



Millbrook Junior School  
*Dream, Believe, Aspire, Achieve*



# **Millbrook Junior School**

## **Presentation Marking and Challenge Policy**

**This policy was approved by the Governors/Trustees on 7<sup>th</sup> September 2023**

**Chair of Governors/Trustees**



## **Presentation, Marking and Challenge Guidelines**

These guidelines outline some of the expectations in relation to these three important areas of teaching and learning. They will be updated throughout the year in line with staff training and as they evolve.

### **Presentation**

We want children to take pride in their learning and this is demonstrated by the quality of work in their books and how well it is presented. All books will showcase children's learning. At the start of the year, adults will explain these expectations and reinforce them throughout the year.

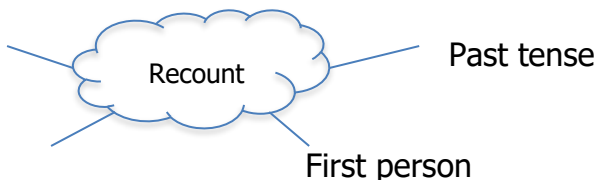
We label our books with stickers that show the following:  
 Child's first name and surname, class and subject

Children will not draw on covers of books.

In English books, children will use the right hand page for the main activity.

The left hand page will be used in the following way:

Writing the Success Criteria like this:



Mind maps to show prior knowledge and success criteria:

Pencil at start of lesson (what I know already about relating to the lesson objective)  
 Black pen part way through (what I have just learnt after class discussion – main teach)

Blue at end of lesson (to recap on learning)

These are called 'Progress Pit Stops'

Success Criteria Lists may be used (but not in independent writing)

Notes, key words and phrases to use in lesson

Any grammar starter task that is appropriate to the lesson

How we set learning out:

Long date in English books: Tuesday 5<sup>th</sup> September 2023 and French books C'est jeudi 3 novembre 2023 (the words for the day and month must begin with a lower-case letter unless either word is at the start of a new sentence)

Short date in all other books: 05.09.23 (Including Reading, Grammar and Spelling)  
Date on top line next to margin (this must be appropriately sized with no over large letters or numbers)  
Underlined with ruler

Leave a line space, then next to left margin write the following:

Learning Objective: LO To be able to....

Underlined with a ruler

For some SEND it may be appropriate for labels to be produced but these must be of consistent size and format across the year group (Year Leader to set)

Leave a line space

Then start work

All children will write in black pen (except in maths and when drawing)

Handwriting must be joined

Mistakes will be crossed out with a single line using a ruler

All drawing will be on plain paper which should be trimmed and stuck neatly into books

Children use blue pen to edit work, self-mark and reflect on learning

Children can use highlighters and coloured pencils to annotate work if a key is provided

Worksheets/scaffolds etc:

These are to be kept to a minimum

Trimmed and stuck in neatly so whole sheet is visible with no flaps or folds

Not contain other schools' formatting i.e. space for a name

## **Marking**

Marking will be occasional and purposeful in all children's books

Feedback will be developmental i.e. it will give children clear opportunities to further their learning and understanding

Marking will be a mixture of deep marking for individual children and whole class marking (set independent writes will always be marked using whole class marking)

The children will regularly respond to their marking

Verbal feedback is often the most effective and should be used regularly

Marking is not just assessing whether answers are right or wrong - it is about the guidance given to improve

As a school, we promote positive attitudes towards challenge and improvement

We aim to develop a growth mindset in our children

All marking should model good presentation and use the school handwriting font

Stickers may be used-these should also use the school's handwriting font (Letter-join plus 4.0)

**All staff recognise that effective feedback is central to the learning process and vital to all children.**

**The SLT recognise that effective marking needs to be part of a sustainable work load for staff.**

### **Occasional next step marking (not every lesson)**

Learners need information and guidance in order to plan the next step in their learning.

Adults will do the following:

- Identify the most important aspect of learning to develop
- Give an instruction for the child to respond to
- Usually phrase this as a command e.g. Explain, Add, Improve, Order, Turn, Edit, Re-write etc.
- Write NS to indicate that it is the next step
- Sometimes ask a question e.g. What is the difference between wear and where?
- Pose an extension problem to extend learning

### **Response to marking**

Children will be given dedicated response time either first thing in the morning (during 'Ready to Learn' time) or at start of next lesson

Will be acknowledgement marked by adult

### **Self-marking**

Children will be encouraged to reflect on learning at end of lesson where appropriate  
They will use blue pen to edit/improve work

### **Five hands stickers**

These are used to encourage children to reflect on learning linked to the Five Hands Vision.

