



West Byfeet Infant School

General Rules

- All drawings and diagrams should be in pencil.
- Felt pens are not used in exercise books.
- Gel pens should not be used in exercise books.
- Coloured pens will only be used for specific reasons by children, e.g. green pen for marking and blue pen for self correcting
- Pencil crayons should be used in exercise books.
- One single line is used to cross out mistakes.
- Absolutely no writing on covers or on the inside covers of books.
- No doodling on pages in books or on covers.
- *All work MUST be dated, either by an adult or as the child progresses through the school the children must do this themselves.
- *In maths books children will be taught to write one digit per square.
- *Children should not use rubbers, but instead put a neat line through any mistakes.

Monitoring

Presentation will be monitored by the Senior Leadership Team on a regular basis through:

- Work Scrutinies
- Learning walks
- Lesson Observations

Presentation Policy 2016

Introduction

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow. This policy is to be used in line with the individual guidance for each class which outlines the expectations and progression throughout school.

Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

Teachers are the most important role model for presentation and high expectations. They must ensure that they use the resources available e.g. lines and grids on the Interactive Whiteboard to model good practice.

* All handwriting which is on display for the children - on the interactive whiteboard, books, flip charts, display - should either be print, with joins in and out or fully joined depending on the age and level of the children. It should be legible, consistently formed and neat.

* All children's work must be marked using the agreed marking policy.

* When sticking work/labels/headings in books ensure they are straight and cut to size.

*Target cards: targets should be written in clear sentences which are able to be understood by the child.

* Learning Objectives should be typed and stuck into the children's books at the start of each week/day.

Putting it into practise

Staff should ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year. Where possible, all staff should ensure that presentation is celebrated through:

*Displaying work with a high standard of presentation

*Celebrating work with a high standard of presentation in whole class situations.

*Ensure good presentation is rewarded in line with whole school behaviour policy (praise, stickers, marbles, Headteacher awards)

*Sharing of good work in whole school assemblies.

*Handwriting will be taught in line with the handwriting policy on a regular (at least weekly) basis and as part of phonic sessions. The focus of these lessons will be correct letter formation and cursive handwriting. Children will need to be taught how to write in a cursive style.



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Frequency

All children's work must be marked but it may take many different forms. It could be through VF- verbal feedback. Teacher comments which are usually accompanied by a symbol or highlighting to help the child with their next steps. Pupil voice- PV indicates what they child has said about their work and how they have responded to the teacher comments. (This will be written in purple pen.) Annotations of children's work/photo graphs. Peer marking. 'Deep marking' occurs alongside the children and is used to help teachers assess the children's progress and to assist the children in moving on in their learning.

All pieces of writing which go into the children's learning journeys must be 'deep marked' as it is a piece of assessed work.

Monitoring

Marking will be monitored through discussion collaboratively in staff meetings and through book scrutiny. Book scrutiny will take place every two weeks and feedback given to the teachers.

Marking Policy 2016

Introduction

As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of marking. We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

Purpose

The key purpose of marking is for the children's benefit to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read comments and respond. Children need to be given time to reflect on their work and then make improvements. By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Marking is line with learning objectives and the child's individual learning target. Marking ensures that each child's effort is valued and respected fostering a positive attitude to learning in all children. Marking provides an indication to parents about their child's progress.

Marking is a waste of time if it has no impact. The type of marking used for a task should reflect the aim of the task set and the age/level of the child. Marking should praise, but also give guidance, consolidation and challenge.

Classroom practice that supports effective marking

Work will usually be:

- *Marked whenever possible with the child concerned and linked to targets and next steps in learning. A pink pen will be used when the teacher is 'tickled pink' i.e positive about the child's work and a green for growth pen will be used where improvements can be made. Children will be given the opportunity to improve their own work.
- *Teachers will use their professional judgement as to the amount and type of errors indicated in any single piece of work but no crosses will be used but corrections written over the top.
- *If appropriate children will be encouraged to evaluate their own/group work and to indicate how they feel about their learning.
- * Marking must be manageable and focused. The most effective marking is that which is done alongside the children so that they can be guided into making progress and moving them on in their learning.
- *Supply teachers should mark all set work and return it to the class teacher, ensuring that the school marking policy is followed. Stickers, Headteacher awards and inclusion in celebration assembly will be used to recognise achievement, effort and the completion of targets not only in their class work but also in other aspects of school life.

The audience for children's work will be widened in order to demonstrate our respect and the value we give it. For example, reading and sharing work in the class group, with other classes, in celebration assembly (Star Writer of the Week, Star Pupils), displaying work in all parts of the school, photographic recording, sharing work with other schools and the wider community.

In these ways, marking will contribute to the raising of self-confidence and self-esteem.