



MARKING AND PRESENTATION POLICY

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Marking and Presentation Policy

At Rosehill Methodist Primary Academy, we expect a high standard of presentation and marking in all pupils' books. The purpose of this policy is to ensure a consistently high standard of presentation and marking 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 the academy.

These expectations are intended to apply to the vast majority of children in our academy. 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).

Staff will 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. We will encourage consistently high standards of presentation in a variety of ways, including:

- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations.
- Ensuring good presentation is rewarded in line with whole school behaviour policy (Praise, House Points, Class and Headteacher awards) following expectations for individual children
- Sharing of good work in whole school assemblies
- Teaching and regular practise of handwriting, in line with our handwriting policy.

General rules for Presentation (non-negotiables)

- Each new piece of work has a date and learning objective
- Date and learning objective should be underlined following DUMTUMs
- When continuing work i.e. writing, new date should be written in short form and in margin
- Use a ruler to underline
- Rule-off after our last piece of work
- One single line is used to cross out mistakes
- Every page in book must be used in order
- Use one digit per square in Maths books
- Use '3 before me' for spellings
- Write neatly in all books
- Stick any work in neatly (in line with margins)
- 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. pink or green pen for peer marking and purple pen for self-correcting
- Pencil crayons should be used in exercise books
- Absolutely no writing on covers or on the inside covers of books
- No doodling on pages in books or on covers

- Tippex and corrections pens are not used

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

- Work Scrutinies
- Lesson Observations
- Pupil Voice

Foundation Stage

- Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to year 1. It is expected that the majority of children will be writing words and phrases independently and most children will be writing in sentences in the summer term of Reception.
- Work will be dated by an adult.
- Children will always write in pencil in books.
- Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.
- Adults will add the learning objective until children are capable of adding this independently.
- Staff will emphasise correct letter formation and left to right orientation.
- Children will be encouraged to try and write in a straight line once letter formation is secure.

Key Stage One

- All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp.
- Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children will be taught how to use guidelines if writing on plain paper.
- Staff will emphasise correct letter formation through the regular teaching of handwriting and children will move into joined handwriting when appropriate.
- Children will indicate an error with one neat line through work. Children will need to be taught how to do this.
- In Maths, the short date is used, e.g. 16.03.18
- In English, children will begin by writing only the day of the week (this reinforces Appendix 1 spellings). They will work towards writing the full date by the summer term of Year 1 or earlier if possible, e.g. Monday 8th April.
- Children will work towards writing the learning objective, ideally by Autumn Term, Y2.

Key Stage Two

- Years 3/4 will be the transition time from pencil to pen. Children need to earn the right to use pen in their work. Only when teachers are sure that children are forming letters consistently and are developing a fluent style should a 'pen licence' be given. Only appropriate blue ink handwriting pens can be used (except for 'Purple Pen' improvement work or peer marking).

- Children will not use gel pens
- Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper
- All Maths work will be completed in pencil except for 'Purple Pen' improvement work or peer marking
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will use guidelines if writing on plain paper
- Handwriting will be taught on a regular basis with a focus on correct letter formation moving into joined handwriting when appropriate
- In Maths, the short date is used and underlined with a ruler, e.g. 16.03.08
- All other work has the long date, e.g. Monday 8th September.

General Rules for Marking (non-negotiables)

We give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. Feedback should be clear, precise and ensure that children know what they have done well and what their next steps should be.

The following key will be used to indicate context:

G- Guided S – Supported (type of support will be indicated) C- Cross-curricular opportunity D- Distance from learning.

- Feedback will be focused on the children's skills development and ensure learning moves forward
- Books will be marked in advance of the next session in that subject. In relation to the marking of writing (moving from reading to gathering content and into writing), more detailed guidance is included later in this document
- In work where a correct answer is required e.g. EGPaS, Reading Comprehension, Maths, Science etc. correct answers will be ticked. Incorrect answers will be either be shown with cross or, if the intention is for pupils to self-correct/reach the correct answer, dots will be used or comments relating to the learning objective may be added to help pupils.

Fix It Time and Make a Difference Time

- Marking will either support independent proof-reading (Fix It) and/or independent editing and improvement (Make a Difference)
- In Key Stage 1, Fix It time will be used when appropriate. Feedback will indicate where a child/ group has had Fix It time at the start of the learning session based on the outcome of the previous session

- In Key Stage 2, Fix It time will be allocated as appropriate either before or after marking. Make a Difference time will form the first part of every learning session linking directly to the feedback in the children's books. In Year Five and Year Six, there will also be time provided for pupils to check through their work and Fix It/Make a Difference before handing it in for marking.

Codes will be used to support Fix It and Make a Difference. These codes will be displayed in every classroom and will also be used during peer assessment sessions.

Fix It Codes

Punctuation in Key Stage One

There will be a systematic and progressive response to all punctuation errors. Codes will be in the margin, supported where necessary with an example e.g. FS with an example of a full stop. There will be an underline showing where the punctuation is missing. All children will be expected to insert the missing punctuation with purple pens. Where children are using capital letters incorrectly, they will be circled with green pen and children will be expected to correct this.

Once children are familiar with FS and CL, the code will be P for punctuation.

Teachers will decide when it is appropriate to indicate missing punctuation in the margin without showing where the punctuation should be.

