

# *Primrose Hill Primary School*



## **Marking & Presentation Policy**

September 2018  
Review date: September 2019

Marking at Primrose Hill is 'Learning Centred', meaning that each element of practice is underpinned by an understanding of how teachers and children can use marking effectively to progress their learning.

**At Primrose Hill we believe that children learn best when:**

- Marking is systematic, accurate and informs planning and assessment (AfL)
- Constructive feedback enables children to understand how to respond, improve and extend their learning
- Marking encourages children's engagement and interest in learning
- Marking creates a record of achievement and progress

***Children's Views on marking and assessment:***

*"I know I am doing good because I put effort in and work hard and my teacher and TA tells me."*

*"Teachers mark our work- if you have something green it means you need more improvement, and if it's yellow your work is correct or it's the best bit."*

*"My teacher explains what to do and also my teacher gives us hints and great tips. This is when I think I can improve my work best."*

*"You learn from your mistakes and you can get it next time, our teachers help us to improve our work when they mark or give us feedback."*

*"Adults mark our work because they are basically telling us that you have good work but there is still improving to do."*

# Marking Expectations

All work needs to be acknowledged and checked. This needs to be done **within 2 days** of completing a piece of work. Acknowledgement needs to be clear to the child; stamps, stickers and yellow and green highlighters should be used when acknowledging work.

**Each week a child should have a formative comment for English and Maths.** This can be completed through: 1-1 conferencing, Teacher marking throughout a lesson, TA marking in a lesson, self-assessment/peer assessment or in the next day's learning intention addressing next steps. It is essential that each child has an opportunity to work with the class teacher at least once a week in both English and Maths. **Children should always be given time to reflect on marking and this needs to be planned in timetables.**

Formative comments need to move on children's learning, understanding and overall attainment. They should link with assessment and the National Curriculum expectations of children working in that year group (*see appendices below*).

When planning pacers, teachers should carefully plan when they are doing BW and publishing, and ensure they have planned time throughout the week for conferencing, reflection, improving work and the publishing learning journey.

Humanities and STEAM production is presented in Floor Books, which are not marked. Instead, careful assessment activities will be planned in each topic area and displayed in the Floor Books. This can include quizzes, children's responses to Big Questions or post-its about what the children have learned.

# Presentation Expectations

All work should be dated and should have a **Learning Intention and Success Criteria**. All work should indicate how a child completed the task: Independent, Teacher, TA or Paired. This must be either highlighted or circled by the child.

If work has been carried out and taught by anyone other than the Teacher it should be stamped with the cover teacher's name or Supply stamp.

**If a child is absent, the Learning Intention needs to be glued into the child's book.** If applicable, indicate why child is absent - for example: Sporting Event, School Council Meeting or 1-1 Intervention. Where possible, children should be given time to complete any unfinished work and,

if this cannot be done during the school day, it can be added to their home learning. If this is not possible or appropriate for the child, this needs to be acknowledged by an adult. Because of the Integrated Day, where possible work should be completed if a child is absent (unless they are absent for the whole week). Where this hasn't been possible, a note should be put in the child's book explaining.

All staff marking children's work will use yellow and green highlighters. **Marking and feedback needs to be legible and adults should not write in yellow or green highlighters.** All additional adults must write their name when giving comments / writing about support given.

**Avoid** crossing out children's work. Errors and corrections, when possible, should be made with the child to allow an opportunity for discussion and/or for the child to self-correct the mistakes (see marking code).

Children should follow the handwriting policy according to the children's development. Most children should be able to join their handwriting by the end of Y3. Children should also be encouraged and reminded of the importance of their own neat presentation and to use the presentation guidelines (*see appendices below*).

## Marking Codes

**Yellow** = these will be **selected** successful elements of the work (e.g. good use of vocabulary/ evidence that the learning intention has been met/ some of the criteria has been used/ meeting personal targets etc.).

**Green** = these will be selected areas for development (e.g. punctuation/ selected spellings, incorrect answers, next steps etc.).

A child's marking and feedback should be positive and therefore the majority of work marked should show **success and achievement (yellow)**. **Areas for development** should **not dominate**. Marking targets or next steps must be achievable by each child. The only time where green might be more dominant is when work has been marked to be published, but again, this must focus on achievable and realistic goals for each child.

**Blue Pen in KS2** – children will respond to comments / next steps and/or edit their work in blue pen/pencil. This will show children have reflected on marking and will help them improve their work.

