end of Year 11 provide nationally recognised outcomes.

Participation in formal assessment is always considered in light of the learner's individual readiness and wellbeing, with appropriate adjustments and support in place.

Assessment

Progress is monitored using a BRAG rating system, which reflects each learner's journey towards their personalised targets:

- Blue – Demonstrating progress beyond the current target
- Green – Securely working at the expected level
- Amber – Developing understanding with support
- Red – Requiring additional support to access learning

This system is used as a tool for identifying support needs and planning next steps, rather than as a label. Staff respond to assessments with timely, supportive adjustments and interventions to help learners re-engage and succeed.

This data is collected to be used to track progress across each curriculum area which contributes to a data drop at the end of each half term.

The school utilises an assessment tracking system to:

- Record both formative and summative assessment information
- Track attainment and progress over time
- Identify gaps in learning to inform teaching and planning
- Recognise and capture small-step progress, particularly for learners with SEND

This ensures that assessment remains a meaningful and supportive tool, enabling staff to respond effectively to learners' needs and celebrate progress at all levels.

Curriculum Planning, Teaching, and Learning

The long-term curriculum plan is reviewed annually in collaboration with the teaching team, taking into consideration any global/environmental/technical/policy changes and feedback/reflection from delivery of each subject area. From this, adaptable and responsive schemes of work are developed, which are then translated into lesson sequences and resources. Planning is flexible and learner-centred, allowing teaching staff to adjust content, pace, and approach in response to learners' engagement, emotional readiness, and prior experiences.

The approach to planning for teaching and learning is to ensure that all learners receive a broad offer, appropriate to supporting progression and achievement of personal targets, and that the

planning itself is, wherever possible, hands-on, and experiential. This approach also enables teaching staff to maintain a manageable workload and facilitates a positive work/life balance, enabling adults to remain consistent, calm, and emotionally available to learners. Key Stage 3 and Key Stage 4 curricula are planned in a connected and progressive way, supporting learners to build on prior knowledge and develop skills over time. This continuity allows learners to experience success and recognise their progress, which is essential for rebuilding confidence. Through a creative curriculum, learners will face the challenge of debate and study that will foster recognition and sympathetic awareness of the beliefs and values of others, improving all learners' awareness of the world in which we live. Where relevant and possible, learners take part in a wide variety of educational visits and field trips to broaden their experience of different locations and situations and glean learning from real life experience.

Within English and Mathematics, the Key Stage 3 curriculum provides a supportive foundation for learners to move towards an appropriate pathway at Key Stage 4. Pathways such as Entry Level, Functional Skills, or GCSE are selected based on a holistic understanding of each learner's strengths, needs, readiness, and long-term aspirations, ensuring that progression is both ambitious and achievable.

Curriculum Areas

Please refer to the long-term plans for subject specific areas and content.

English

Functional Skills English

English is a subject, and it is an essential foundation for success in all subjects. Developing the core skills of reading and writing, vocabulary development and spoken language is essential for a learner's chance to progress.

KS3 curriculum aims – to instil the core skills of reading and writing, vocabulary development and spoken language. This aims to compliment previous knowledge and work towards skills needed to succeed at KS4. Reading a variety of increasingly challenging texts will allow learners to access either pathway of Entry Level, Functional Skills English, or GCSE English Language. The curriculum will support learners to:

- Develop reading skills.
- Write accurately and effectively using Standard English and level appropriate spelling and grammar – plan, draft, edit and proof-read.
- Build on their vocabulary and understanding of more complex words.
- Speak and listen confidently and effectively.

KS4 curriculum aims – to expand on and further their knowledge of the key skills covered in KS3 to support learners to:

- Develop reading skills.
- Write accurately, fluently, and effectively at length using Standard English and level appropriate spelling grammar – plan, draft, edit and proof-read.
- Write using an informed personal response.
- Build on their vocabulary from KS3 and use it effectively.
- Speak and listen confidently and effectively using personal opinions and the opinions of others.

GCSE English Language

GCSE English language is designed on the basis that learners should read challenging texts from the 19th, 20th and 21st centuries. Each text will represent a substantial piece of writing, making significant demands on learners in terms of content, structure, and the quality of language. The texts, across a range of genres and types, will support learners in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews, and journalism.

