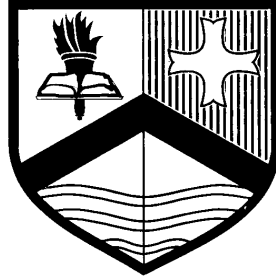


Scraptoft Valley Primary School



Raising Standards **Teaching & Learning Appendix** **Q** **Marking and Feedback**

Mission Statement

**Working together to give every child an excellent education in a
caring environment**

Marking and Feedback Policy

1 Introduction

- 1.1 At Scraftoft Valley Primary School, we take a professional approach to the tasks of marking work and giving feedback. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through the use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to challenge children and help them learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future planning.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Marking should relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task at an appropriate time.
- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established. This can be given during the lesson, after the lesson or at the start of the next lesson.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).
- Marking and Feedback can be given during lessons in both written and oral format.

4 Implementing the marking policy

- 4.1 The school has progressive rules that apply to all pieces of work (e.g. the date and title must be recorded), and teachers will not accept the work unless these rules have been followed.
- 4.2 In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- 4.3 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve (next step).
- 4.5 Written comments are more valuable than marks or grades. We do not normally give marks or grades on pieces of written work.
- 4.6 Ticks are normal where work is correct, and a dot or a circle where errors have been made. Other symbols may be used once their meaning has been explained, e.g. a Sp next to a spelling mistake. All symbols must be clearly understood by the children receiving the feedback.
- 4.7 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.8 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.
- 4.9 When appropriate, children may mark their own or another child's work, the teacher will always review this marking but may or may not add further comments as necessary.
- 4.10 Children should be encouraged to assess their work ahead of final marking, using prompt cards (e.g. VCOP mats or marking ladders). These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.11 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.12 Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

5 Additional Guidance

- 5.1 As a school we strongly believe in the effective use of Assessment for Learning strategies. As an additional guide we encourage all teachers to seek additional examples of best practice from the schools Assessment for Learning Strategies handbook. The relevant sections have been copied below;

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Well developed systems and practice for providing feedback to children, both oral and written, is an extremely powerful whole school improvement strategy. When combined with opportunities for children to act on the guidance provided, feedback has a significant impact on the effectiveness of teaching, learning and raising achievement.

The **ethos and values** of feedback are supportive of learners when:

- ❑ **Children's self-esteem and motivation** are central considerations when providing them with feedback
- ❑ **The focus** is on praise, constructive criticism, improvement and making good progress
- ❑ **Positive attitudes** and a supportive, constructive approach to assessment and feedback are viewed as important so that children remain confident, and are not afraid to try things out or make mistakes
- ❑ **Care** is taken in the choice of words and body language and the messages they may convey to children when given incidental and focused feedback
- ❑ **The learning culture** is linked to high, yet realistic expectations that help children to be confident, do their best and be successful learners

Providing **effective oral and written feedback** – essential ways forward:

- ❑ Focus on success, improvement and the next steps needed
- ❑ Link feedback to learning objectives and success criteria so that children fully understand and can talk about the implications of their feedback
- ❑ Provide time and opportunities to read, discuss and act on written feedback
- ❑ Feed back to children as soon as possible, during lessons as well as at the end
- ❑ Plan time for reflection and evaluation in lessons so that children have regular, focused opportunities to think and talk about their learning
- ❑ Make feedback *interactive* through dialogue, discussion, questions and ensure that all children are involved either individually, in pairs, groups or whole class
- ❑ Provide focused praise – comment on what is successful and its impact, 'That is a very good adjective, it helps to.....'
- ❑ Praise successful learning and good attitudes and effort - both are essential but should be distinguished when giving feedback

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Oral feedback is most successful when:

- ❑ It is valued as a very effective teaching and learning strategy and is given the time it needs and deserves.

- There are frequent opportunities for high quality dialogue with children, which promotes and extends thinking and learning. Dialogue is reflective and constructive. It provides children with a model of the language and thinking skills that will help them to reflect on learning and evaluate their successes, areas for improvement, and how to improve.