**In KS1** - where possible, children will respond to feedback and next steps using blue pencils. When checking punctuation, it will be made clear by writing over errors they have made. This will be taught to them at the beginning of the year.

## Other Marking Codes

V = Verbal Feedback

C = Conferencing 1-1



= underlining in orange highlighter to indicate an incorrect spelling  
(for published work and repeated high frequency misspellings related to age/attainment of a child)

### **KS1 usually (comments written)**

AC / WB for when an alphabet card or word bank used

In KS1, the Integrated Day ensures that each child works alongside the class teacher each week. During this time, the class teacher marks and feeds back to each child when working with them in their weekly focus groups (English, Maths and Topic) and will either write directly in their book or use post-its and indicate V or C.

## Marking Expectation

Year Group	Maths	Other Forms of Marking & Assessment
KS1	<ul style="list-style-type: none"> <li>* All independent work needs to be acknowledged by an adult within 2-3 days of completing work (stamps or ticks).</li> <li>* Children are given constant verbal feedback and formative comments will be given to each child during their weekly focus group, either written directly in their book or on a post-it. This often takes the form of observations or quotes from the child.</li> <li>* This marking should focus on developing reasoning, identifying misconceptions and providing challenge for depth.</li> <li>* If there are misconceptions, subsequent learning should be planned to address this and this will be evident in the starter activity in the next taught session. In Year 2, this may also be evident in the Learning Intention the following day, rather than individual marking.</li> </ul>	<p><b><u>Self Assessment</u></b></p> <ul style="list-style-type: none"> <li>* In Key Stage 1, self-assessment against the success criteria of a lesson is modelled to the children at the beginning of the year.</li> <li>* This is limited to one smiley or confused face for the entire piece of work and is coloured by the children when they have finished their work.</li> <li>* As reading improves in Year 2, this is increased for a smiley and confused face for each individual success criteria.</li> </ul> <p><b><u>Peer Assessment</u></b></p> <ul style="list-style-type: none"> <li>* In Key Stage 1, verbal peer assessment is modelled and encouraged during carpet sessions, with the emphasis on positive comments.</li> <li>* Peer Assessment in the form of using a template or marking a peer's work will be introduced during the Summer Term of Year 2.</li> <li>* By the Summer Term of Year 2, children should have at least one opportunity a half term to peer-assess in English and Maths. This will be clear in books by using templates or including it in the learning intention.</li> </ul>
KS2	<ul style="list-style-type: none"> <li>* Marking should focus on identifying misconceptions and providing challenge for depth.</li> <li>* When there is a calculation focus, the first and last few calculations should be checked. If correct:               <ul style="list-style-type: none"> <li>- a question for depth should be given (see appendix 3).</li> <li>- If there are misconceptions, subsequent learning should be planned to address this and this will be evident in Learning Intention the following day- rather than individual marking.</li> </ul> </li> <li>* Children need to be given regular opportunities within the Maths lesson to return to their learning and reflect on their formative comments.</li> <li>* If all children achieve their Learning Intention, the next lesson will provide children with a challenge for depth, this can be made clear in the Learning Intention (see example below).</li> </ul>	<ul style="list-style-type: none"> <li>* Self and Peer marking should be modelled to children at the beginning of the year (especially in English) and revisited throughout the year as expectations increase.</li> <li>* Children should have at least one opportunity a week to peer or self-assess in English and Maths. This can be using a template (see below) or marking own and peers' work.</li> <li>* By Autumn 2, they should be given 2 opportunities a week to do this and it should be clear in books using templates or including it in the Learning Intention.</li> <li>* Opportunities for children to reflect and improve their work needs to be planned into lessons (starters / plenaries) - this should be daily where possible, but always after a teacher marks and gives formative comments.</li> </ul>

