

High Bank Junior Infant and Nursery School
Presentation of Work Policy

Agreed: September 2017

Signature: _____

Review: September 2018

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1 Handwriting

1.1 Charles Cripps (A Hand for Spelling) Handwriting Scheme script to be used throughout school to progress through letter formation/join patterns supported by the structure and formation delivered in Letter Join (an online handwriting tool).



1.2 A Hand for Spelling is a scheme which promotes success in spelling through free-flowing handwriting.

1.3 A Hand for Spelling – follows on from free scribble

Book 2 – Ages 5 -7

Book 3 – Ages 7 – 9

Book 4 – Ages 9 – 11

1.4 Letter formation guidelines are given on the Letter Join website for both right and left handed children. All staff should be modelling cursive Letter Join script when writing in children's books and on the whiteboard etc.

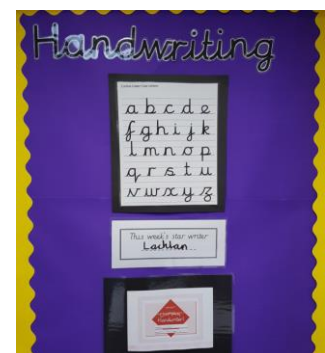
1.5 Children from year 3 onwards should be using joined script in all work.

1.6 Handwriting pens will be used for handwritten work where appropriate and if individuals are ready, teacher to decide.

1.7 Left-handers should position books at a slight angle to help avoid smudging.

1.8 Left-handed children to use left-handed pen instead of school handwriting pens.

1.9 A Handwriting Display board should feature in each classroom. This should include the correct formation of the lower case alphabet ready for joining. Good examples of this include:



2 Setting Out Work (Literacy, Science and Foundation Subjects)

2.1 Foundation Stage

- Use pencil
- Encourage children to use mark making area
- Model writing while discussing sounds
- Write frequently/daily

2.2 After Easter or earlier where reception children are ready introduce lines for writing – encourage children to ensure letters sit on the line.

2.3 Build up to year 1 National Curriculum requirements.

2.4 Key Stage 1

- Use pencil
- Put short date on the top left of page
- Title as necessary - Written by teacher or by child

2.5 Y2 only after Easter

- Build up to writing long date
- Underline date and title

2.6 Key Stage 2

- All work to be dated on the left hand side
- Long date for written tasks
- After date a line left blank
- Next line title – The title should include a “Can I ...” objective for consistency across the school.
- Title to be underlined
- A second blank line before work begins
- Work to be started at the margin
- Incorrect work to be bracketed with a small cross or rubbed out with an eraser.
- When starting a new piece of work children should miss a line and then rule off (Not after finishing as there needs to be space for teacher comments).

3 Setting Out Work (Numeracy)

3.1 Short date to be used on right hand side of page.

3.2 Use pencil only.

3.3 Title - The title should include a “Can I ...” objective for consistency across the school.

3.4 Book with squares – no margin – to be used. Square size appropriate to child (teacher to decide).

3.5 Squared books - 1 digit (number) in each square.

3.6 When writing in Numeracy books writing should be joined across the squares, not 1 letter in each square.

3.7 If a mistake is made a single line to cross out can be used or rubbed out using an

eraser.

3.8 Setting out – leave 2 squares at the left and underneath each block of work.

3.9 Carrying figures should be written just above the top line of answer.

3.10 Fluency (*), Reasoning (**) or Problem Solving (***) tasks should be indicated in top right hand corner of the worksheet or page.

4. Marking

4.1 Numeracy Marking – either a tick or a cross. If a child has a lot wrong do not fill the page with crosses but ask the child to come and talk to you. This is an indication of a child needing additional support.

4.2 Key Stage 1 and 2

4.3 In line with assessment for learning discussions, pink highlighter pen or pink biro to be used to highlight positive attributes linked to success criteria/learning intention or good use of punctuation. (Tickled Pink)

A green highlighter pen or green biro to be used to highlight an aspect to improve. There needs to be a written comment linked with this. Verbal feedback should also be given. (Green for Growth). Next steps and comments should refer to the progress against the objective.

4.4 Time needs to be given to allow the child to revisit the aspect highlighted green (comments/corrections) at the start of the next lesson or in the afternoon.

4.5 Evidence of deeper learning should be marked with **DL** in purple.

5. Corrections

5.1 Children need to complete their corrections (and next steps/Green for Growth) and time should be made to allow this to happen.

6 Spelling

6.1 Spellings should be corrected as below:

1 word at Y1, 2 words at Y2 and 3 words at KS2.

By focusing on a small number there is a better chance these spellings will be learned.

6.2 Write the correct spelling either in the margin or at the end of the piece of work. Ask the child to write the spelling 3 times and learn it.

6.3 An alphabet and/or dictionaries/thesauruses such be accessible to KS1/KS2 children to aid their spelling as appropriate.

7. Attitude towards presentation

7.1 Comments should be made about presentation either verbally or in writing. Do not accept poorly presented work.