

Porthcawl Primary School

School Development Plan 2026 27

Improvement area: Teaching and learning

Priority: Presentation, Marking and Feedback

Target: To develop high standards of pupil presentation and a consistent approach to marking and feedback across the school, including early letter formation, spelling, and clear expectations for written work across all Areas of Learning.

Source of priority:

- school vision
- national and local priority
- self-evaluation findings

Monitoring and collecting evidence:

- Listening to learners (L2L) & book scrutiny (purple pen responses)
- Learning walks and work scrutiny (books and Seesaw)
- Session observations
- Pupil voice and surveys

Staff Leader: Jen Blackmore

Success Criteria:

- Consistent high expectations for presentation across FP and KS2
- Staff and pupils consistently use agreed feedback codes, purple pen and DIRT time
- Early letter formation is accurate and consistent across FP
- Pupils apply spelling of high frequency words and subject-specific vocabulary across all books
- Pupils respond to feedback independently and improve their work

Evaluation of progress:

- Highlight completed actions on the plan.

FOCUSSED ACTIONS	Lead person	Start	Finish	Resource	Finance	Expected IMPACT
FOUNDATION PHASE						
Develop progression of early letter formation and handwriting (correct formation, size and orientation)	SG	Sept 26	Jul 27	Handwriting resources	TBC	Consistent and accurate letter formation across FP

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Ensure continuous provision includes mark making, fine motor skills and letter formation opportunities	SG	Sept 26	Jul 27	Provision resources	£0	Improved early writing skills through provision
Introduce simple presentation expectations (name, date, basic layout)	SG	Sept 26	Dec 26	Staff meetings	£0	Early consistency in presentation
Introduce feedback through verbal feedback, Seesaw comments and simple symbols	SG	Sept 26	Jul 27	Seesaw	£13 50	Pupils begin to understand feedback and next steps
Begin introduction of purple pen and simple DIRT activities in Year 2	SG	Jan 27	Jul 27	Class resources	£0	Pupils respond to feedback and begin editing work
Evaluate Jolly Phonics and look for possible alternatives	SG	Sept 26	Jan 27	Online subscription/training	TBC	Improve early reading and decoding skills
KEY STAGE 2						
Develop and embed non-negotiables for presentation (dates, titles, underlining, ruler use)	ER	Sept 26	Dec 26	Staff meetings	£0	Consistent presentation across KS2
Ensure high expectations for spelling of high frequency words across all books	SLT	Sept 26	Jul 27	Spelling resources	£0	Improved spelling accuracy
Develop expectation for spelling of subject-specific vocabulary in all curriculum books (supported by working walls)	ER	Sept 26	Jul 27	Displays	£0	Accurate use of subject vocabulary
Embed use of marking codes, written feedback and Seesaw feedback consistently	ER	Nov 26	Jul 27	Marking policy	£0	Consistent feedback across school

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Embed use of purple pen and DIRT time for pupils to respond to feedback	ER	Nov 26	Jul 27	Class time	£0	Pupils improve and edit work independently
Use L2L and book scrutiny to monitor presentation, spelling and feedback	SLT	Oct 26	Jul 27	Monitoring time	Supply costs	High expectations sustained
Whole school audit of presentation, spelling and feedback (books and Seesaw)	ER	Sept 26	Oct 26	Book scrutiny	£0	Clear baseline and action plan
Regular monitoring through learning walks, book scrutiny and pupil voice	SLT	Oct 26	Jul 27	Monitoring time	Supply costs	Consistency across FP and KS2
Whole School						
School Uniform Parent/ Pupil survey	SLT	Jan 27	Jul 27		£0	Simplify uniform for 27/28
Analyse survey results and make any potential uniform changes	SLT					Simplify uniform for 27/28