Year Group	Expectations in English
1	<p><b><u>English Books</u></b></p> <ul style="list-style-type: none"> <li>* All independent work needs to be acknowledged by an adult within 2-3 days of completing work (stamps or ticks or highlighting LI &amp; SC).</li> <li>* Children are given constant verbal feedback and formative comments will be given to each child during their weekly focus group, either written directly in their book or on a post-it. These needs to be visible and initialed if a TA completes them.</li> <li>* Response to marked work is always through 1:1 conferencing and should be evident in books.</li> <li>* There should be 4-5 pieces of production a week; this can be in a child's English book, a class book, on display or on the website and needs to be clearly planned out in the learning journey.</li> </ul> <hr/> <p><b><u>Extended / Big Writing</u></b></p> <ul style="list-style-type: none"> <li>* Following a sequence of lessons, Year 1 have a whole class 'Writing Workshop.'</li> <li>* Publishing of work in Year 1 will be the finished piece from a Writing Workshop, in the form of a celebrated and special page in their books or made into a class book.</li> <li>* <b>Autumn Term</b> - There will be at least 2 Writing Workshops every half term.</li> <li>* <b>Spring Term</b> - There will be at least 2 Writing Workshops every half term.</li> <li>* <b>Summer Term</b> - There will be at least 2 Writing Workshops every half term. In preparation for Year 2, one of these pieces will be marked in depth per half term, with two best bits highlighted in yellow and a green sentence or section, where appropriate, for improvement. This will form the focus of the guided group for English the following week to give children time to improve their work.</li> </ul>
2	<p><b><u>English Books</u></b></p> <ul style="list-style-type: none"> <li>* All work needs to be acknowledged within 2-3 days of completing work - this can be done through self-assessment, peer assessment or adult acknowledgement (stamps or ticks).</li> <li>* Formative comments will be given to each child during their weekly focus group, either written directly in their book or on a post-it and should be evident in books.</li> <li>* There should be 4-5 pieces of production a week; this can be in books (English or BW), on display or on the website and needs to be clearly planned out in the learning journey.</li> </ul> <hr/> <p><b><u>Extended / Big Writing</u></b></p> <ul style="list-style-type: none"> <li>* Following a sequence of lessons, Year 2 will continue to have a whole class 'Writing Workshop', completed in a separate Big Writing book.</li> <li>* <b>Autumn Term</b> - There will be at least 2 Writing Workshops every half term.</li> <li>* <b>Spring Term</b> - There will be at least 4 Writing Workshops every half term.</li> <li>* <b>Summer Term</b> - There will be an opportunity for extended writing every week.</li> <li>* One of these pieces will be marked in depth per half term, with two best bits highlighted in yellow and a green sentence or bracketed section, where appropriate, for improvement. Editing and improvement will then form the focus of the guided group for English the following week to give children time for 1:1 conferencing and to improve their work.</li> <li>* Formative comments should focus on objectives related to expected or greater depth expectations for Year 2. Handwriting will always be an additional comment, not the main formative comment. Children working towards expectations will be given formative comments related to their abilities.</li> <li>* Publishing of work in Year 2 will occur once a term and include writing for a class display or work made into a class book. In Autumn this will be unmarked but in subsequent terms, spelling and punctuation will be marked during the editing process.</li> </ul>

3	<p><b><u>English Books</u></b></p> <ul style="list-style-type: none"> <li>* All work needs to be acknowledged within 2-3 days of completing work - this can be done through self-assessment, peer assessment or adult acknowledgement (stamps or ticks).</li> <li>* During the week, adults should work with a different group every day. Written formative comments should be given throughout the lesson when any adult is working with a group. If this happens, every child should have at least one formative comment a week in their books.</li> <li>* There should be 4-5 pieces of production a week; this can be in books (English or BW), on display or on the website and needs to be clearly planned out in the learning journey.</li> </ul> <hr/> <p><b><u>Extended / Big Writing (see below for process)</u></b></p> <ul style="list-style-type: none"> <li>* <b>Autumn Term</b> - Children should have one longer piece and one shorter piece for each half of the Autumn Term. This can include published work.</li> <li>* <b>Spring Term</b> - Children should have at least one longer piece and one shorter piece for each half Term. This can include published work.</li> <li>* <b>Summer Term</b> - Children should have at 2 longer pieces for each half term. This can include published work.</li> <li>* All pieces need to be marked by the teacher, be a 1-1 conference with the teacher or TA or teacher joint writing during BW session. Children should always be given time to improve their work.</li> <li>* Children working at expected or greater depth should be given 1-2 paragraphs to rewrite and formative comments should focus on objectives related to expected or greater depth expectations. Handwriting, punctuation &amp; spelling will always be an additional comment, not the main formative comment. Children working towards expectations will be given formative comments related to their abilities.</li> </ul>
4	<p><b><u>English Books</u></b></p> <ul style="list-style-type: none"> <li>* All work needs to be acknowledged within 2-3 days of completing work - this can be done through self-assessment, peer assessment or adult acknowledgement (stamps or ticks).</li> <li>* During the week, adults should work with a different group every day. Written formative comments should be given throughout the lesson when any adult is working with a group. If this happens, every child should have at least one formative comment a week in their books.</li> <li>* There should be 4-5 pieces of production a week; this can be in books (English or BW), on display or on the website and needs to be clearly planned out in the learning journey.</li> </ul> <hr/> <p><b><u>Extended / Big Writing (see below for process)</u></b></p> <ul style="list-style-type: none"> <li>* <b>Autumn Term</b> - Children should have at least 2 longer pieces for each half of the Autumn Term. This can include published work.</li> <li>* <b>Spring Term</b> - Children should have at least 2 longer pieces of BW for each half term This can include published work.</li> <li>* <b>Summer Term</b> - move towards 3 pieces of BW for each half term This can include published work..</li> <li>* All pieces need to be marked by the teacher, be a 1-1 conference with the teacher or TA or teacher joint writing during BW session. Children should always be given time to improve their work.</li> <li>* Children working at expected or greater depth should be given 1-2 paragraphs to rewrite and formative comments should focus on objectives related to expected or greater depth expectations. Handwriting, punctuation &amp; spelling will always be an additional comment, not the main formative comment. Children working towards expectations will be given formative comments related to their abilities.</li> </ul>



