Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Evidence of our response to pupil's work can be found recorded in books, but much of Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take their learning forward. We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher
- To ensure consistency and continuity in feedback across the school so expectations are clear for teachers, pupils and parents.
- To contribute to staff well-being

Learning Objectives

- Follow consistent practice throughout the school
- Are constructive
- Are related to needs, attainment and ability
- Are short and concise
- For foundation subjects, link to the foundation assessment criteria

Success Criteria

- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provide pupils with opportunities to assess their own work and that of others
- Are related to specific targets (success criteria) which are shared and made clear to the pupils in advance

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the pupils have learnt and identifying the next steps.

Broad Guidelines

- Marking includes verbal and written feedback.
- Work is marked as quickly as possible, i.e. same day or next day.
- Work will not always be marked in detail (except for those pupils named on the marking cycle for that day), **but it will be checked and the learning objective acknowledged (ticked or highlighted)**. This simply indicates that work has been seen and can be done as the teacher moves around the room. A focus on productivity and presentation will be expected every day as teacher or LSA circulates.
- Comments are positive and constructive with appropriate praise given
- Differentiated comments encourage a dialogue between the teacher and pupil
- Marking sets targets to ensure pupils are motivated and involved in their progress journey
- In English and Maths, at least one pupil from each table group will be marked in detail each day on rotation to ensure any misconceptions are spotted and acted upon. If misconceptions are spotted then the whole group's work needs to be marked in detail.
- In Years 2 – 6, Big Write will be marked in detail, **for all pupils**, for weeks 1 and 2 of the cycle. Good examples of the success criteria, including a grammar objective, being met will be highlighted and given in written feedback. Next steps will be provided to support improvements.
- There may be times when it is appropriate for a LSA to annotate work. Work marked by an adult other than the class teacher should be initialled (including supply and regular cover).
- Red pen is used by the teacher, and care is always taken to preserve the integrity of pupils' work.
- Marking can sometimes be done in the classroom with the pupil or a group.
- Pupils are encouraged to evaluate their own and other's achievements against the success criteria in verbal or written form (using blue pen).

- Responding to teachers' comments is a skill and pupils will be taught how to reflect on these and respond to them. Time will be built into the timetable to allow pupils to respond to comments and feedback. From years 2 to 6, Teachers/LSAs mark in red pen and pupils respond in green pen. Pupils correct and evaluate their work with green pen. This begins in the summer term for year 1 pupils.
- At the end of a lesson, pupils are encouraged to Self-Assess and use the 'traffic light' system to let their teacher know how they feel they achieved with their learning.

Monitoring, Evaluation and Review

A key aspect of the phase leaders, subject leaders and senior leadership team's role is to monitor, evaluate and review the effectiveness of the marking and feedback procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources. Phase Leaders will maintain dialogue with colleagues in their phases to ensure the Marking and Feedback policy is being adhered to appropriately and this is recorded on LLO once per term or more frequently if required.

Expectations for verbal feedback

- Feedback is linked to the LO/SC and the pupil's target.
- Feedback is positive and the things pupils can do/did well are highlighted in green so the pupils know to repeat these again.
- Effective feedback requires thinking/reflection time to take place so such time must be allocated within lessons so that pupils can self-assess work.
- Targets are discussed with the pupils

Expectations for written feedback (marking)

The teacher should regularly plan time to mark alongside the pupil giving verbal feedback so the pupil improves their work in the lesson. If this is not possible then written feedback after the lesson will be used to check work and give diagnostic feedback where appropriate.

- All work will have some indication that it has been checked by the teacher – this will be acknowledging whether or not the LO is achieved. Indicated that is has been achieved using a green highlighter or a tick.
- Any comments the teacher makes are in red pen, and the pupils show their responses in green pen.
- Next steps are to move the child's learning on (for that individual) or to address a misconception which is evident in the child's work; these should be differentiated and accessible for the children.
- Responses are checked by the class teacher to ensure there are no misconceptions – this will then close the cycle. Where there are barriers to learning this is addressed by the teacher.
- There should be some sort of feedback/checking from the teacher where pupils have carried out peer or self-assessment.

- Marking must be neat – teachers are role models of handwriting and presentation.
- Work completed by cover teachers will have their initials, however, unplanned/ad hoc cover arrangements remain the responsibility of the class teacher.

<table>
<tr><td>Year Group
Foundation Stage</td><td colspan="4">Subjects
Pupil initiated tasks will be indicated with CI. Adult led tasks will be indicated with w/s.
Work will be dated by the adult.
The feedback given to Foundation Stage pupils will mostly be verbal at the time of the activity however written comments will be used in pupils writing books to inform the teacher of next steps.
Smiley face/stars/stickers will be used to reward effort and achievement.
Teacher's scribe emergent writing where spelling is unclear
Comments and next steps on observation/photo sheets</td></tr>
<tr><td rowspan="2">Year 1 and 2

Misconceptions
Where significant misconceptions have been found for a pupil identified on the marking cycle, the teacher MUST then look at the rest of the group.