Written feedback / marking IS most successful when:

- It is clearly linked to learning objectives and success criteria
- Comments and suggested improvements are clear and well structured so that children know what to do. For example:
 - ***an example of what is needed***
 - ***a scaffold of structured step by step guidance***
 - ***questions and comments which extend thinking and ideas***
 - ***a reminder to make improvements independently where children can be expected to know and understand what to do***
- The scope and quantity of suggested improvements are limited so that they are manageable and meaningful
- Brief but very focused comments indicate what the child has done well, where improvement is needed, why, and how to do it. Separate strengths from ways forward
- Bullet points are used as a helpful way to do this and, at the same time, avoid the negative impact of the word 'but' e.g.

- ***Your choice of adjectives is excellent. They give the reader a really clear picture of what the fierce pirate looks like.***
- ***Now, you need to say more about how he escaped so that the plot makes sense***

- Time and opportunities are planned and provided so that children can respond to the feedback and guidance and make the suggested improvements to their work
- Over time, pupils' books become a valuable assessment record of their strengths, improvements, the support needed, and how they learn. Pupils' books enable teachers to track objectives, progress and achievement. They provide comprehensive and relevant evidence to support accurate assessment and planning

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Feedback to younger and less able children

- Oral feedback is more effective and has greater impact on the learning of younger and less able children
- The principles of effective feedback and marking are the same across all age groups
- Start with successes and then suggested improvements
- The use of codes and symbols in written feedback help younger and less able children and those with language difficulties to access information and guidance about their learning

- ❑ When significant oral feedback is given or if progress is evident in a child's work, it is useful to make a brief, dated and initialled comment about it e.g. '*Wrote both names independently for the first time*'
- ❑ Engage the children in discussion about the *process* of their learning and how to make improvements to their work
- ❑ Provide feedback as soon as possible - during work to help children to succeed and make improvements there and then, and when the work is completed

Collaborative assessment and feedback - some of the benefits:

- ❑ The process of the teacher and children working together to assess and mark examples of work provides children of all ages with an interactive **model and demonstration** of the assessment and feedback process
- ❑ This helps children to absorb and develop the language and thinking skills of assessment, evaluation and feedback,
- ❑ Collaborative assessment demonstrates and reinforces the process of *improvement*, with children actively involved in discussing the *quality* of work and making decisions about what would improve it
- ❑ This reinforces children's knowledge and understanding of the steps of progression, how to achieve learning objectives and what successful work looks like and includes
- ❑ Children learn how to consider the feelings and self-esteem of other children when giving each other praise and constructive criticism
- ❑ Collaborative assessment and feedback strengthens children's ability to develop peer and self-assessment skills. In particular to make decisions about how learning can be improved, and how they can do it themselves. Opportunities for collaborative assessment should be a regular part of learning and teaching.

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Feedback on learning through marking

Children frequently believe that the purpose of marking is to help the teacher to find out what they have done wrong – not for their benefit.

Marking: some common problems and barriers to effectiveness

- ❑ Its impact on learning is not always commensurate with the time it takes
- ❑ Sometimes teachers feel pressure to respond to every error – particularly in spelling, grammar, handwriting and presentation
- ❑ There is concern that selective marking will be seen as careless marking by parents and others
- ❑ Children are given too much feedback, making the improvements required seem overwhelming
- ❑ Children are told *what* to improve but are not given enough guidance about *how* to

improve or time to do it

- ❑ Too little time is planned for feedback and for teachers and children to respond
- ❑ Children see difficulty and the need to improve as failure

Marking is of greatest value when:

- ❑ It concentrates most on improvement and least on correction
- ❑ The focus for marking is limited to a few priorities and is linked to specific learning objectives and success criteria
- ❑ Children are given increasing responsibility for identifying and correcting errors in learning that are not consistently applied, such as spelling, punctuation. Remind children about 'Always looking for-----' success criteria and targets
- ❑ The principles, practice and purposes of marking are clearly defined in the teaching and learning policy and are consistently applied in every class
- ❑ Children and parents/carers fully understand what marking is for and how it is used. They see it not as a search for errors but as a dialogue with the teacher and a source of guidance which is to be acted upon
- ❑ The different marking styles and strategies for marking are matched to specific purposes and intentions

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Strategies for marking should be chosen to match the teacher's intentions and pupils' learning and assessment needs. Over time, a range of strategies should be used e.g.