5	<p><b>English Books</b></p> <ul style="list-style-type: none"> <li>* All work needs to be acknowledged within 2-3 days of completing work- this can be done through self-assessment, peer assessment or adult acknowledgement through stamps or ticks.</li> <li>* Formative comments should be given throughout a lesson when adults are working with a group (<i>every child should have one a week if children are rotated</i>).</li> <li>* There should be 4-5 pieces of production a week; this can be in books, on display or website and needs to be clearly planned out in learning journey (and includes BW). Expectations of Yr 6 production needs to begin in <b>Summer Term</b>.</li> <li>* Weekly Opportunities for extended writing, this can include paragraphs and longer texts, increasing quantity throughout the year to begin meeting Yr 6 expectations in <b>Summer Term</b>.</li> </ul>
	<p><b>Extended / Big Writing (see below for process)</b></p> <ul style="list-style-type: none"> <li>* Children should have at least 5-6 pieces of Big Writing <b>across Autumn Term</b> (this can include published work). This needs to be marked by teacher, 1-1 conference with teacher or TA or teacher joint writing during BW session and children should always be given time to improve their work.</li> <li>* Children working at expected or greater depth should be given 1-2 paragraphs to rewrite and formative comments should focus on objectives related to expected and GD- handwriting, punctuation &amp; spelling will always be an additional comment, not main formative comment. Children working towards expectations will be given formative comments related to their abilities.</li> <li>* <b>Spring Term</b> - move towards 3 pieces of Big Writing a half term (this can include published work). In <b>Summer Term</b>, children should be working towards longer pieces of writing and Yr 6 expectations. MARGIN MARKING</li> </ul>
6	<p>English Books</p> <ul style="list-style-type: none"> <li>* All work needs to be acknowledged within 3 days of completing work- this can be done through self-assessment, peer assessment or adult acknowledgement through stamps or ticks.</li> <li>* Formative comments should be given throughout a lesson when adults are working with a group (<i>every child should have one a week if children are rotated</i>).</li> <li>* There should be 5 pieces of production a week; this can be in books, on display or website and needs to be clearly planned out in learning journey (and includes BW).</li> <li>* Weekly Opportunities for extended writing, this can include paragraphs and longer texts, increasing quantity throughout the year to ensure there's enough evidence for moderation in Summer Term.</li> </ul> <p><b>Extended / Big Writing (see below for process)</b></p> <ul style="list-style-type: none"> <li>* A Generic Success Criteria will be used throughout the year so that children are selecting own success criteria. Children should have 3-4 pieces of Big Writing in <b>Autumn Term</b> (this can include published work). This needs to be marked by teacher, 1-1 conference with teacher or TA or teacher joint writing during BW session and children should always be given time to improve their work.</li> <li>* Children working at expected or greater depth should be given 2 paragraphs to rewrite - <b>Autumn Term moving towards improving whole pieces of writing in Spring</b>.</li> <li>* Formative comments should focus on objectives related to expected and GD - handwriting, punctuation &amp; spelling will always be an additional comment, not main formative comment. Children working towards expectations will be given formative comments related to their abilities.</li> <li>* <b>Autumn 1-</b> use a 'dot' system so children can start editing and improving their own writing. For example: 3 green dots on a line in the margin means that there are 3 errors.</li> <li>* <b>Children should have 6 pieces of writing before moderation (June).</b></li> </ul>

### **KS2 Publishing**

At least one piece of published work a half term - 6 a year. This needs to go through the learning journey: plan, write, edit, revise and publish. All spelling and punctuation needs to be marked and published correctly. Children should publish using consistent joined handwriting. This needs to be planned into pacers.