Verbal feedback
Regular feedback in lesson to individuals – work annotated briefly with the focus of the feedback e.g. connectives.</td><td>English</td><td>Maths</td><td>Science</td><td>Foundation Subjects</td></tr>
<tr><td colspan="3">For English and Maths, one - two pieces of work per group will be marked each day on rotation (approx. 6-10 books a day) to ensure every pupil's book is seen in detail each week. Any extended/longer pieces of work must be marked for every child e.g. end of a unit.</td><td></td></tr>
<tr><td>In Year 1, pupils' work will be marked in detail with the pupil through a conference. This will be a minimum of weekly.
Verbal/written feedback to be provided to identify next steps for learning.
Correct punctuation errors where appropriate using the codes.
Attention will be drawn to incorrect formation of letters by circling and</td><td>Correct work will be ticked.
Incorrect work will be identified with a dot and pupils will be given the opportunity to respond.
Number reversals will be corrected. Examples to be shown in book and pupils will be encouraged to practise.
Verbal Feedback will be used whenever possible.
Adult supported work will be identified using w/s.</td><td>Verbal/written feedback to be provided to identify next steps for learning.
Scientific language and Blooms questioning is always used
Correct spelling of up to 5 specific key words. Pupils to copy these out three times in the margin
Pupils reflect on previous science learned and respond to teachers marking</td><td>Aim to mark 15 books (range of abilities) per lesson (focus group during lesson + 9/10 others before next lesson)
Correct spelling of up to 5 specific key words. Pupils to copy these out three times in the margin
Marking will focus on the LO and SC.
Where possible marking will provide the pupil with an opportunity to</td></tr>
</table>

	modelling of correct examples in book to copy and pupils will be encouraged to practise. • Spelling Test results should be recorded each week and placed in the year group assessment folder • Traffic lights daily **Big Writing** • Once a week in year 2 and a unit per half term in year. Big Write will be marked in detail for every pupil using highlighting and next steps for learning against the Success Criteria/grammar focus.	• Quick response marking will be used to inform planning and immediate intervention opportunities. These will also inform maths meetings which take place outside of the maths lesson • A more detailed evaluative comment relating to learning should be made once per week and the next steps for learning should be indicated • Traffic Lights daily • Number superstars results should be recorded each week on the template provided and placed in the year group assessment folder • Arithmetic score should be recorded when carried out and placed in the year group assessment folder	• Adult to scribe for pupil if appropriate. • A more detailed, evaluative comment related to the work should be given to the focus group where possible. • Aim to mark 15 books (range of abilities) per lesson (focus group during lesson + 9/10 others before next lesson) • Traffic Lights for each session • Every pupil's book will have been marked in detail once every 2 weeks/lessons	engage, usually through the use of a reflective question linked to the SC. • Pupil's attitude and response to the topic might also be commented on. • Every pupil's book will have been marked in detail once every 2 weeks/ 2 lessons (where blocking a subject takes place this cycle takes place per lesson not per week e.g. 15 children marked lesson 1 & 15 lesson 2) • Traffic lights for each session.

Year 3 and 4	English	Maths	Science	Foundation Subjects
Misconceptions Where significant misconceptions have been found for a pupil identified on the marking cycle, the teacher **MUST** then look at the rest of the group. **Verbal feedback** Regular feedback in lesson to individuals – work annotated briefly with the focus of the feedback e.g. connectives.	For English and Maths, one - two pieces of work per group will be marked each day on rotation (approx. 6-10 books a day) to ensure every pupil's book is seen **in detail** each week. Any extended/longer pieces of work must be marked for every child e.g. end of a unit.			
	• As teachers circulate the room, they will conference with pupils so that each pupil has a conference once a week. Conferences can be group or individual • Verbal/written feedback to be provided to identify next steps. • Correct punctuation errors where appropriate. • Correct grammar errors where appropriate • Pupils will be given the opportunity to read through their work and marking comments and self-correct/edit • Traffic lights daily • Spelling Test results should be recorded each week and placed in the year group assessment folder	• Correct work will be ticked. • Incorrect work will be identified with a dot and pupils will be given the opportunity to respond. • Verbal Feedback will be used whenever possible. • Adult supported work will be identified using w/s. • Quick response marking will be used to inform planning and immediate intervention opportunities. • A more detailed evaluative comment relating to learning should be made once per week and the next steps for learning should be indicated • Make sure that you build in time to your lesson to allow pupils to	• Verbal/written feedback to be provided to identify next steps for learning. • Mark for process and factual scientific understanding shown in oral and written work. • Scientific language is used always • Correct spelling of up to 5 specific key words. Pupils to copy these out three times in the margin • Pupils reflect on previous science learned and respond to teachers marking • Adult to scribe for pupil if appropriate. • A more detailed, evaluative comment related to the work should be given to the focus group where possible.	• Aim to mark 15 books (range of abilities) per lesson (focus group during lesson + 9/10 others before next lesson) • Correct spelling of up to 5 specific key words. Pupils to copy these out three times in the margin • Marking will focus on the LO and SC. • Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the Learning Objective/SC. • Peer marking should be actively encouraged and carried out using a blue pen • Pupil's attitude and response to the topic

	Big Writing • Once a week Big Write will be marked in detail for every pupil using highlighting and next steps for learning against the Success Criteria/grammar focus.	review the comments you have made. • Number superstars results should be recorded each week on the template provided and placed in the year group assessment folder • Arithmetic score should be recorded when carried out and placed in the year group assessment folder • Traffic lights daily	• Aim to mark 15 books (range of abilities) per lesson (focus group during lesson + 9/10 others before next lesson) • Traffic Lights for each session • Every pupil's book will have been marked in detail once every 2 weeks/lessons • Where appropriate teacher add a further 'challenge' question (this can be generic)	might also be commented on. • Every pupil's book will have been marked in detail once every 2 weeks/ 2 lessons (where blocking a subject takes place this cycle takes place per lesson not per week e.g. 15 children marked lesson 1 & 15 lesson 2) • Traffic lights for each session.