- ❑ **Acknowledgement marking / light-touch marking** – work is initialled or coded to show that it has been checked and feedback provided – a brief comment *may* be added.
(Oral feedback is provided during the lesson and after the work has been completed so that the marking makes sense and supports improvement)
- ❑ **Focused or ‘quality’ marking and feedback** that concentrates on a *limited number* of learning objectives and success criteria only
- ❑ **Marking to assess** overall progress, level of attainment and progress within a level. (A single piece of work may not reflect secure progress and attainment – the judgement is more reliable and accurate when assessed using several pieces of work and judged using criteria from Assessment Focuses)
- ❑ **Collaborative marking** – pairs, groups or whole class
- ❑ **Pupil self-marking and paired marking** (children need guidance and experience in collaborative marking and feedback to be able to do this effectively)
- ❑ **One-to-one marking** and feedback (particularly important with younger and less able children)
- ❑ **Use of agreed, whole school codes/symbols** that help to speed up marking and help younger pupils and/or children who struggle with reading, to access marking e.g.
 - Highlighting, circling, underlining, arrows, ticks

Focus on improvement

Children need to know how to improve their work. The teacher’s comments are crucial in helping them to think things through and make specific improvement to their work, with growing independence. Open-ended comments, questions and suggestions such as the examples below, prompt children to think for themselves and take increasing responsibility for making improvements

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ How can you change ----? ▪ Say what happened next ▪ Tell me more about----- ▪ How did s/he feel? ▪ Describe----- ▪ Explain how, why? ▪ How / why do you think----? | <ul style="list-style-type: none"> ▪ Think of a better---- ▪ Tell me two things that---- ▪ Add---- e.g. adjectives to the words underlined ▪ Think of a better adjective, connective etc than— ▪ Tell me what they said |
|--|--|

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Making time for feedback

- ❑ **Plan the allocation and use** of time for assessment and feedback at all stages of planning.
- ❑ Too little time for feedback is often the result of lesson planning which does not specify time and opportunities for providing feedback and/or which has an unrealistic amount of input and work to achieve in the time allocated.

- ❑ New or extra time can rarely be found in busy classrooms. Create and plan opportunities for feedback and dialogue within what you already do. For example:
 - *plan time at the beginning of lessons, e.g. a few minutes to enable feedback from marking to be absorbed, understood, and for some of the work to be improved*
 - *provide regular feedback through mini plenary sessions during the lesson and expect children to make improvements straight away. This supports learning and reduces the amount of marking to be done away from children*
 - *make feedback an integral part of guided teaching and learning*
 - *establish dedicated review and response time each week and half term*

Whole school issues and decisions

- ❑ Decisions about assessment, feedback and marking require *whole school* planning and agreement - consistency of understanding and implementation is crucial.
- ❑ Clarify in the policy and guidance, the different ways of marking and feedback and the purposes and age groups they are most suitable for (*include examples in the appendix*)
- ❑ Identify (as part of the planning process and assessment timetable), the pieces of work to be assessed / marked in greater depth
- ❑ Link decisions about the frequency of in-depth marking to identified whole-school, key stage or team improvement priorities
- ❑ Make sure that the purposes and strategies for marking and feedback are reflected consistently in the policies and practice of all subjects
- ❑ Summarise the information from marking and feedback regularly to assess progress towards objectives and expectations. Use assessment focuses (AFs) to assess the standards achieved and to **plan the next steps**

Assessment for Learning Strategies

PROVIDING EFFECTIVE FEEDBACK on LEARNING

Assessment and Feedback Across the Curriculum

Learning objectives and success criteria, which include understanding and skills, are the basis for feedback in all foundation subjects.

The depth and frequency of marking is usually greater in core subjects than in foundation subjects but the quality and impact on progress and improvement are the same.

When planning cross curricular themes or topics, where subjects are combined to support coherence in learning and application of skills, it is vital that:

- ❑ ***the focus of assessment is identified and included in planning***
- ❑ ***learning outcomes and criteria for success are made clear***
- ❑ ***teaching and learning activities promote progress and reflect age related expectations***

- ❑ **evaluation of progress from one learning unit is used to inform planning for the next**

Assessment and feedback / marking in:

- ❑ **English:** feedback provides a genuine audience – someone who values and is interested in what the child has to say.
- ❑ **Writing:** feedback should focus more on providing guidance, sharing ideas and steps for improvement with less time spent in identifying errors and corrections needed. *(Tackling recurring, persistent problems, e.g. punctuation or spelling, should be made the child's responsibility though self-checking and use of 'Always remember to.....' success criteria).*
- ❑ **Mathematics** marking is mainly diagnostic and requires dialogue and questions that probe understanding and develop thinking.
- ❑ **Science:** requires feedback about *process, skills, understanding* and *application* of science as well as knowledge.
- ❑ **ICT:** requires feedback about the *process* as well as outcomes.
- ❑ **History and geography** require feedback that makes reference to *specific subject skills and understanding* as well as knowledge
- ❑ **PE, music, DT and art** all require incremental step-by-step oral feedback during lessons as well as at the end. Feedback should refer to progress in skills as well as praising effort.

