

Presentation and Marking Policy



Capenhurst C.E. (Controlled) Primary School

Headteacher: Claire Green

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At Capenhurst CE Primary School we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to take a pride in their work and achievements and secure a sense of responsibility for their own learning.

At Capenhurst we also believe that all children's work should be marked in such a way as to inform them of their achievements as well as providing them with 'Steps to Success' beforehand so that the children are clear about what is expected of them in their work.

We aim to:

- Make children aware of the purpose of each piece of work, ensuring that marking comments and feedback inform them of their next steps and achievements.
- Inform children of the high standards expected of them with regards the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that whilst presentation is not more important than the content of their work, it is nonetheless an important aspect of their work.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.
- Provide children with constructive written feedback through the marking of their work
- Ensure that marking and feedback is accessible and appropriate to the age and stage of the development of the child.

Presentation guidelines and expectations

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy. Therefore, the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

Dates and Titles KS1

- During their reception year the children will be taught to write their full names on loose pieces of work and begin to attempt the short and long date as appropriate
- KS1 pupils will be expected to put the long date in literacy and short date on other pieces of work as soon as they are able and this practice to be secure by the end of Year Two
- KS1 pupils will write the title on the top line and underline it with a ruler
- Handwriting is expected to be legible and of a reasonable size with the use of lined paper from reception onwards

General guidelines KS2

- All work is dated and titled
- Date and title is underlined in pencil, with a straight line using a ruler
- All work [except for work in books] should have the child's name on it
- Photocopied sheets are trimmed by the teacher before being stuck neatly into books
- Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by year 4.
- Unacceptable work is re-done and improved at an appropriate time
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents
- Incorrect work should have a straight line drawn through it

Rulers

- Reception children do not use rulers for presentation
- Y1 and Y2 children are encouraged, where necessary, to underline dates and titles neatly
- Rulers are used by KS2 children to underline their work

Pencils and Pens

- Pencils are to be used for all written work in all year groups until a child can join their writing in a well formed, cursive style. Then children will progress to using a pen.

Rubbers

- Reception and KS1 children are not allowed to use rubbers
- KS2 children can use rubbers with supervision or at the teacher's discretion

Maths KS1

- Numeracy work in reception is primarily practical. Pupils record work / jottings on white boards / worksheets. When work is recorded, the teacher should write the date whilst pupils trace / copy their names. Pupils should be writing their own names and numbers independently as soon as they are able.
- Children write the short date
- If children are using cm squared paper – one numeral to be put in each square

Maths KS2

- The date to be written in the short form
- The section and page number should be written at the top of the page if appropriate
- One digit in each square
- Children are to use a ruler when drawing any shapes or graphs

Principles for every day feedback

Steps to Success are used to communicate the learning objective for English and Maths and the criteria details what is expected in each piece of work from the child. From Y2 upwards, pupils are expected to self-assess against the steps before the teaching marks their work. Self-assessment can be recorded in Y1 if the teacher determines that the pupils are ready. Otherwise in reception and Y1 pupils will self-assess at the end of the session using thumbs up or down and this noted on planning by staff. Dates are included on steps to success across school.

Work in English and Mathematics should be annotated as to whether it was completed independently (I), with support and the support given (S) or as part of a taught, guided group (G).

Children complete their work in lessons as normal. The books are handed in at the end of the lesson and the teacher then reads each child's work and analyses the common errors being made. Each piece of work is ticked to acknowledge that the work has been checked. Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be noted in the marking book. Teachers may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes in their teacher's feedback book using the template below

Feedback Sheet

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Teachers make notes using this grid to analyse the set of books and identify common errors and misconceptions which can be addressed in the next lesson. At the start of the next lesson a 'Feedback Session' takes place and children in Y2 - 6 use purple pen to correct or improve their work.

Teachers have 2 feedback books – Mathematics and English.

This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan a feedback session and adapt the next lesson in light of the feedback.

All adult marking is done in pen. Peer marking and editing is done in black pen.

What a 'Feedback Session' looks like

Teachers use the feedback sheet to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions). The feedback session has three layers – individual feedback, group feedback and feedback. A typical session might have the following features...

1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work, picking out the key features.
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children.
6. Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards etc.
7. Children may then respond to the feedback given. Any response to feedback (e.g. to check their work for errors or improve it in some other way) is done in purple pen. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

In maths, it is expected that where possible children will be involved in marking their own work at the end of a lesson. If questions are left unmarked by pupils, then teachers will mark any unchecked questions to assist their analysis of the lesson. All maths work will be acknowledged with a tick. Where corrections are required and are deemed a valuable use of time the teacher will indicate these to the children.

Guidance on Peer/Self-Assessment

To develop peer/self-assessment, teachers need to:

- Teach pupils over time to assess their work and the work of others
- Plan for peer- and self- assessment opportunities in their lessons
- Systematically explain the learning challenge and contributing success criteria in each learning sequence
- Guide pupils to identify their next steps where appropriate
- Frequently and consistently encourage pupils' self-reflection on their learning
- Plan opportunities and time to allow pupils to do it

Early Years

Assessment is primarily via oral feedback. Stickers / merits are awarded for good work. Written comments are primarily for the benefit of external agencies / teacher assessment.

Marking should draw attention to incorrect letter formations or spelling, linked to the phonics stage the children have reached. Written comments should praise good work and identify next steps or support given. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.