<table>
<tr><th>Year 5 and 6</th><th>English</th><th>Maths</th><th>Science</th><th>Foundation Subjects</th></tr>
<tr><td rowspan="2">Misconceptions
Where significant misconceptions have been found for a pupil identified on the marking cycle, the teacher MUST then look at the rest of the group.

Verbal feedback
Regular feedback in lesson to individuals – work annotated briefly with the focus of the feedback e.g. connectives.</td><td colspan="3">For English and Maths, one - two pieces of work per group will be marked each day on rotation (approx. 6-10 books a day) to ensure every pupil's book is seen in detail each week. Any extended/longer pieces of work must be marked for every child e.g. end of a unit.</td><td></td></tr>
<tr><td>Once a week Big Write will be marked in detail using highlighting and next steps for learning against the Success Criteria.
As teachers circulate the room, they will conference with pupils so that each pupil has a conference once a week. Conferences can be group or individual
Verbal/written feedback to be provided to identify next steps.
Pupils should maintain a log of all published work and include one piece/term in Year 5 that is up levelled through conferencing
Pupils should maintain a log of all published work and include one piece/ half term in Year 6 that</td><td>Correct work will be ticked.
Incorrect work will be identified with a dot and pupils will be given the opportunity to respond.
Verbal Feedback will be used whenever possible.
Adult supported work will be identified using w/s.
Quick response marking will be used to inform planning and immediate intervention opportunities (mini-plenaries)
A more detailed evaluative comment relating to learning should be made once per week and the next steps for learning should be indicated
Make sure that you build in time to your</td><td>Verbal/written feedback to be provided to identify next steps.
Mark for process and factual scientific understanding shown in oral and written work.
Scientific language is used always
Correct spelling of up to 5 specific key words. Pupils to copy these out three times in the margin
Pupils reflect on previous science learned and respond to teachers marking
Adult to scribe for pupil if appropriate.
A more detailed, evaluative comment related to the work should be given to the focus group where possible.</td><td>Aim to mark 15 books (range of abilities) per lesson (focus group during lesson + 9/10 others before next lesson)
Correct spelling of up to 5 specific key words. Pupils to copy these out three times in the margin
Marking will focus on the LO and SC.
Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the Learning Objective/SC.
Peer marking should be actively encouraged and carried out using a blue pen
Pupil's attitude and response to the topic</td></tr>
</table>

	is up levelled through conferencing • Correct punctuation errors where appropriate. • Correct grammar errors where appropriate • Pupils will be given the opportunity to read through their work and marking comments and self-correct/edit • Traffic lights daily • Spelling Test results should be recorded each week and placed in the year group assessment folder **Big Writing** • Once a week Big Write will be marked in detail for every pupil using highlighting and next steps for learning against the Success Criteria/grammar focus.	lesson to allow pupils to review the comments you have made. • Number superstars results should be recorded each week on the template provided and placed in the year group assessment folder • Arithmetic score should be recorded when carried and placed in the year group assessment folder • Traffic Lights daily	• Aim to mark 15 books (range of abilities) per lesson (focus group during lesson + 9/10 others before next lesson) • Traffic Lights for each session • Every pupil's book will have been marked in detail once every 2 weeks/lessons • Where appropriate teacher add a further 'challenge' question (this can be generic)	might also be commented on. • Every pupil's book will have been marked in detail once every 2 weeks/ 2 lessons (where blocking a subject takes place this cycle takes place per lesson not per week e.g. 15 children marked lesson 1 & 15 lesson 2) • Traffic lights for each session.

Traffic Lights:



Represents I understand

Represents I understand but I need more practice

Represents I do not fully understand and I need more help

The traffic light system should be used for **each lesson in all curriculum areas** and should be placed on **the top right hand corner of the page**.

Marking Codes:

LO ✓	Meeting or exceeding the LO highlighted green or a tick against the LO at the top of the page to indicate the LO has been achieved.
	Green highlighter used to indicate great work (Green for Great!) and if the LO has been achieved either ✓ or highlight
* *	Jumbled sentence/phrase needing rewriting
Sp	Spelling error (spelling corrected in margin and pupil to copy x 3)
Gr	Grammar error
0	Punctuation error, missing punctuation, incorrectly formed number or letter (incorrect formation should be modelled and pupils provided the opportunity to practise)
^	Missing word
VF	Verbal Feedback given
	Next Steps **for learning** – this question should move the learning on for that individual or address a misconception that took place in the learning.
// or /	New paragraph/line required
	Up-level
w/s	with support
I	Independent (used to indicate where the task has been completed independently **where support is usually given**)

Next Steps are an important part of learning and allow us to both stretch the pupil's abilities and assess their understanding. Some may find next steps easy to generate whilst some may find that the process of finding/deciding on one a challenge. The purpose of these examples is to help you to generate ideas for next steps, to encourage you to 'think outside the box' and ensure next steps are consistent and challenging across the school and in all subjects.

The depth of your knowledge of the context is key, if you are unsure of a topic carry out some additional research. It is important to have an idea of what progression looks like within that area/context and also how children learn about the particular context. When you are deciding/creating your next steps, it is important to consider the learners. Despite the lesson/resources being pitched at an age appropriate level there may still be children in your class who require additional support to show what they know and can do in terms of the assessment focus. Providing scaffolding for students who may face barriers to carrying out the task may be required, but check they are still on track to meet the lesson objective/overall assessment focus. Higher order Bloom's sentence stems should be used to write high quality next steps.

