



MARKING & PRESENTATION POLICY

(Junior School)

(This document is available on the school website or on request)

Reviewed November 2017

A POLICY FOR REVIEW, MARKING AND PRESENTATION OF CHILDREN'S WORK

EXERCISE BOOKS

Years 3 & 4

English History Geography Religious Studies Languages
Mathematics
Tables
Spelling

Years 5 & 6

English History Geography Religious Studies Languages
Mathematics
Tables
Spelling

PRESENTATION

MATHS BOOKS

Each entry must be dated in number form – e.g. 23.10.17.
Reference should be made to textbook page/exercise as necessary.
Headings, if needed, will be underlined with a single ruled line.

The child will work down the left-hand column first. Each sum will be clearly numbered according to the text book or teacher's instructions.

Numbering will be at the left-hand side of each sum, set in an appropriate square. Each digit will be written in its own square. Each day's work will be ruled off with one pencil line. Investigations, number games and maths topics will also be done in the book.

ALL LINES for number and computational work will be ruled. The child will date each day's work.

ENGLISH BOOKS

The drafting process for all written work will be introduced in all year groups.

The English book will have lined white pages with a margin. It should be emphasised that it is not a rough book and thus all work should be presented neatly according to the school policy.

Each new piece of work must be dated – DAY, NUMBER, MONTH
e.g. Monday 23rd October 2017

The date will be written in the top right hand side of the page.
The date will be underlined with one ruled line.

The title/heading for the work will be centred on the line below the date.

Each completed piece of work will be ruled off with a single line.

UNDERLINING

All underlining must be done with a ruler. When underlining in fountain pen the children should turn the ruler over, using the bevelled edge to avoid smudges.

MARKING

It is our aim that as much marking as possible should be done with the child whilst discussing the work in context. Verbal feedback is of immense value and helps the pupil to progress. We also use peer assessment and self-assessment for feedback.

All marking will be done in an ink of a different colour to the pupil's work.

Errors made by the child in any form of writing will be underlined or circled

Correct work will be indicated by ticks as appropriate, accompanied by the teacher's comments. Pupils need to be able to understand the feedback and act upon them.

MATHEMATICS

Incorrect work will be marked with a 'c'.

Incorrect maths work must be completely re-written by the teacher or child.

Incorrect work in workbooks should, if possible, be re-written but where necessary a new box should be drawn for the answer.

Mathematics work in exercise books may be done in ink by those children who use a pen.

All lines in Maths books will be ruled in pencil.

ENGLISH

Spelling

In a child's developmental writing there will be many spelling and other errors. Teachers will be discriminating according to each child's writing and spelling development as to the intensity of marking. During the early stages of writing it will be necessary for teachers to

transcribe much of each child's work. Transcriptions will be in the cursive handwriting style on the page opposite the piece of work or directly above it.

Spelling errors of words that the teacher considers the child should know will be indicated by underlining the word and entering 'sp' in the margin. The child will then re-write the corrected work above the error or on the opposite page. Other spelling errors will be underlined and written correctly in the margin or on the opposite page of the draft book.

Grammar and Punctuation

If a child's work does not make sense, it will be underlined with an appropriate comment in the margin or on the opposite page of the draft book.

If there is an omission in a piece of work the symbol ^ will be inserted. A numbered asterisk e.g. *1 will be used to indicate an insert by the teacher written on the opposite page. Words not needed in the sentence will be crossed through with one line e.g. ~~and~~.

Whenever possible the teacher will correct grammatical and punctuation errors with the child. Otherwise these will be corrected on the work by the teacher and explained on the opposite page.