Assessment for Learning Strategies

INVOLVING PUPILS IN THEIR ASSESSMENT

The Context of peer and self-assessment

Becoming self-evaluative is not something simply acquired as children learn – the skills need to be taught from an early age and be part of a whole school commitment to develop them.

Children need to be active partners in the learning process. Secure learning and sustained improvement are very closely linked to children's growing independence, self-awareness as learners and being able to take increasing levels of responsibility for the progress they make. The aim is to provide all the support needed but also to encourage children to think for themselves.

The context and ethos in which children learn is central to their ability to do this. They need to feel confident and safe and know that their ideas and opinions are valued. They also need a clear structure of support, models, guidance and opportunities that will help them to develop the skills, attitudes and understanding to be self-evaluative.

What are the benefits for children?

- ❑ Peer and self-assessment are essential elements of learning how to learn and help children to sustain improvement in their work.
- ❑ Children gain a better understanding of what they are good at, what they need to improve and how to do it

- ❑ Self-assessment helps pupils to anticipate errors or gaps in their work and take independent action to correct them.
- ❑ Children become more aware of specific aspects of their progress and learning needs and articulate them more confidently
- ❑ Children are more likely to see the relevance of improvement strategies and persevere in their use.
- ❑ Over time, children begin to share real responsibility for the quality and effectiveness of their learning and a genuine partnership in assessment is created.
- ❑ Self-assessment helps children to contribute to setting personal targets that are relevant to their learning needs.
- ❑ Self-assessment helps to motivate children, develop a sense of ownership in their learning and to take a positive approach to improvement and making progress.
- ❑ Peer and pupil self-assessment are valuable assessment tools for teachers also. The process provides them with insight into children's understanding, how they are learning, how well learning objectives have been achieved and what they need next.

Assessment for Learning Strategies

INVOLVING PUPILS IN THEIR ASSESSMENT

What do children need in order to develop skills in self-assessment?

They need:

- ❑ To understand the purposes of self-assessment and the ways in which it helps them to learn and make progress
- ❑ A clear understanding of the learning intentions and expected outcomes
- ❑ The process to be *modelled and demonstrated* through feedback and collaborative assessment and evaluation. This enables children to: take an active part in the assessment process, focus on what to look for and explore *how* to improve
- ❑ Explicit success criteria and examples of marked / assessed work. Together they enable children to understand exactly what successful work should include and how well the criteria have been achieved
- ❑ To develop the thinking skills and language of assessment. Well-focused feedback (oral and written) provides a model of how to *think about and express* their learning, progress and next steps

- ❑ To be *taught how to work as learning partners*: to understand and be sensitive to the feelings of their partner and abide by the agreed protocols that they must observe e.g. starting with positive comments
- ❑ Clear examples of evaluative questions (*perhaps on a poster*), that will help them to reflect on their learning and progress, helping them to focus on what is relevant, e.g.

Evaluative Questions

1. What are you most pleased with?
2. What did you find easy?
3. What did you find difficult / where did you get stuck?
4. How did you sort out this problem?
5. What do you need more help with?
6. Is there anything you need to ask about?
7. Would you *do* or *organise* anything differently next time?
8. Have you learned something new?

The list is not exhaustive, nor is it in hierarchical order. Numbering the questions helps to make reference easy - *“Later in the lesson we are going to look at question 3”*.

Assessment for Learning Strategies

INVOLVING PUPILS IN THEIR ASSESSMENT

What do teachers need to do to promote pupil self-assessment skills?