Examples:

An important part of assessment for learning is talking with students about their ideas. You will learn far more about what they know and can do if you have these conversations. This can be done individually, in small groups, or with the whole class

Oral Next Steps:

Self-assessment doesn't necessarily have to be a written task. Discussion starters that ask students to further explain their responses can be another way of encouraging students to think about their learning: for example:

- Tell me more.
- Why do you think that?
- Can you justify that?
- What was difficult about that task?
- Explain why you agree / don't agree.
- What else do you need to know?
- What do you think you need to do next?
- What did you learn from doing this task?
- Can you explain what is wrong with this statement?
- What do you notice about the following

Next step examples TT based

Below are a range of examples you could use generated from target tracker, this is a good way to assess if a child could be moved up from 'working towards' to 'achieved' especially if they have included the statement in their work. The following next steps will work best alongside your grammar/lesson focus for that year group.

Composition

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials

Taken form YR 4 Writing

Teacher to write/copy/print a short passage, child to add in the missing punctuation or identify any incorrectly placed punctuation.

Vocabulary, Grammar and Punctuation

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done

Taken form YR 4 Writing

'We was going to the park to play with our friends.'

What is wrong with the sentence? Allow the children to correct the grammar error, or simply ask if there is a problem or not.

Spelling

Use the first two or three letters of a word to check its spelling in a dictionary

Taken form YR 3 Writing

Use a dictionary or thesaurus to correct the spelling of 'difficulty'

Write a definition of the term.

Can you use it in a sentence?

Composition

Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly

Taken form YR 3 Writing

Statement/ Question/ Sentence

We are going to the park.

I will eat the cake!

What time is dinner?

Children to add the punctuation in.

Vocabulary, Grammar and Punctuation

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon

Taken form YR 2 Writing

Use an expanded noun phrase to describe the umbrella.

E.G The luxurious yellow umbrella

(Sometimes pupils will need an example, do not hesitate to add)

Composition

Read aloud what he/she has written with appropriate intonation to make the meaning clear

Taken form YR 2 Writing

Teacher to print/write a short passage. Could be related to English text/reader.

Child to read aloud.

Composition

Compose and write sentences independently to convey ideas



Taken form YR 1 Writing

Teacher to print a picture of a child performing a simple activity.

Children to conduct a simple sentence in response to 'What is the girl doing?'

E.g. The girl is on the swing.

Vocabulary, Grammar and Punctuation

Separate words with spaces

Taken form YR 1 Writing

Teacher to write: IAMHAPPY.

Rewrite the sentence including finger spaces correctly. (Or could be taken from child's work).

Taken form YR 5 Writing

The bear chased the boy roaring aggressively.
The bear chased the boy, roaring aggressively.
How has the meaning of the sentence change?
Discuss the meaning of the sentences
Write two of your own sentences showing how commas can change the meaning of a sentence.

Vocabulary, Grammar and Punctuation

Use commas to clarify meaning or avoid ambiguity

Taken form YR 6 Writing

Use a thesaurus to find a synonym for 'Merciless'
Define Antonym and find one for the following...
Use the terms synonym and antonym in a sentence