### **KS2 Big Writing Marking Process:**

1. The teacher reads a child's writing in its entirety.
2. ONLY two best parts of the writing are highlighted yellow (for sunshine) so that every child knows they have best parts.
3. Sections to be improved are placed in green brackets (for growth).
4. The teacher writes improvement prompts at the bottom of the piece of writing – a *reminder prompt*, *scaffold prompt* or *example prompt* (See Appendix 2).
5. Children are given time to reflect on their work and improve the section highlighted in green brackets within 2-3 days of writing; best practice is the following day. This will be re-written underneath the teacher's improvement marking. Improvements must be made; children will continue to improve on their work until the target is met.

All next steps / formative comments in Big Writing will ask children to rewrite section/s.

Children who are working below the National Expected level will be given an example or scaffolded prompt to support their learning. Next steps should focus on composition and SPaG and should never be based on handwriting.

SPELLING - previous year's spelling objectives should be corrected where possible in English & BW Books. All published writing needs to be marked for spelling errors. Children should have weekly spelling sessions, which could include children going back and checking spelling in own work using spelling dictionaries and spelling lists.

# Appendix - Marking for Improvement: Writing

Range of Prompt	Learning Intention	Extract from child's writing	Reminder Prompt	Scaffold Prompt	Example Prompt
Why . . . ? Justifying a statement	To write a letter giving reasons for things you say	"It was dismal"	Say why you thought this	Why was it a dismal time? Why did you hate being there?	<p>Choose one of these or your own:</p> <ul style="list-style-type: none"> <li>It was dismal because I was bored all the time.</li> <li>I found it dismal having only my granddad to talk to.</li> </ul>
How did he/she/you feel?	To retell a story showing people's feelings	"Nobody believed him"	Say how you think this made him feel	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	<p>How do you think he felt?</p> <ul style="list-style-type: none"> <li>Angry that people did not trust him</li> <li>Annoyed with himself for lying in the past</li> <li>Your own ideas?</li> </ul>
Add something	To use effective adjectives and adverbs in an account	"Jason was trying to distract him, but the dragon was too strong"	Use more adverbs and adjectives here	Let's use some adverbs to describe how they fought. Fill in the missing words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly in to the dragon's nearest side.	<p>Improve the fight by using one of these or your own:</p> <ul style="list-style-type: none"> <li>The dragon's tail lashed viciously, cutting Jason's own flesh.</li> <li>Jason bravely lunged at the dragon, thrusting his sword fiercely in to his side.</li> </ul>
Change something	To use effective adjectives in a description	"He as a bad monster"	Think of a better word than bad	What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box.	<p>Try one of these or your own instead of bad:</p> <ul style="list-style-type: none"> <li>ferocious</li> <li>ferrifying</li> <li>evil</li> </ul>
Tell us more	To introduce a character in a story opening	"James went to school"	Could you describe Jason?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a _____.	<p>Describe James's character – perhaps:</p> <ul style="list-style-type: none"> <li>James was a kind, likeable boy with a great sense of humour. For instance. . . .</li> <li>James was often excitable and noisy but would be quiet and serious when he was working.</li> </ul>
What happens next?	To write a middle and end from a given start	"A fact the merman as the mermaid"	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	<p>Write one of these or your own ending:</p> <ul style="list-style-type: none"> <li>"I love you" said the merman. The mermaid took his hand and they swam away.</li> <li>The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a</li> </ul>

