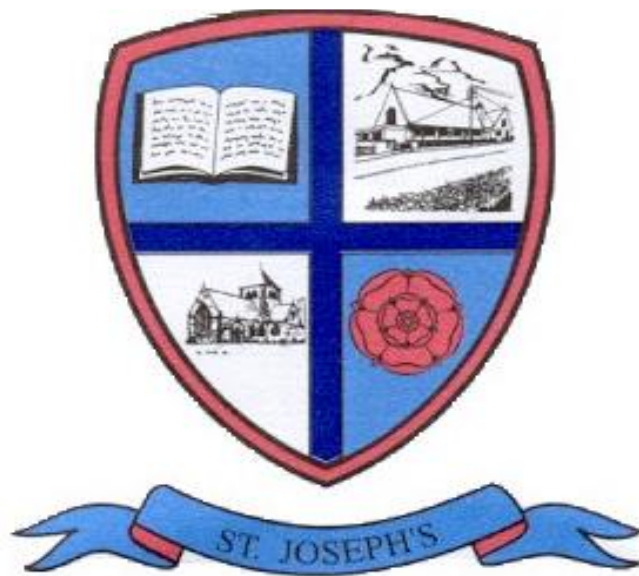


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



MARKING AND PRESENTATION POLICY

**REVIEWED: February 2022
TO BE REVIEWED: February 2024**



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL WRIGHTINGTON **MARKING AND PRESENTATION POLICY**

Aims

- To have agreed expectations and processes which are understood and used by the whole school community.
- To encourage the children to take pride in their work and become progressively independent in reviewing and revising their work.

Principles

- The majority of work should be completed in books, as this enables teachers and children to monitor progress more easily.
- Worksheets should be named, dated and have the title clearly identified. They must be cut down and stuck into books in chronological order.
- Books must be labeled by the teacher with the child's full name, class and subject.
- As the children's books are a record of their learning, dates and titles must be written at the beginning of each piece of work and underlined with a ruler.
- Neat and legible handwriting is expected, and should be insisted upon, in all pieces of written work

English Presentation

- Children use lined books or lined paper. If plain paper is used, guide lines are to be used.
- Long date is used, for example Wednesday 4th January, written from the left hand side of the page in literacy and all foundation subjects. Date must be underlined with a ruler.
- The title is written and underlined with a ruler.
- Miss a line before beginning written work.
- Mistakes can either be rubbed out carefully or crossed out with one neat line.
- All pictures to be coloured in neatly using pencils or crayons.
- Question numbers are written in the margin with a full stop by the side e.g. 1.
- Last piece of work ruled off with a ruler.
- In Key Stage 1 all written work to be completed in pencil. Key Stage 2 to write in pencils and introduce pens towards the end of the summer term in Year 4, only to neat hand writers.

Mathematics presentation

- Children should use the following books to record their work:
 - Reception – Learning Journeys
 - Year 1 – 1cm squares
 - Year 2 - 1cm squares
 - Year 3 – 1cm squares
 - Year 4 - 1cm squares move to 7mm squares when individual children are ready
 - Year 5 - 7mm squares
 - Year 6 - 7mm squares

(Other paper may be used where appropriate.)

- Short date is used, for example 12.07.15 and underlined with a ruler
- Title is written and underlined with a ruler.
- Miss a line before beginning work.
- Titles and sentence answers are written in usual handwriting styles not one letter per square.
- Vertical equations are written down two halves of a folded page with an appropriate space in between.
- Each digit in a sum / equation is written in its own square.
- Any colouring to be coloured in neatly using pencils or crayons.
- Last piece of work is ruled off with a ruler.
- All work in mathematics to be recorded in pencil.

Handwriting

- To follow the agreed scheme of work for handwriting in school
- This scheme of work is the preferred style of handwriting for all pieces of work.
- Encourage the correct size of letters and use of capital letters.
- Handwriting is to be taught weekly using the handwriting books to practice;

Reception – adapted depending on the needs and ability of the children.

KS1 – 4 x 5 minute sessions at the start of the day or straight after lunch.

KS2 - 4 x 5 minute sessions at the start of each day.

- Teachers to join their own handwriting as a visual model for pupils to apply in all curriculum areas

Marking

- All marking should be done focused on the learning objective. Where the objective has been achieved this can be indicated by a tick, star or smiley face as appropriate to the age of the children.
- Marking should regularly indicate ‘next steps’ for the children so that they **can achieve** their objective or *are supported* to reach a higher level (for children in Reception, Year 1 and Year 2 this feedback is likely to be done verbally but should be indicated on work if this is the case.)
- In English we have adopted the “two stars and a wish” approach to marking. This method praises what the child has done well and it also gives them the next step. Work will be marked according to the lesson’s objective. Therefore, if the objective is the use of descriptive language, all punctuation errors may not be corrected. Comments should be short and related to the objective:

Star - adjectives

Star – descriptive language

Wish that - use other adjectives rather than nice and good.

The teachers' wish should be evident in the child's next piece of work. The teachers wish should be taken from their age related expectation descriptors.

- In mathematics - On daily plans, groups that are to receive next step marking should be clearly identified, so that each group receives this in-depth marking once a week. Where appropriate, children in Y5 and Y6 are encouraged to check computational exercises with a calculator. This can foster independence in the children, who can seek help if they are unable to locate and correct their errors.
- Children must be given time to complete their next steps by having 'fix it' or 'push it' time each morning.
- Teachers to mark in multi colours and children to self / peer mark or do corrections in red.
- While children are working staff to monitor and record any verbal feedback in the margins of exercise books, by notes and time i.e. capital letters, 10.30. This ensure that it is visible that this has been pointed out to the child and if the child then uses capital letters throughout the rest of the lesson.