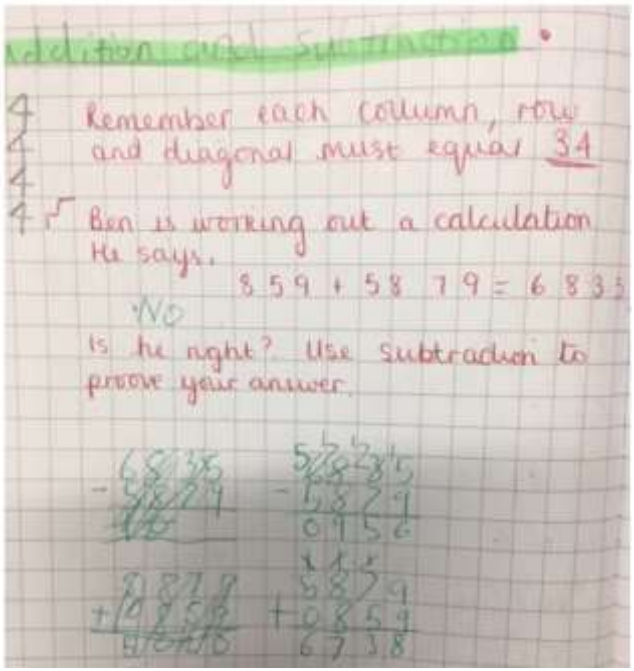
Vocabulary, Grammar and Punctuation

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

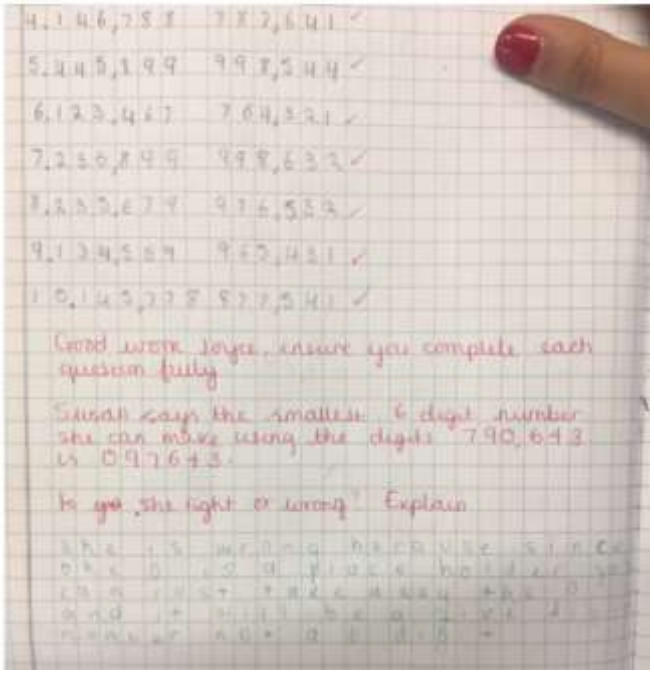
Maths

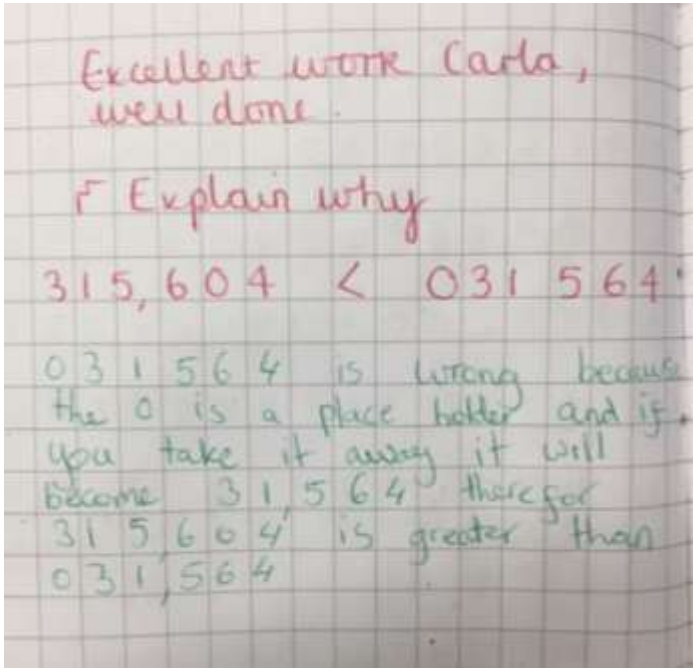
Next steps can be used to address misconceptions, consolidate the learning (if needed) or to move the learning on.

