

A Standard for Marking, Presentation and Subjects Policy at Key Stage 1, 2 and 3

This policy provides a standard for staff on the quality of marking, the presentation of work and subjects expectations at Cambridge International Schools (Sudan). It is an expectation that staff and students will adhere to the standards provided in this policy.

Presentation

All written work completed by Staff and Students at Cambridge International Schools (Sudan) must use the School's agreed consistent Handwriting approach.

Having high expectations about the presentation of work is a priority, serving to give a sense of pride in achievement and a means of valuing the people who share it.

A high standard of presentation is important in order to encourage students to:

- be proud of their achievements by doing their best work and presenting it well
- do their best quality work in order to enhance the school environment
- value and respect school resources
- to present work in a neat and orderly fashion, appropriate to task

To ensure that care is taken in presentation throughout Cambridge International School, there is a shared responsibility.

1. The School's responsibility is to:

- Ensure that information about marking and presentation policies is given to parents. (e.g. through the school website, prospectus, and at parent meetings).

2. The teacher's responsibilities are to:

- have high expectations of students' work and the way it is presented
- regularly remind students of expectations for presentation and finishing off work
- monitor students' work and provide time for completing it
- encourage students to edit their own work and provide strategies for presenting it properly
- provide good quality equipment and resources and explain how and when it should be used
- ensure students are not swamped by too many books and worksheets to look after and store
- be aware of the quality of resources they use. The teacher should be a role model for good presentation.
- have a co-ordinated approach to books within the year group, and where possible across the school. (e.g. brown books for Literacy).

Workbooks will be labelled with the child's name and subject clearly and legibly. Teachers will be responsible for this throughout the school. Students are encouraged to take pride in their learning, including the way they present their written work and look after their exercise books. They should not draw or 'doodle' on the covers of their books.

3. The students' responsibilities are to:

- complete all work to the best of their ability
- to take pride in their work
- respect the work of others
- listen to and follow instructions for presenting work neatly and correctly.

4. The parent / guardian's responsibilities are to:

- ensure homework is completed neatly
- ensure books are stored safely at home

Provision

Handwriting should be taught as a whole class activity. Intensive teaching is recommended at the start of each school year to clarify expectations with further reinforcement in weekly lessons.

Teaching Time

At Key Stage 1, a minimum of 1X15 minutes handwriting lessons each week. Lessons will be conducted as follows:

- a) 3 minutes: brief warm-up exercises by teacher which include:
 - pull palms
 - pull hands
 - hug yourself tightly
 - reach high, one hand, then other. Reach-make circles in the air

- stack your blocks
 - assume an outrageous posture
 - stack your blocks again
- b) 4 minutes: teacher models letter formation of letters in isolation or joins where appropriate
- c) 8 minutes: teacher circulates and intervenes to secure understanding and progress. Teacher should always act as a model of writing on the board or marking using a fluent joined style where appropriate.

A model of the handwriting should be displayed in all classrooms. Use the Nelson Thornes Handwriting Scheme

Lower Case:

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Capital Letters:

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

Scheme for handwriting

Stage	Age	Expectations
Foundation	3-5 years	Fine motor skills leading to letter formation
Key Stage 1	5-7 years	Beginning to join
Key Stage 1 and Lower Key Stage 2	5-9 years	Securing joins
Lower Key Stage 2	7-9 years	Practising speed and fluency
Upper Key Stage 2	10-11 years	Presentation skills

It should be remembered that the British (National) Curriculum has Level Descriptors for Handwriting.

Physical Environment

- a) Chair and table should be at a comfortable height.
- b) Table should support the forearm so that it rests lightly on the surface and is parallel to the floor.
- c) Children encouraged sitting up straight and not slouching.
- d) Height of the chair should be such that the thighs are horizontal and feet flat on the floor.
- e) Tables should be free of clutter.
- f) Rooms should be well lit.
- g) Left-handed students should sit on the left of their partners.

Standards for the Presentation of Literacy and other written work

1. Complete date is written from left to right: e.g. Sunday 23rd October 2018.
2. Title is written in the centre of the next line. The title of work will refer to the learning objective of that lesson (LO)
3. Pencil is used to write in Key Stage 1 and during Years 3 and 4. A transition is made to handwriting pen from Year 3 when the teacher feels that it is appropriate. All pupils in Year 6 to Year 9 should be writing in pen.
4. Blue ink is used for writing (Berol type handwriting pens should be used).
5. In Years 2-9 students will underline dates and titles with a pencil and ruler.
6. A 2cm margin should be drawn with a pencil and ruler in books where margins are not already printed (Key Stage 2 and 3).
7. Colouring pencils not felt tip pens should be used in workbooks where appropriate.
8. Question numbers should be written in the margin. If there is not a margin, a margin should be drawn using a ruler and a pencil (Years 2-9).
9. Indicate new paragraphs by leaving a line.

Editing and correcting mistakes

1. Erasers could be used in work written in pencil.
2. If a mistake is made (when using pen) students will draw a neat line or cross through the mistake and then continue with their work.
3. Pupils do not use Tippex / correction fluid and ink erasers.
4. Additional words are indicated with a ^ and an * is used where a larger piece of text is required to be added.
5. If pupils are attempting a spelling and they are unsure it is correct, they put a wavy line beneath the word. A 'magic line' can also be used to represent unknown letters.