It enables learners to:

- read a wide range of texts, fluently and with good understanding.
- read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.

- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

Reading

Allerthorpe School is committed to cultivating a culture of literacy proficiency and enthusiasm for books. Through the use of individualised learning strategies, personalised scaffolding, a DfE approved Phonics scheme where appropriate, and adaptive literacy technology, we support every learner on their reading journey.

Fully trained staff deliver a phonics intervention scheme- That Reading Thing- which supports early reading skills using age-appropriate texts. To complement our reading curriculum, we use Lexia -this adaptive software provides personalised reading instruction that targets gaps in phonics, vocabulary, and comprehension. Lexia supports independent learning and motivates pupils through interactive activities and regular progress milestones—enhancing both skill and enjoyment.

Reading is promoted via motivating use of text across the curriculum, community outings, educational magazine subscriptions and learner choice of text. Our school library is full of books - many chosen based on learners preferences. Learners can spend time on the sofa reading and relaxing.

At Allerthorpe School, our SENDCO uses baseline assessments to identify learners who need support with reading and phonics.

Each day we have a timetabled 20-minute session where learners can use Lexia (an online reading programme) or read a book of their choice.

Mathematics

Functional Skills Maths

A key aim for Functional Skills mathematics is that it enables learners to gain confidence and fluency in, and a positive attitude towards, mathematics. Learners will convey their confidence in using mathematics when they can demonstrate a sound grasp of mathematical knowledge and skills and apply it to solve mathematical problems. It develops behaviours such as persistence, resilience and logical thinking as learners apply mathematical tools and approaches.

Entry Level and Functional Skills qualifications provide learners with a supported pathway towards future opportunities, including employment and further education. They also equip learners with practical mathematical skills that can be confidently applied in everyday life, supporting independence and participation.

The curriculum introduces learners to a range of concepts linked to real-life contexts and future experiences, allowing them to explore situations they may encounter beyond school. This helps learners to develop an understanding of how mathematics is used in the wider world, while building confidence in applying their skills in different settings.

Learning is delivered in a way that is relevant, accessible, and purposeful, enabling learners to recognise the value of mathematics and feel increasingly capable and prepared for life beyond the classroom.

GCSE Maths

This encourages learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher-level post-16.

This planning enables learners to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select, and apply mathematical techniques to solve problems.
- reason mathematically, make deductions and inferences and draw conclusions.
- comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.

The problem solving at the heart of mathematics learning, helps learners tackle everyday mathematical problems whilst studying and after obtaining the qualification. It encourages the teaching of links between different areas of the curriculum by targeting questions that cover the content from different subject areas within mathematics.

ICT

ICT develops the learners' knowledge, skills and understanding with a key focus on the development of effective communication skills and encourages them to demonstrate their skills in using ICT systems, finding, and selecting information, developing, presenting, and communicating information in a range of contexts and for various purposes. Planning is cross-referenced and complemented by the Digital Functional Skills subject content where ICT planning provides learners with a solid understanding of the five content themes of using devices and handling information, creating, and editing, communicating, transacting and being safe and responsible online.

Science

Learners are given opportunities to explore a broad and balanced range of scientific topics, from cellular biology to the solar system and space. Content is carefully sequenced and adapted to ensure it is accessible, meaningful, and connected to real-life experiences, supporting learners to develop understanding at their own pace.

Teaching approaches prioritise clarity, structure, and repetition, helping learners to feel secure in their learning. Scientific concepts are introduced in manageable steps, with regular opportunities to revisit prior knowledge, supporting both retention and confidence. Practical investigations are a key feature of the curriculum. These are planned to encourage hands-on engagement, curiosity, and active participation,

PSHE/RSE

Our PSHE offer aims to educate and support individuals to lead safe and healthy lives, make informed choices regarding social and personal issues and develop the necessary skills to manage their next steps, lives, and aspirations to become responsible and productive members of society. Our PSHE curriculum includes a robust RSE offer, and learners can work towards accreditation at both Key Stage 3 (KS3) and Key Stage 4 (KS4). The planning is mapped to the DfE's statutory RSE guidance.

Humanities

Encompassing RE, History and Geography, the Humanities curriculum helps learners to understand their world in the context of people and places, resources, and environments across the globe, and gain a solid knowledge of key historical events, locally and internationally, that have effected changes in society over time.