LO not met



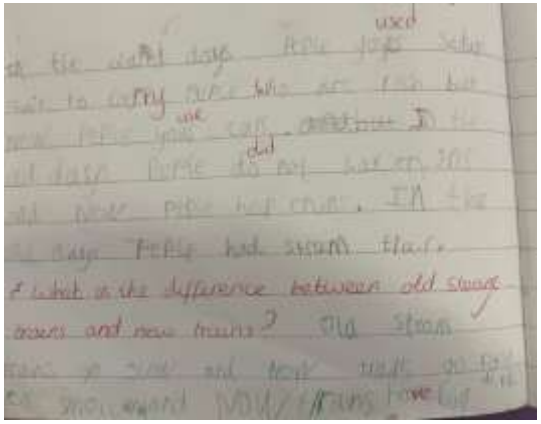
LO met moving learning on/reasoning

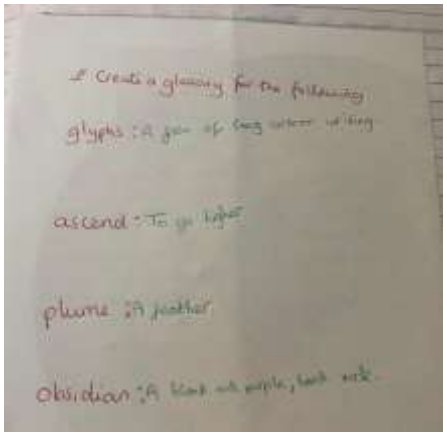


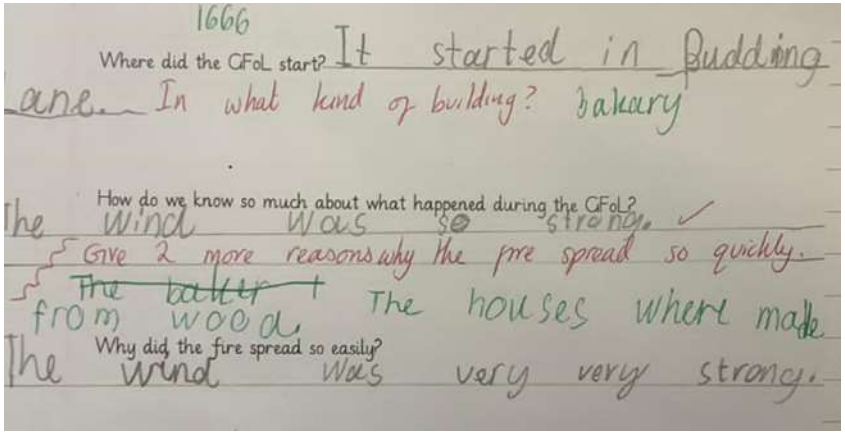


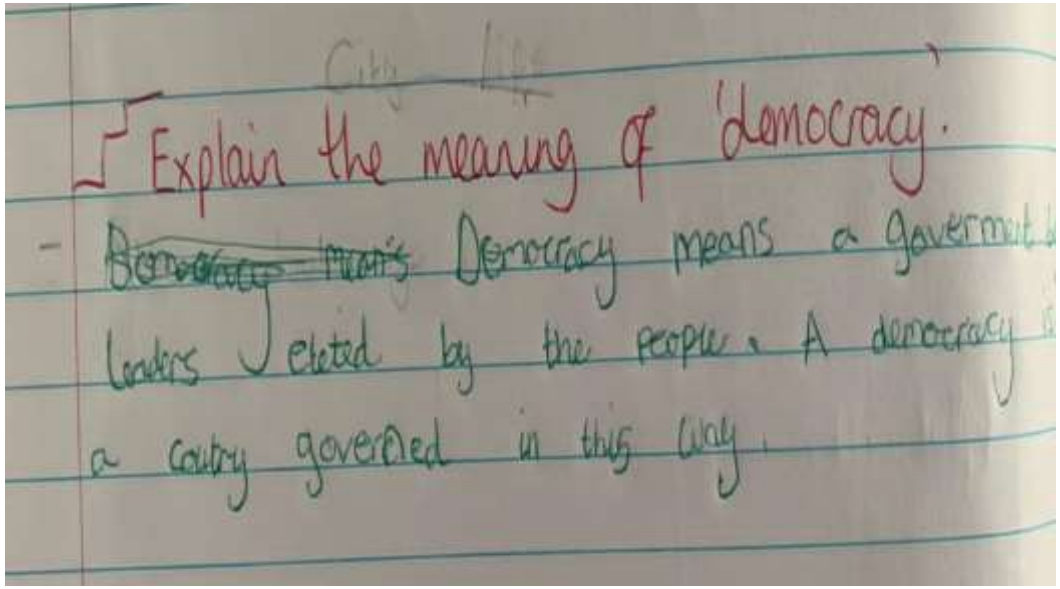
History

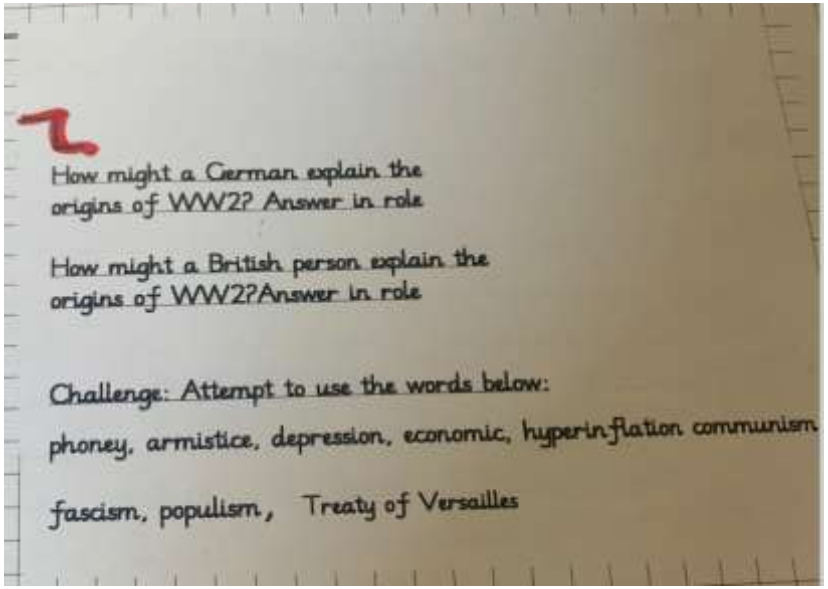
Next steps using higher order thinking Bloom's questions starters to explain, create and compare

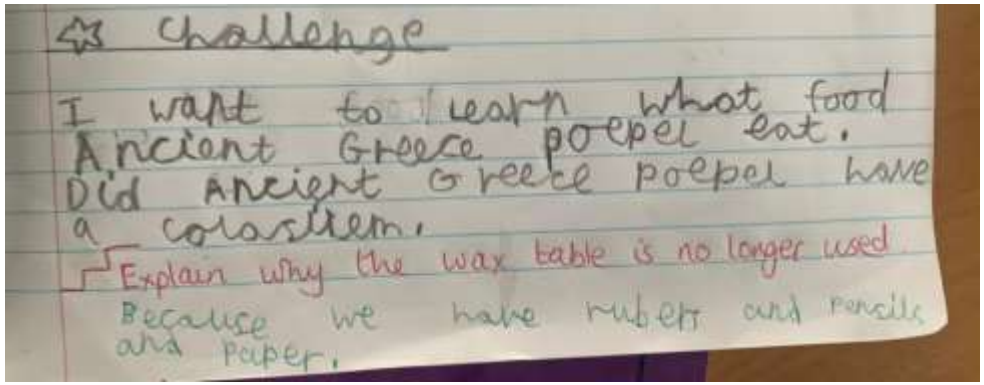








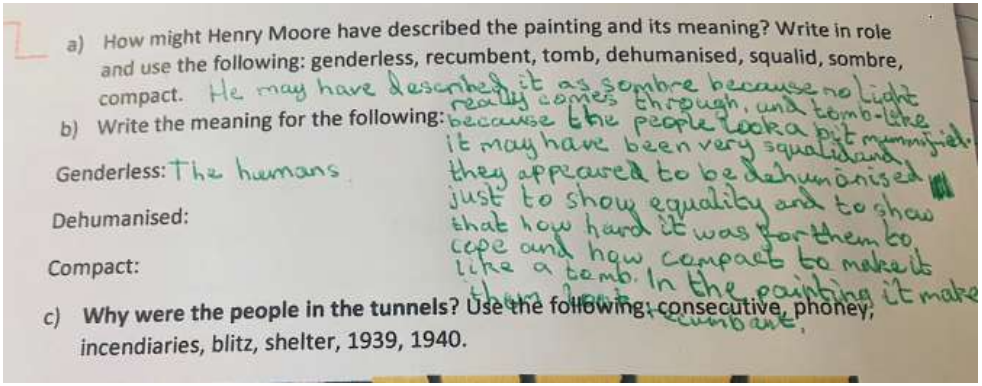




☆ Challenge

I want to learn what food Ancient Greece poepel eat.
Did Ancient Greece poepel have a colosseum.