6. Pupils will make changes to their writing using a sharp pencil

Standards for Numeracy (Math) Presentation

1. The date is written in numerical form from left to right: e.g. 13.10.2016, or 13/10/2016.
2. A sharp pencil is used throughout exercise books for Primary 1-4, while Primary 5 and 6 use pen.
3. Rulers are used for all straight lines.
4. With appropriately sized paper pupils will write one digit per square.
5. Space on the page is used appropriately (without lots of empty spaces).

Assessment of Presentation

All teachers on a daily basis will monitor students' writing and presentation. Students should be observed as they write during lessons. When assessing, consider the following:

- ✓ Is the writing generally legible?
- ✓ Are the letters correctly shaped and proportioned?
- ✓ Are the joins made correctly?
- ✓ Are the spaces between the letters, words and lines appropriate?
- ✓ Is the writing properly aligned?
- ✓ Are the writing standards achieved by the majority of children in line with the Level Descriptors in the National Curriculum?

Standard for Marking

Purpose of marking

- ✓ To inform the teacher of a child's progress and needs for future planning
- ✓ To provide positive feedback about current work
- ✓ To demonstrate the value of a pupil's work
- ✓ To allow for pupil self-assessment (i.e. to recognise their achievements and mistakes) and encourage them to accept help/guidance from others
- ✓ To inform parents of pupil's progress.

Types of marking

- ✓ Work will be marked with a red or green pen.
- ✓ In Numeracy, it may be appropriate to mark incorrect work with a cross. This should be avoided where there are numerous mistakes. Teachers may write the correct answers.

Margin Marking for Writing

- ✓ In order to promote consistency a common approach to the marking of errors will be used
- ✓ An agreed code (See appendix 1) will be displayed in every Key Stage 2 classroom so that all children are aware of the meaning of the various markings.

- ✓ Key Stage 1 teachers will use the code as an aide memoire as appropriate to the age of the child.

Use of RR: ‘Rapid Response’:

1. Time at the beginning of the next lesson must be given for students to respond to improvements needed that will take their learning forward, often this can link to the Margin Marking.
2. As part of our ‘dyslexia-friendly’ commitment, support is given when students require help to interpret the marking.
3. Teacher’s comments – a negative comment should always be supported by a constructive comment about how to improve.
4. Students may, where appropriate, self-mark work, or another students’ work. The teacher will always review this marking.
5. The learning objective will be made clear to students at the start of the lesson. It will usually form the basis of the title of the work.
6. Success criteria for marking purposes should also be identified to students as they begin a piece of work.
7. Teachers should decide what they are marking for – accuracy, neatness, a specific grammatical point e.t.c. For example: where the learning objective is to use descriptive vocabulary – where these are well used within a piece of writing, they can be highlighted e.g. highlighter pen or brackets, with a tick in the margin and perhaps a comment at the end of the work.
8. Spellings – Indicate *sp* in margin where appropriate. Teachers will use their judgement as to how many spellings to correct, depending upon the type of work and ability of the student. They should link to high frequency words/ year group/ individual target words / subject specific terminology. For some students the correct spelling will be written at the end of the work by the teacher; the student will then write it using the ‘look, cover, write, check’ method.
9. Some work will be verbally assessed – this will be noted on the work (e.g. using the symbol V). The use of positive verbal feedback is of particular importance as part of the school’s ‘dyslexia-friendly’ commitment.

The context of a piece of work will, where appropriate, be identified through the use of a simple code written or stamped onto the work. This may include:

- ✓ I – Independent
 - ✓ G – Group work
 - ✓ S – Supported individually
 - ✓ B – Board work
 - ✓ TA – supported by Teaching Assistant
-
- ✓ Symbols, stickers and merits will also be used to encourage, motivate and reward students. This is particularly important for dyslexic students.
 - ✓ Unfinished work should may be sent home as ‘homework’, even when the usual amount of homework has already been planned. A judgement needs to be made by the teacher if there is a large amount of unfinished work and planning may need to be adjusted accordingly. It may be appropriate for students to complete unfinished work during their break times.

School Guide to Margin Symbols used by Teaching Staff

Symbol	Literacy corrections	Action
W W	The wrong word has been used.	Check a dictionary or thesaurus or check the homophone (e.g. hour/our).
?	Something doesn't make sense.	Put an explanation in the margin or an * and an explanation at the end of the work.
Error underlined and 'Sp' in the margin.	Spelling mistake.	Use a dictionary to check the spelling. Write the correct word three times.
^	A word or phrase is missing.	Put the right word in the space above or write a ^ and write it in the margin.
P	Punctuation error	Put in the correct punctuation (. , ? ! “ ” ; ;).
CL	Missing capital letter.	Put in capital letters for proper nouns.
//	A new paragraph is required.	Give a reason why you need a new paragraph here.
Sl	Slang/ informal English has been used.	Rewrite the word in the style needed for this work (formally or informally).
T	Wrong tense (past, present or future)	Correct the mistake or write down what tense should have been used.

SS	Sentence structure is wrong.	This sentence needs rewriting. Make sure your sentence makes sense.
H	Handwriting needs to be improved	You should spend some time concentrating on your letter formation; joins and overall presentation of your work.
	Write up to the Margin	Re-Write this sentence/section starting the writing next to the margin line .
PP	Target Mark	Well done! You have included what I am looking for
FS	Finger Space	Remember to leave a clear space in between each word.