# Appendix - Marking for Improvement: Maths







Marking for Improvement: Maths Calculations			
Marking Prompts	Example	Example	Example
<p><b>Misconceptions</b></p> <p>When learning shows misconceptions or procedural errors, use models and examples to support understanding – this can be scaffolded or a prompt depending on your knowledge of the learner.</p>	<p>Addition carrying error</p> <p>Look at the tens column in my example very carefully. Then try this.</p> $\begin{array}{r} 37 \\ +45 \\ \hline 82 \end{array} \quad \begin{array}{r} 43 \\ +28 \\ \hline \end{array}$	<p>Subtraction error – exchanging</p> <p>Remember the rules of written methods for subtracting. Look at the tens column again.</p> $\begin{array}{r} 207 \\ -134 \\ \hline 133 \end{array}$	<p>Long division error.</p> $\begin{array}{r} 17r2 \\ 13 \overline{)234} \\ \underline{13} \phantom{4} \\ 104 \\ \underline{102} \phantom{0} \\ 20 \phantom{0} \end{array}$ <p>Top tip: Write the times table of the number you are dividing by down – you have made a calculation error.</p>
<p><b>Depth</b></p> <p>To promote depth, use reasoning stems to deepen understanding.</p>	<p>Which is trickier? Why?</p> $\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 28 \\ \times 3 \\ \hline \end{array}$	<p>Can you spot the error? Explain why it is incorrect.</p> $\begin{array}{r} 56 \\ \times 4 \\ \hline 204 \\ \phantom{2} \phantom{0} \phantom{4} \\ \phantom{2} \phantom{0} \phantom{4} \\ \phantom{2} \phantom{0} \phantom{4} \\ \hline \end{array}$	<p>What numbers go in the missing boxes?</p> $\begin{array}{r} \square 6 \\ \times \phantom{0} \square \\ \hline 144 \\ \square \phantom{0} \phantom{4} \\ \hline 12 \end{array}$
<p>Multiplication examples</p>			
<p><b>Greater Depth</b></p> <p>To extend children's understanding, probe through questioning.</p>	<p>Which way is the quickest to complete this calculation? Why?</p> $123 \times 3 = ?$	<p>If you know that <math>37 \times 4 = 148</math>, what would <math>38 \times 4 = ?</math></p>	<p><math>42 \times 7 = 294</math></p> <p>If 210 is an answer to a similar question, what was the question?</p>
<p>Multiplication examples</p>			

# Appendix - Master Learning Intentions

## KS2

Ll. xxx



Date

Independent / Guided T / Guided TA / Paired	
Self Assessment & Marking / Conferencing 1-1 / Paired Marking- partner was: _____	
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*	 
*	 
<b><u>Comments on my learning today:</u></b> <b><i>What did I learn? What did I find useful? If confused, what do I need help with? What would challenge me next?</i></b>	

## Yr 1 & 2

Ll. xxx







Date

Independent / Guided T / Guided TA / Paired	
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*	
*	

## Yr 2 - Summer Term

Ll. xxx

Date

Independent / Guided T / Guided TA / Paired	
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# Appendix- Example of Peer / Self-Assessment

Date \_\_\_\_\_

Independent Marking / Peer Marking /  
Paired Marking



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Marked by: \_\_\_\_\_

# Appendix- Presentation Guidelines

## K51 Presentation Guidelines

- ✔ Always start your work on a new page, gluing the learning intention or writing a title as instructed by your teacher.
- ✔ **No rubbers allowed**- if you make a mistake, draw a line or a neat cross through the mistake. Do not scribble over your mistakes.
- ✔ A sharp pencil should always be used when you are writing or drawing.
- ✔ Make sure you glue all sheets carefully, making sure they don't stick out of the sides of your book.
- ✔ Always make sure you use your best handwriting- take pride and always present your best work.
- ✔ In Maths, always make sure you organise your work so that it is neat and your working out and answers are clear. **Record one number in each square so your work is neat.**
- ✔ **Graffiti** or any other drawings, unless instructed by your teacher, **will not be tolerated.**
- ✔ Reflection pencil should be used when reflecting and improving your work.

## K52 Presentation Guidelines

- ✔ Always start your work on a new page, gluing the success criteria as instructed by your teacher.
- ✔ **No rubbers allowed**- if you make a mistake, draw a line or a neat cross through the mistake. Do not scribble over your mistakes.
- ✔ Pen should always be used in English and Topic books, unless you're drawing or your teacher instructs you to use a pencil.
- ✔ In Maths, always make sure you organise your work so that it is neat and your marking out and answers are clear. **Recording one number in each square can often help you present your work neatly.**
- ✔ Make sure you glue all sheets carefully, making sure they don't stick out of the sides of your book.
- ✔ Always make sure you use your best handwriting- take pride and always present your best work.
- ✔ **Graffiti** or any other drawings, unless instructed by your teacher, **will not be tolerated.**
- ✔ Take care when highlighting in your book. Felt tip should not be used in your books.
- ✔ Reflection pen should be used when reflecting and improving your work.



## **DISSEMINATION OF THE POLICY**

**The policy will be given to all members of staff and copies will be available for parents.**

## **PROCEDURES FOR MONITORING AND EVALUATION**

**The Head Teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.**



