

Roberttown CE (vc) J and I School Presentation and Marking Policy

Presentation

Rationale

Presentation is an important aspect of children's learning. At Roberttown, therefore, we feel it is important to have a collective, consistent and progressive approach towards the presentation of children's learning throughout the school.

This policy builds on the high expectations of staff and will engender in all children a sense of pride in how their work.

Objectives

- to motivate each child to present their work in the best possible way
- to enable children to recognise work that is presented to a high standard
- to ensure that each child is aware of the standard of presentation expected of them

Guidelines

At Roberttown it is acknowledged that how work is presented will depend on the learning purpose and audience, but as a staff we have agreed the following general guidelines to ensure consistency. These guidelines are subject to regular review.

Pens and pencils

- pencils will be used in all year groups
- pens will be introduced when a child's handwriting style is sufficiently developed (we anticipate this to be in year 4)
- blue or black school handwriting pens only will be used – biros are not allowed except under exceptional circumstances.
- pencils only will be used for maths work and drawing

Rulers

- rulers should always be used to draw lines
- mathematical drawings and scientific diagrams should always be drawn with a ruler and pencil

A nominal charge is made for pens / pencils / rulers which are deliberately damaged.

Erasers

- erasers should only be used in Art and D&T. Corrections / crossings out should follow the school marking policy guidelines

Date

- in the Foundation stage the teacher will write the date on the children's work
- in YR1/2 the date is written in numbers on the white board. The children will copy this into their books
- in KS2 the date is written up on the whiteboard in both word and number form
- in KS2 the 'short' date (numbers only) is used for work in maths and is written on the left hand side of the page
- in KS2 the long date (eg: Wednesday 6th February) is used for all other work and is written on the left hand side of the page

- the teacher should model the correct date on the board ensuring that abbreviations for the days and months are not used

Titles

- titles should be used in work
- titles should be centred as far as possible
- titles should not be underlined
- in KS2 maths titles should include page numbers if relevant
- titles may take the form of learning objectives or outcomes, written in 'child speak'

Colouring

- pencil crayons only should be used for colouring in books
- felt tip pens and highlighters are not to be used for colouring in books (It is acknowledged that highlighters and felt tip pens may be used for editing purposes in some subject areas.)

New Pages

- in KS1 a new page should be started for each new piece of work
- in KS2 a line should be left after a piece of work and then ruled off
- a new page should be started if there are less than 4 lines of a page left

Paragraphs

- an empty line should be left after a paragraph. Then a new line should be started without indenting

Exercise books

- exercise books are passed on to the next class teacher.
- at the beginning of a new Key Stage (year 1 and Year 3) the children will be given new exercise books
- a complete list of relevant exercise books can be found in Appendix 1 and on the wall of the stock room
- completed exercise books are sent home at the end of the academic year
- children should not doodle / write / draw anything on the covers of their exercise books

All children should have an A5 copy of the 'presentation guide' (Appendix 1) stuck into the front of their literacy, maths and project books

It is expected that any child not following the school presentation guidelines and, therefore, not taking pride in their work will have to redo part of all of a piece of work.

Marking

At Roberttown we believe that marking should provide constructive feedback, to every child, which focuses on successes and improvements against learning objectives. Marking should help children to become reflective learners and provide them with ways in which to close the gap between current and desired performance. Our marking policy will ensure a consistent approach to marking across all subject areas.

Why do we mark - principles

- to celebrate pupil achievement
- to maintain standards individually and within the class
- to acknowledge the partnership between staff and pupil in their learning
- to allow for the development and progress of the child

- to inform the child and parent of their progress and areas for development
- help the teacher evaluate and inform future planning
- measure progress against targets (individual, school and national)

Marking should

- provide the child with acknowledgement of effort and success
- provide the child with targets to enable them to improve
- be manageable for teachers
- use consistent codes throughout school
- relate to the learning objectives
- encourage and not demoralise the child

We will

- mark in blue or black ink only
- mark all work whether part of a formal assessment or not
- mark with the child present where possible so that effective discussion can take place
- provide children with common symbols to use when re working a piece of work
- provide children with clear explanations to help them achieve higher standards and move forward
- mark work as soon after the piece of work has been completed as possible
- hand back the piece of marked work as soon as possible to allow the child to act upon advice
- provide children with time to read, reflect and act on the marking
- display marking symbols in the classroom