Teachers will decide when it is appropriate for children to independently look for missing punctuation and insert it without support.

Spelling in Key Stage One

The correction of spelling will focus on spelling rules taught and HFWs/common exception words. The teacher will put SP in the margin and also underline the part of the word that is incorrect (not the whole word) in a green pen. The pupil will be expected to have a go at spelling the word again. If the incorrect part of the word is uncommon, the teacher will write the word for the pupil. The use of 'High Five' flip up cards will support frequent or common errors.

Grammar in Key Stage One

If the error made is based on incorrect grammar, this will be indicated with a G and the error will be indicated with a wiggly underline in green pen. If necessary, the teacher will write the correct word.

Punctuation in Key Stage Two

The format for KS1 will be followed but will include all punctuation taught in KS1: capital letters, full stops, commas, question marks, exclamation marks. It will expand to include inverted commas, colons and semi-colons as they are taught. Where necessary, teachers will continue to write P in the margin but will make an informed decision of how often codes are used to support proof reading. Where children are using capital letters incorrectly, they will be circled with green pen and children will be expected to correct this.

Pupils in KS2 will eventually be expected to use Fix It time to independently proof-read and find missing punctuation marks before their writing is marked. They will also be supported on understanding when the wrong punctuation mark has been used and will be expected to correct this independently.

Spelling in Key Stage Two


The format for KS1 will initially be followed but teachers will make informed decisions on which HFWs will be corrected depending on the ability of the child. Common spelling errors over groups or whole class will inform spelling lessons. Where frequent errors are made, independent spelling books/journals will be introduced to support learning. The use of 'flip ups' for common errors/target spellings will be used as appropriate. The words included on these will be tailored to the learning of individual children.


Grammar in Key Stage Two


If the error made is based on incorrect grammar, this will be indicated with a G and the error will be indicated with a wiggly underline in green pen. If necessary, the teacher will write the correct word.

Make a Difference Codes

For pupils to make a difference in their writing, they will need to be supported in choosing a better word, combination of words or organisation of words (sentence structure). Make a Difference codes fall into three categories – add it, change it or rearrange it.

An insert arrow  is used to show where a word or phrase could be added – e.g. adverb, adverbial phrase, adjective, relative clause, coordinating conjunction followed by a main clause, subordinating conjunction followed by a subordinate clause.

An 'up arrow'  is used to show where a word or phrase could be improved by changing it – either adverb, adjective, noun or verb.

A 'direction arrow'  is used to indicate where a phrase or clause could move to rearrange a sentence.

An 'up arrow'  with a P is used to show where the punctuation could be improved.

It is important that all marking of written work should include an opportunity to improve the composition rather than just the transcription skills.

Teachers should consciously include a balance of Fix It codes and Make a Difference codes so that proof reading skills and editing for improvement skills are developed simultaneously.

Marking Procedures linked to Gathering Content

The Class Teacher will model a plan using the boxed-up method. This plan needs to be readily accessible throughout the writing process as it will be referred to in shared writing sessions.

Children will plan their writing using a boxed-up framework. The teacher will mark the plan using marking codes (see earlier guidance) showing how to improve it (before children start to use it) on a daily basis during the Gathering Content week.

Marking Procedures linked to Writing Week

The Class Teacher will model composing approximately two sentences focusing on the specific learning targets identified for each section of the writing e.g. introduction of character in first section using appropriate adjectives. The teacher will then quickly write these sentences but will not model transcription skills at this time.

The Class Teacher will then ask class to contribute approximately two more sentences (discussed and agreed in Talk Partners) and will ask children to share these orally and then will make positive comments about why each sentence is good. "I like your sentence because ..." ideally relating it back to the learning targets.

The Class Teacher will then scribe these sentences focusing on the transcription skills that the class is working on.

Children will then work either independently or in a guided session with Class Teacher/TA on using their own plans to write that day's 'box'.

During the guided session, teachers should be regularly checking the books of the children in the guided group, looking for opportunities to improve the work through either oral guidance or use of codes so that the children are improving their work at the point of composition.

At the end of the lesson/day, the teacher will 'interim mark' the work that was completed independently (not those children who worked in a guided group). The marking will be a balance between improving transcription skills and composition skills using the marking codes. The focus for 'interim marking' for composition will be the learning objective/s for that day. The amount of 'interim marking' will depend on the age/ability of the child (the child should be able to respond to this marking within the agreed 'Fix It Time' of five minutes).

The Class Teacher will also use the 'interim marking' to identify common needs which will subsequently identify which children will be 'guided' during the next lesson. These books will not be marked in as much detail as the teacher will be providing further guidance.

Once the writing outcome has been completed, the teacher will respond to the outcome as a complete text. The first response should be as a reader to promote the concept of writing for an audience. This is in pink. This response can be given as verbal feedback if the comment cannot be read independently by the child. The second response should be written in pink to indicate where the child has successfully used the interim marking to improve their work (ticked in pink). The third response should be written in green to indicate where the child has not successfully used the interim marking or not met the learning objective (written in green). Depending on the year Group (see earlier guidance), there is still an expectation for children to respond to the green comment.

During the 'Writing Week' it has been agreed and is understood that marking across other subjects will be kept to a minimum and will not require any detailed comments. The use of agreed marking codes and an indication of whether the children have met the learn