Social Skills

A significant part of a learner's life is spent interacting with other young people. However, not all young people develop social skills naturally. Allerthorpe School offers a range of interventions and therapies for the whole school, which include 'Art Therapy' and 'Tabletop Therapy'.

Structured classroom activities develop a learner's social skills and are put into practice within school social time and during social academic trips, such as ordering a meal, buying ingredients for Food Technology lessons and participating in a social sporting activity.

We aim to develop young people's self-awareness and self-esteem so that they can build core skills for maintaining friendships, resilience, and emotional well-being.

PE and Games

At Allerthorpe School, we offer lessons in PE within the Hall and Games on our outside Multi Use Games Area. Physical education includes activities such as Dance and Yoga with Games including tennis and football, developing confidence and competence in a wide range of individual, paired and team activities, to promote physical health and wellbeing, positive mental health, teamwork, and problem-solving skills. All activities are adapted to ensure all learners can participate in activities; additional adult input is available should individual learners require this.

Art/DT

The Art/DT curricula will give learners experiential involvement with different art media, including drawing, painting, printing, collage, sculpture, and photography. Learners will study a variety of

artists with a different focus, embedding historical, geographical, cultural, personal, and social development. This provides knowledge and skills to support progression into further education and adulthood, to develop a lifelong love of the creative arts and potential careers within the sectors of art, technology, joinery and more. The DT side of the curriculum involves using many skills, including problem-solving, and reading instructions. The Art/DT curriculum is hands-on and will give the learners the experiences they need to take up, perhaps, further education and apprenticeships in practical trade careers.

Therapeutic Interventions

We have a number of therapeutic interventions planned and embedded within bespoke timetables for learners, such as Lego therapy, Art therapy, CBT, one-to-one counselling sessions, tabletop therapy, animal care, access to calm spaces and sensory spaces, and quiet working provision, with the aim of underpinning educational activities and access to different aspects of the curriculum.

Outdoor Learning and Forest School

Allerthorpe School currently has an outdoor learning programme, in which the learners work towards the NOLA certifications (National Outdoor Learning Award). This involves building skills for life while having fun in our local woodlands and parks. The programme of skills developed includes boosting confidence, developing social and communication skills, improving problem-solving skills, creating independent learners, increasing motivation and concentration, enhancing sensory and motor skills, providing environmental literacy, promoting emotional intelligence, stimulating imaginative play and supporting holistic development.

We are establishing our own on-site forest school, and growing area, which will be completed by the end of 2026. A level 3 forest school-trained member of staff will lead this area of the curriculum.

Careers and Life Skills

Allerthorpe School will work towards embedding all 8 Gatsby Benchmarks, which, in turn, will meet the needs of every learner. Approach to careers will differentiate in accordance with the different needs and abilities of the learners, ensuring that every learner within Allerthorpe School has employability skills and career information at the appropriate level. We want every learner to be confidently able to make realistic and ambitious choices about future courses and jobs. Learners identified as being at risk of becoming NEET are provided with early support and are prioritised at the transition stage. Referrals to appropriate Local Authority Careers Hubs are made when appropriate for early interventions and ongoing support.

A planned annual career schedule of events and activities ensures that every learner will have the relevant knowledge and skills to make an informed choice about their future. Allerthorpe School will involve parents and carers through Newsletters, school website, careers events, Parent Consultation Day and EHCP Annual Review meetings.

Qualification Offer

Here at Allerthorpe, we have a Core Offer of qualifications available for our KS4 learners alongside additional Options chosen by themselves – a choice of 4 from the list below. These are offered at various levels dependent on ability:

Core:

- English
- Mathematics
- PSHE, RSE and Careers/life skills
- Physical Education

Options:

- Applied Science
- Art and Design
- Photography
- E-sports
- Digital Skills
- Computer Science
- Physical Education
- Home Cooking Skills

- Outdoor Learning / Forest School
- Personal Growth and Wellbeing

Marking and Feedback Policy

Marking should provide constructive feedback to every learner, focusing on success while identifying clear, manageable next steps, helping learners to understand their progress and continue to develop. Feedback is used to support learners in becoming reflective and independent, enabling them to build understanding and move towards their individual learning goals at a pace that is appropriate for them.