Explain why the wax table is no longer used
Because we have rubers and pencils and paper.



a) How might Henry Moore have described the painting and its meaning? Write in role and use the following: genderless, recumbent, tomb, dehumanised, squalid, sombre, compact. He may have described it as sombre because no light really comes through, and tomb-like because the people look a bit mummified. it may have been very squalid and they appeared to be dehumanised just to show equality and to show that how hard it was for them to cope and how compact to make it like a tomb. In the painting it make them look recumbent.

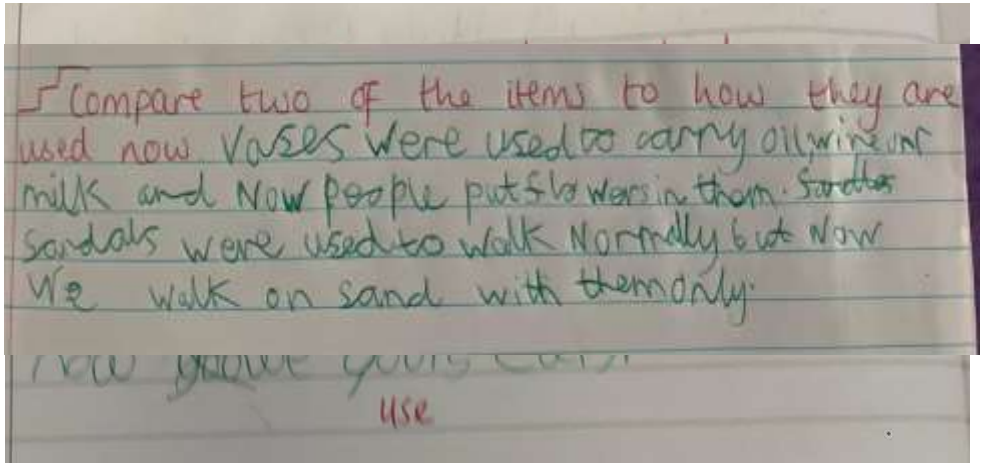
b) Write the meaning for the following:

Genderless: The humans

Dehumanised:

Compact:

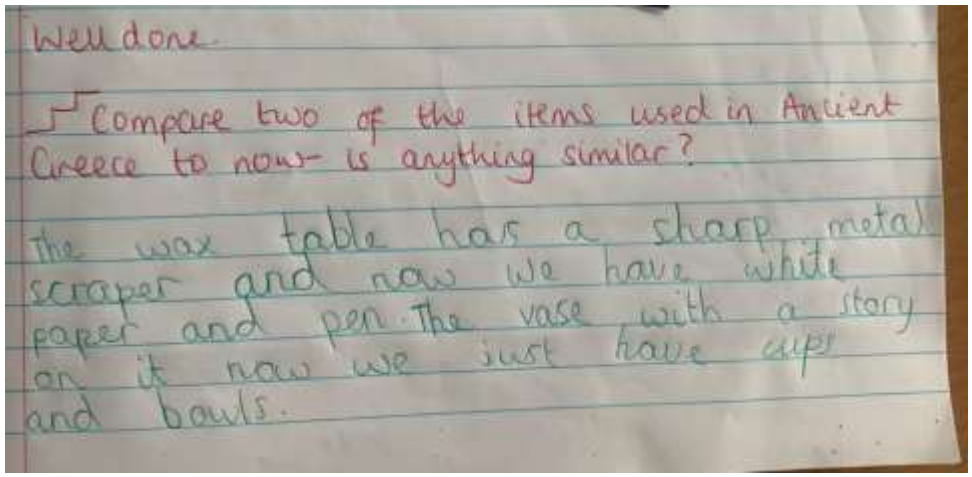
c) **Why were the people in the tunnels? Use the following: consecutive, phoney, incendiaries, blitz, shelter, 1939, 1940.**



Compare two of the items to how they are used now. Vases were used to carry oil, wine or milk and Now people put flowers in them. ~~Sandals~~ Sandals were used to walk Normally but Now We walk on sand with them only.

How have your [illegible]

Use



Well done

Compare two of the items used in Ancient Greece to now- is anything similar?

The wax table has a sharp metal scraper and now we have white paper and pen. The vase with a story on it now we just have cups and bowls.

CRITICAL THINKING SKILLS

1 Knowledge

Identification and recall of information

define	label	name	state
fill in the blank	locate	recall	tell
list	match	spell	underline
identify	memorize		

Who _____?
What _____?
Where _____?
When _____?

How _____?
Describe _____.
What is _____?

2 Comprehension

Organization and selection of facts and ideas

convert	interpret	restate	summarize
describe	paraphrase	retell in your own words	trace
explain	put in order	rewrite	translate

Re-tell _____ in your own words.
What is the main idea of _____?

What differences exist between _____?
Can you write a brief outline?

