

POLICY FOR PRESENTATION AND MARKING

September 2019

Handwriting and setting out of work

Handwriting should be TAUGHT and practised on a regular basis; at least up to the start of Year 5. Insist on correct letter formation and encourage “joining” from Year 1 onwards. From Year 3 onwards, a handwriting pen (blue washable ink) should be issued when handwriting is considered to be neat, legible and joined. If work becomes untidy, then the pen should be taken away until handwriting improves.

Emphasise handwriting for specific purposes, for example neat presentation in books, copies for display work, different style for note-taking etc.

Use pencil for **all maths** work, diagrams, sketches, draft work etc.

Pencil crayons may be used in books. NO felt tips in books, only on paper (for illustrations).

On every piece of work:

1. Date at top
Long date (day, date, month, year) for all work (KS2) except maths, Science, D.T. and Art (short date)
Short date (for example 9.10.07) by end of Reception and in KS1.
2. Use top line in books for the date if a piece of work is started on a new page; any continued work starts on the line below. Do not use the space at the bottom of the page (unless only a couple of words are required to finish the piece of work).
3. Key Stage 2 children should leave a line between **new** pieces of work and rule off.
4. The ‘How Well Can !..?’ and date should be underlined – with a ruler (certainly from Y2 onwards). The date and objective may be stuck in for younger/SEN children.
5. Ruler to be used in setting out written calculations in Maths.
6. New paragraphs – miss a line, no indentation.
7. Any errors in work – put a line through with a ruler (KS2)
8. Limit use of erasers to a minimal amount e.g. in Maths work single digits may be rubbed out but **not** whole calculations. It is better to see where a child is going wrong to address misconceptions/errors.
9. No GRAFFITI to be allowed on books. The school behaviour system will be used to address those who choose to do this.
10. Worksheets must be presented to the same high standard as work done in exercise books. Worksheets will be stuck in the appropriate book to show

progression in a unit of work.

11. Pupil self-assessment symbols are not subject to creative license. These should be done at the end of each piece of work and related to the lesson objective ('Can I...?')
12. 1-digit per box in Maths work.
13. A purple pen should be used for editing and improving work – this shows progress.
14. A green pen should be used to identify things the children feel they have done particularly well and aspects of the work that they are proud of i.e. evidence of where they have met the objective/success criteria.
15. At the end of the session the child should self-assess their work using the smiley face system. Children are also encouraged to comment on the lesson and how well they feel they have met the objective.



Marking

Make marking focused and meaningful to the children – comment for development, where appropriate. Ensure marking is not “soul destroying to the children”, but is targeting specific issues and next steps in learning **related to the lesson objective and success criteria**. Avoid generic comments and remember to praise the effort and process a child has gone through rather than the final outcome. Comments should be written at the end of the piece of work. Stamps are also used for this in KS1.

Spellings – identify spelling mistakes by writing ‘sp’ above the word. The teacher should choose the more common words, or the ones individual children ought to know i.e. relevant to their age/ability. For some pupils in Y4, Y5 & Y6, the teacher may identify all spelling mistakes in order to raise expectations. However, this strategy should be used at the individual teacher’s discretion as this could be demoralizing for some pupils.

Once a piece of work has been returned to the child, they should write the correct spelling above the mistake in purple pen (or in the margin if there is no room). The teacher should also choose 2/3 words that the child should know/needs to practise and write them at the bottom of the piece of work. The children should then practise these by writing them out 5 times in purple pen in their best handwriting. If the error is grammatical rather than a spelling error, e.g. the wrong ‘there’ has been used, this should be identified using the letters ‘gr’.

Maths Corrections – staff to use an x for errors where the objective has been met and the child has only made a few errors. If a child has made considerable errors and the objective has not been met, then a dot should be used instead of x. Only errors marked with an x should be corrected once the work is returned to the child. For any corrections, answer to be re-written or copied out again. Teachers to mark with the letter c. If a child is self-marking, then they should use a green pen to tick the answers

they have got correct. They should not cross any answers.

Staff to mark work using black pen and use stickers/stamps in books to reward good work and give targets for improvement.

Staff to show how much support a child has received during a piece of work by using dots in a circle. One dot indicates that the child required a little support initially but then completed the task independently; two dots indicate the child required support at regular intervals throughout the work; three dots indicate that the child required continuous support and the learning objective was definitely not met.

The following symbols should be used across the school and across all subjects –

△ = evidence on server e.g. photos



= no evidence due to practical task e.g. drama, group work, whiteboard work etc

Sp. = spelling error

Gr. = grammatical error

^ = word missing

⌘ = this doesn't make sense (child to use a purple pen to correct this section) (KS2 only) - KS1 use a stamper for this.

○ = missing punctuation including capital letters (children to use a purple pen to put the missing punctuation inside the circle)



= new paragraph required

Once marking is complete, the teacher should assess the lesson objective using the smiley face system.



Where a child may revisit an objective i.e. through R to R, the child and teacher/teaching assistant will further assess against the objective using the smiley face system and recording any relevant comments.

Displays

Displays to be used as a way of promoting a child's "best work" and neat presentation. Staff and children to understand that displays are an excellent "window" for visitors. Interactive displays to be used to promote interest.

Rota for displays in the school hall/Hub. Staff to be responsible for display in their own classrooms.

Some classroom displays should be learning walls and used to support the children as they progress through a unit of work. Not all work on these boards will be the children's and work may not be presented to the same high standard as other displays e.g. note taking and mind mapping.