Marking is part of a wider cycle of supportive assessment, which includes:

- Clear learning intentions
- Effective questioning
- Ongoing verbal and written feedback

This approach ensures that assessment is continuous, responsive, and meaningful, rather than solely outcome focused. The marking policy is applied consistently across subjects while remaining flexible to meet individual learner needs.

Marking is most effective when it is:

- Simple
- Appropriate to age and ability
- Helps learners know what they have done well against the learning objectives.
- Clearly shows how to improve.
- Supports self-assessment.
- Timely for learners to act on feedback.

The aim of the school policy is to ensure that learners are encouraged to value feedback and to know that it is addressed to them individually and specifically tailored to help them learn, improve, and achieve.

The aim of this policy is to ensure that feedback:

- Is valued by learners as a supportive and constructive part of their learning
- Feels personal, relevant, and respectful
- Helps learners to build confidence and recognise their own progress
- Supports learners to develop skills, understanding, and independence over time

The focus is on progress from individual starting points, rather than comparison with others.

The judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on learners' progress. The following points are considered as indicators of effective marking and feedback:

- learners showed that they understood the purpose of the marking or feedback was individually tailored to their needs to help them develop academically.
- teachers' handwriting is easy to read, and all spelling, grammar and punctuation is correct.
- marking recognises successes against the learning objective and helps learners understand what they have done well.
- teachers provide constructive feedback to learners so that they can identify and understand how they can improve their learning.
- action points for improvement are given, that specifically relate to instances in the marked work and give opportunities for learners to close the gap to have a positive impact on their personalised IEP targets.
- teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly.
- learners will be able to articulate what they need to do to progress.

All staff share responsibility for supporting learners' communication and literacy development across the curriculum. Feedback is delivered in ways that are encouraging, structured, and sensitive to individual needs, helping learners to develop their skills without fear of judgement.

While regular feedback is an important part of our practice, the emphasis is on quality, impact, and responsiveness, rather than volume. Staff ensure that feedback remains meaningful, manageable, and supportive, allowing learners to focus on progress rather than feeling overwhelmed.

Writing, Speaking and Listening, and Reading

Writing – we encourage:

- Correct grammar
- Correct punctuation
- Planning of written work
- Correct sentence structures
- Solid spelling
- Using the correct tense (past, present, future)
- Correct subject-verb agreement e.g., verb 'to be' = I am, it is, you are, we are, they are, etc.

Speaking and listening – we encourage:

- Speaking formally (how, when, and where)
- Speaking informally (how, when, and where)
- Speaking in a group
- Listening to others' opinions without interrupting
- Contributing appropriately to a discussion
- Asking questions based on information presented
- Answering questions with a thought-out response
- Presenting independently (this could be in the form of 'show and tell')

Reading – we encourage:

- Use of phonics to support reading development (That Reading Thing)
- Reading aloud
- Reading independently
- Strategies to deal with difficult words
- Making sense of whole texts
- Summarising whole texts in their own words
- Developing opinions of texts
- Extending vocabulary

Marking Guidance

How will we evidence the marking of written English?

Work is marked using the provided marking codes sheet (Appendix A). Each learner will have access to the marking codes through a visual chart in the back of each exercise book or folder. Learners who are weaker at reading will have the codes and explanations read to them for understanding.

We will mark positive achievements in green ink, and areas for development in purple ink. This approach helps learners to clearly identify what they are doing well and what they can work on next, in a supportive and non-judgemental way.

How will we show improvement of learners' written English?

Learners will be given the opportunity to correct any mistakes that have been highlighted by the teacher/tutor within three areas:

- Evidence over time throughout learner's workbooks
- Completion of targeted work/task setting during lessons
- Individualised learning activities

Assessment and Feedback

How will we evidence, regularly assess, and provide feedback on learners' work?

Learners' work will be regularly assessed in many different formats to ensure appropriate progress, and feedback will be given to ensure all learners achieve their full potential. Assessment will be in three different forms:

- Verbal and written daily feedback through workbooks, task sheets, and vocational booklets.

- Live marking - teachers' movement around the classroom to routinely, systematically check learners' completion of work in relation to the learning outcomes and the opportunities for 'in the moment' feedback that this provides. The teacher should circulate around the room as learners are working to:
 - check that all tasks are completed.
 - check that the quality of work is of the required standard.
 - provide verbal feedback or make notes to correct misconceptions and/or guide learners on next steps.
- Termly through the Sandwell Math's, Salford Reading, and GSL assessment tools.