3 Application

Use of facts, rules, and principles

apply	demonstrate	give an example	show
compute	determine	illustrate	solve
conclude	draw	make	state a rule or principle
construct	find out	operate	use

How is _____ an example of _____?
How is _____ related to _____?
Why is _____ significant?

Do you know of another instance where _____?
Could this have happened in _____?

4 Analysis

Separating a whole into component parts

analyze	contrast	diagram	examine
categorize	debate	differentiate	infer
classify	deduct	dissect	specify
compare	determine the factors	distinguish	

What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web/map _____.

How does ____ compare/contrast with ___?
What evidence can you present for _____?

5 Synthesis

Combining ideas to form a new whole

change	find an unusual way	predict	revise
combine	formulate	pretend	suggest
compose	generate	produce	suppose
construct	invent	rearrange	visualize
create	originate	reconstruct	write
design	plan	reorganize	

What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?

What solutions would you suggest for ____?
What might happen if you combined _____ with _____?

6 Evaluation

Developing opinions, judgements, or decisions

appraise	decide	judge	rate
choose	defend	justify	select
compare	evaluate	prioritize	support
conclude	give your opinion	rank	value

Do you agree that _____? Explain.
What do you think about _____?
What is most important?

Prioritize _____ according to _____?
How would you decide about _____?
What criteria would you use to assess ____?

	Week 1	Week 2	Week 3
Foundation	1. Shreya 2. Simona 3. Teddy 4. William 5. Usmaan 6. Carolina 7. Ayana 8. Khairah 9. Molly 10. Mya	1. Sebastien 2. Alby 3. Shaan 4. Burhan 5. Shayan 6. Clive 7. Devin 8. Ezekiel 9. Gerda 10. Jessina	1. Ehsan 2. Khloe 3. Jessica 4. Katelyn 5. Abeera 6. Advaith 7. Anais 8. Archie 9. Alex 10. Lorenzo

Maths

Monday	Tuesday	Wednesday	Thursday	Friday
1. Jessica	1. Khairah	1. Sebastian	1. Simona	1. Burhan
2. Shayaan	2. Ezekiel	2. William	2. Mya	2. Gerda
3. Devin	3. Carolina	3. Advaith	3. Usmaan	3. Shreya
4. Abeera	4. Clive	4. Anais	4. Khloe	4. Archie
5. Ayana	5. Jessina	5. Katelyn	5. Ehsan	5. Molly
6. Alby	6. Teddy	6. Alex	6. Lorenzo	6. Shaan

English

Monday	Tuesday	Wednesday	Thursday	Friday
1. Jessica	1. Sebastian	1. Burhan	BIG Write	BIG Write
2. Shayaan	2. William	2. Gerda	(All books to be marked)	(All books to be marked)
3. Devin	3. Advaith	3. Shreya		
4. Abeera	4. Anais	4. Archie		
5. Ayana	5. Katelyn	5. Molly		
6. Teddy	6. Alex	6. Shaan		
7. Alby	7. Simona	7. Lorenzo		
8. Khairah	8. Mya	8. Ehsan		
9. Ezekiel	9. Usmaan	9. Clive		
10. Carolina	10. Khloe	10. Jessina		

Science & Geography Week A

Science	Geography
1. Jessica	1. Alex
2. Shayaan	2. Simona
3. Devin	3. Mya
4. Abeera	4. Usmaan
5. Ayana	5. Khloe
6. Teddy	6. Burhan
7. Alby	7. Gerda
8. Khairah	8. Shreya
9. Ezekiel	9. Archie
10. Carolina	10. Molly
11. Sebastian	11. Shaan
12. William	12. Lorenzo
13. Advaith	13. Ehsan
14. Anais	14. Clive
15. Katelyn	15. Jessina

Maths

Monday	Tuesday	Wednesday	Thursday	Friday
PPA	1. Khairah	1. Sebastian	1. Simona	1. Burhan
	2. Ezekiel	2. William	2. Mya	2. Gerda
	3. Carolina	3. Advaith	3. Usmaan	3. Shreya
	4. Clive	4. Anais	4. Khloe	4. Archie
	5. Jessina	5. Katelyn	5. Ehsan	5. Molly
	6. Teddy	6. Alex	6. Lorenzo	6. Shaan
	7. Jessica	7. Shayaan	7. Devin	7. Abeera
		8. Ayana	8. Alby	

English

Monday	Tuesday	Wednesday	Thursday	Friday
PPA	1. Sebastian	1. Burhan	1. Jessica	1. Teddy
	2. William	2. Gerda	2. Shayaan	2. Alby
	3. Advaith	3. Shreya	3. Devin	3. Khairah
	4. Anais	4. Archie	4. Abeera	4. Ezekiel
	5. Katelyn	5. Molly	5. Ayana	5. Carolina
	6. Jessina	6. Shaan	6. Alex	6. Mya
	7. Simona	7. Lorenzo	7. Khloe	7. Usmaan
		8. Clive	8. Ehsan	

Science & Geography Week B

Science	Geography
1. Alex	1. Jessica
2. Simona	2. Shayaan
3. Mya	3. Devin
4. Usmaan	4. Abeera
5. Khloe	5. Ayana
6. Burhan	6. Teddy
7. Gerda	7. Alby
8. Shreya	8. Khairah
9. Archie	9. Ezekiel
10. Molly	10. Carolina
11. Shaan	11. Sebastian
12. Lorenzo	12. William
13. Ehsan	13. Advaith
14. Clive	14. Anais
15. Jessina	15. Katelyn