Marking strategies used at Roberttown

Response to marking

- to enable children to develop their skills and responsibility for learning and progress they are expected to respond to marking using green pen. This is developed throughout school in an age appropriate way.
- marking must be explicit so that the child can respond by completing specific actions in response
- MAD time (Making a Difference time) sessions should be undertaken regularly and timetabled weekly from KS1 upwards
- the use of verbal praise, inked stamps, tokens, table points and rewards to acknowledge effort, good presentation, improvement etc..
- the encouragement of children to take increased responsibility for their own marking through the development of self marking strategies
- 'Peer marking' and critical friend are used in KS2. The children are asked to focus initially on what they liked and then to provide 1 target for improvement based on the objective of the piece of work. The children should be encouraged to discuss the pieces of work together
- the use of common marking symbols (Appendix 2) The individual member of staff will assess the appropriateness and number of symbols used when marking

This policy will be reviewed as part of our rolling programme of policy review.

Exercise Books

Changes to pupil exercise books from September 2017

- All exercise books to have pupil names and subject labels
- Years 4/5/6 to have a school planner
- Move to A4+ books which will allow neater 'stuck in' sheets

Reading record books:

- KS2 and Years 1 & 2 will use the new reading record books
- Reception to continue to use buff notebooks

Spellings

- As spellings are now included on the curriculum outlines each half term and available on the school website it is felt that it is no longer necessary to 'stick in' spellings each week.
- A list of weekly spellings could be on display in classes with spare copies of the half term spellings pinned on the notice boards for parents should they ask for them.
- KS2 pupils could copy their spellings each week into their planners. (Year 3 could use their jotters)
- Buff notebooks to be used by pupils to do the weekly spelling test with these remaining in school.

Exercise books

Reception

- Maths - as current - red work book (move to 2cmsq books by end year)
- Literacy - as current - orange work book (move to 15mm lined books by end year)
- Reading record - as current - buff notebook
- Phonics/sound books - as current - blue notebooks

Year 1 & 2






- Maths - new A4+ blue /1cmsq / 80 page books - Year 1 to use up current stock first
- Literacy - new A4+ blue /1cmsq / 80 page books - Yr 1 to use up current stock first
- Project - A4+ purple / 12mm lined /80 page - Yr 1 to use up current stock first
- Spelling test book - buff notebook
- Reading Records - new style
- Phonics/handwriting - use current stock
- Jotters

KS2

- Maths - new A4+ blue /7mmsq / 80 page books
- Literacy - new A4+ red/8mm lined + margin / 80 page books - Yr 3 use up current stock
- Project - A4+ purple / 8mm lined + margin/ 80 page books
- Jotters
- Reading records - new style
- Spelling test books - buff notebook
- Planners

Pupil Portfolios - in filing cabinets

A range of pieces of work for individual pupils to be collected over each academic year.

	Y1/2 Presentation	 Guide
	I will write the date and title.	
I will write on the lines in my book.		
	I will not leave blank pages in my books.	
If I make a mistake I will put a neat line through it. <i>oops</i>		
I will join up my handwriting.		<i>abcdefg</i> <i>abcdefg</i>



KS2 Presentation



Guide



I will write the date and title at the top of my work.

I will not leave blank pages in my book.



If I start new work I will leave a line and draw a line using a ruler.

If I make a mistake I will put one neat line through it. **oops**

I will write on the lines in my book.



I will use the top line but not the bottom space on the page.









I can use a handwriting pen in my books only when my teacher tells me.







I will not use felt tip pens in books.



I will join up my handwriting.



KS2 Marking Symbols	
	Look at this.
	Insert letter, word, punctuation.
	I can't read this.
	Target to work towards.
	Change the case.
	Start a new paragraph.
	If you want to add a piece of text use this symbol.
TP	Table Point
	Positive comment linked to objective.

Y1/2 Marking Symbols	
	Look at this.
	Insert letter, word, punctuation.
	Delete punctuation mark(s), word(s), sentence(s).
	I can't read this.
	Target to work towards.
Tr	Treasure
	Positive comment linked to objective.