Additional strategies we will utilise where appropriate:

- Self-assessment to encourage active learner involvement in assessing own strengths and steps needed to achieve learning outcomes and progress. Specific displays are placed in each classroom.
- Peer assessment to develop understanding of what is required to be successful and how to make judgements that are fair and accurate.
- Online resources to engage learners in an alternative form of learning that provides instant and visual feedback, such as the Lexia programme.
- Tailored 1:1 intervention with SENDCo/Subject Specialist to bridge the gap.

Feedback Scheme

We will further give personalised written feedback to learners, specifically to the piece of work assessed, through the use of individual marking stickers. In Mathematics and English, this will be at the end of lessons with the same learning outcome. In other subject areas, this will be at the end of an overall topic:

Learning Objective:					
Success Criteria:				Secured Tick/comments	
1.					
2.					
3.					
Engagement Score	1	2	3	4	5
Learner Tick score/comments					
Staff Tick score/comments					
Even Better If:					

Learning Objective:					
Success Criteria:				Secured Tick/comments	
1.					
2.					
3.					
Engagement Score					
Learner Tick score/comments					
Staff Tick score/comments					
Even Better If:					

End of a Topic Marking Sheet:

Topic Area:		Learning Objective:			
Success Criteria for this topic area: Assessment: 1-4 for understanding as per MTPs information					
Knowledge and Understanding Score	1 I Learnt Nothing	2 Not learnt much	3	4 Good topic, I learnt lots	5 Excellent topic, it really

			Yes, I learnt some new things		interested me, and I learnt lots
Learner - how did you engage with this topic? Have you learnt something new? Score/comments					
Staff - how do you feel the learner engaged and progressed through this topic? Score/comments					
How can the Learner extend their understanding and knowledge? Even Better If:					

Engagement Descriptors:

Engagement Score Descriptors: at the end of the lesson, you can indicate how you think the lesson went, did you enjoy the lesson and did you learn something?
1 Able to show positive responses to staff interaction
2 Able to participate in a learning, therapeutic or social experience
3 Able to show realisation of the importance of a learning, therapeutic or social experience
4 Able to persist in a learning, therapeutic or social experience and show resilience when things go wrong
5 Able to initiate and positively engage with a learning, therapeutic or social experience

Engagement Score Descriptors: at the end of the lesson, you can indicate how you think the lesson went, did you enjoy the lesson, and did you learn something?



Able to show positive responses to staff interaction



Able to participate in a learning, therapeutic or social experience



Able to show realisation of the importance of a learning, therapeutic or social experience



Able to persist in a learning, therapeutic or social experience and show resilience when things go wrong



Able to initiate and positively engage with a learning, therapeutic or social experience

Appendix A

The Teacher will mark your work in **green** and **purple** pen.

Green Pen will be the things that are right or positive about the work, along with the teacher's comments.

Purple Pen will indicate things that we might need to remember or practice for next time. It may also indicate where corrections are needed.

This is what the codes mean next to your work:

Support that you had in the lesson so you could complete your work:	Corrections that you need to look at and complete or remember for next time:
VP – The teacher gave you help by verbal prompts NL – A number line is given to you to help with counting MS– A Multiplication square was provided to support you. Cal – you used a calculator to support Mo – The teacher modelled what to do in different ways to help you I – You completed the work independently Sc -Staff wrote for you in your book R – Staff read this part of the work to you Ex-Staff gave you extra time to finish your work D – You talked into a computer to help with big pieces of written work SS- The teacher supported you by giving you a sentence starter	CP – This word needs to start with a capital letter LC- This letter needs to be in lowercase. FS – Full stops needed at the end of this sentence . Gr – Grammar correction needed UL- Underline this title, date or sentence Com – A comma is needed here to break up the sentence , Qu – Quotation marks needed “ ” here to show the speech of a character or person. Pa- A Paragraph is needed here to split up the big piece of writing Sp – Spelling mistake SWO – Show the teacher/examiner your working out when completing maths or science equations. Pr- Presentation (this could be the size of writing, writing not on the line ...)