- To explain what they found difficult or confusing

- To ask a question to deepen their understanding of what they have learnt
- To reflect on their learning

## **Spelling**

Adults will comment on spelling and grammar in the following instances:

- When spelling and grammar are a focus of the lesson
- When it is a spelling pattern has been taught
- When it is a high frequency word that the child will use regularly
- When the spellings are relevant to the subject (e.g. mathematical and scientific vocabulary)

Staff should only identify up to three incorrect words in a piece of work

Adults will use sp. in margin and underline the misspelt word

Adults will write the correct spelling of technical words as a model for children

If it is a high frequency word, a spelling pattern that has been taught or a word the child should know then, at bottom of page write LCWC 3x (Look, Cover, Write, Check) and the child is expected to write out each word three times (using blue pen)

Sometimes it may be more appropriate to write Sp. in the margin and expect the child to locate/correct the error

## **Other annotations**

Ticks for correct answers, dots for incorrect

Circle around incorrect case or punctuation error

^ for missing word

/for new line here

//for new paragraph here

~~~~~ for grammar error

© (s in a circle) if a child has received adult support in a lesson

WWWT? for What's wrong with this?

St (in a circle) for sticker awarded



✓✓ (double tick) for exceptional vocabulary, literary language (e.g. simile) or sentence

## **Presentation**

At Millbrook Juniors:

- We take pride in our learning and the work in our books
- We use black pen, write neatly and join our writing
- We write the long date in English (the short date in other books) and underline it with a ruler
- We use one square for each digit and symbol in our Mastery Maths book
- We write LO for Learning Objective and Success Criteria will be written around the bubble (or in a list)
- We use blue pen to edit our work, self-assess and reflect on our learning
- We do our main learning on the right-hand page (in English, History, Geography, Science, Art, DT. Music and RE books) and use the other page for notes and mind maps etc.
- We use mind maps to show our learning: pencil at start of lesson, black pen part way through and blue at end
- We keep our book covers clean
- We stick things in neatly
- We cross out with a neat line
- We draw on plain paper

## **Marking Notation (adults use green)**

|                                                                                     |                                                                                        |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Sp. _____                                                                           | Misspelt word; sp in margin                                                            |
| LCWC 3x                                                                             | At bottom of page                                                                      |
| O                                                                                   | Incorrect case or punctuation error                                                    |
| ^                                                                                   | Missing word                                                                           |
| /                                                                                   | New line here                                                                          |
| //                                                                                  | New paragraph here                                                                     |
|  | Grammar error                                                                          |
| WWWT?                                                                               | What's wrong with this?                                                                |
|  | Child has received adult support                                                       |
| NS                                                                                  | Next step                                                                              |
| St                                                                                  | Sticker awarded                                                                        |
| ✓✓                                                                                  | (double tick) for exceptional vocabulary, literary language (e.g. simile) or sentence. |

**Reflection on learning (children use blue)**

- Today I learnt...
- I found the work too easy / just right / too challenging because...
- I get confused when I have to...
- Next lesson I would like help with...

**Ask your teacher a question:**

- How do I work out...?
- I understand..., how might I...?
- Why does...?

**Challenge**

At Millbrook Juniors:

- We are developing a 'Growth Mindset' and a 'can do' attitude
- We say 'can't yet'
- We learn from mistakes and 'failing'
- We work hard

**Developing a Growth Mindset**

| <b>Instead of thinking...</b> | <b>Try thinking...</b>          |
|-------------------------------|---------------------------------|
| I'm not good at this          | What have I missed?             |
| I give up                     | I will try a different strategy |
| It's good enough              | Is this really my best work?    |
| I can't make this any better  | I can always improve            |
| This is too hard              | This may take some time         |
| I made a mistake              | Mistakes help me to learn       |
| I just can't do this          | I am going to train my brain    |
| I'll never be that smart      | I will learn how to do this     |
| Plan A didn't work            | There's always a Plan B         |
| My friend can do it           | I will learn from them          |