- ❑ Teach children how to work in pairs and in groups and provide regular opportunities for co-operative and collaborative learning. Establish the ethos and code of conduct for being an assessment / learning partner
- ❑ *Plan* and provide regular peer and self-assessment opportunities in lessons
- ❑ Tell children at the beginning of a lesson (in addition to asking questions spontaneously), what you will ask them to assess and evaluate e.g. ‘I will ask you about how you improved your work’. This gives children *time to think* about the process and the effectiveness of their learning

- ❑ Involve children in aspects of planning - in particular, organising the framework of what will be learned and assessed over time. This helps children to anticipate what they are going to learn, clarifies the objectives and success criteria and leads to a clearer understanding of the how and why of learning and assessment. Children can contribute by considering:
 - *what we will learn about and understand*
 - *what we will have learned by the end of our work*
 - *how we will know it is successful*
 - *new skills we will learn*
 - *skills we have developed already and need to improve*
 - *key questions we will ask and answer*
 - *vocabulary we will need*
 - *our suggestions*
- ❑ Encourage children to think *evaluatively* about their learning. Evaluation is a thinking skill that goes hand in hand with self-assessment and considers the impact of their learning. Children need an explicit *model* and some prompts to help them to do this. For example:

Children thinking about evaluation

- ❑ I am proud of----- (*achievement*)
- ❑ I have learned this very well----(*recent progress*)
- ❑ I need to improve--- (*target for improvement*)
- ❑ I need help with----(*guidance needed*)

The following comments support the application and consolidation of assessment outcomes

- ❑ When I do this again I will---
- ❑ I must make sure that I----
- ❑ Next time I will----
- ❑ It really made me think when I----
- ❑ I have remembered to

Assessment for Learning Strategies

INVOLVING PUPILS IN THEIR ASSESSMENT

Some self-assessment strategies:

- Find one word/adjective that you are really proud of and then underline it
- Five minutes to find one part of your work that you can improve. Write your improvement at the bottom of your work
- You have 3 minutes to identify a part of your work where you have done well and tell your partner why you are pleased
- Decide with your learning partner which of the success criteria you have been most successful with and which one needs to be improved
- Look back at a problem you have solved today. How did you do it?

- Where were you successful? What helped you to be successful?
- Using the success criteria, discuss the strengths of each other's work and find one area for improvement
- Many children respond well to using a coloured 'improvement pencil' when assessing and improving their work independently. This highlights children's developing skills in self-assessment and independent improvement, making it easy to monitor

Paired assessment

Children do this most successfully by learning to do it step by step. Following good experience in collaborative and self-assessment, introduce this in sequential stages :

1st Identifying successes then read to or discuss with response partner/group /class.

2nd Identifying what needs to be improved, firstly with support and then independently.

3rd Suggesting ideas for improvement.

Checking Work

Pupils take responsibility for checking work (throughout and before the end of the lesson) for:

- On-going improvements (*aspects such as spelling, grammar, punctuation etc, which children may have learned but do not always apply – include them in on-going success criteria known as 'always remember to.....'*)
- Responding to learning intentions and success criteria
- Ensuring that group or individual targets have been included in their work

6 Monitoring and review

- 6.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Marking and Feedback – Symbols – Appendix 1

Below is a list of the agreed symbols to be used in our school. They should be used as outlined below although slight differences in handwriting styles are expected e.g  in place of 

Symbol	Meaning
	Work has been produced independently without any guided support from an adult
	Work has been produced as part of a guided group with an adult
	Work has been produced as part of a group supported by a Teaching Assistant
	Work has been produced with support from an adult but not part of a guided group
	Verbal feedback was given to the child about this piece of work
	Next step, next time, remember to....
	Good work
	Well done, correct
	To denote a particular good word / phrase or attempt at a calculation
	Very good, well done
sp	Spelling error, word underlined in writing – sp written in margin
^	Word/s missing
? sense	Does not make sense
	Errors circled or to denote something is missing such as punctuation
•	To indicate an incorrect answer in Numeracy
	Remember full stops
	Remember capital letters
	Remember finger spaces
//	Start a new paragraph
$\begin{array}{r} 45 \\ +23 \\ \hline \end{array}$	To demonstrate correct layout of a calculation etc
Cat/in/the/hat	Forward slashed to separate words to indicate where finger spaces should be and aid re-reading of child's writing
	Start next to the margin
	Write on the line

How to present your work – Appendix 2

The diagram illustrates a writing template with the following components and annotations:

- 2 cm Margin:** Indicated by a double-headed arrow at the top left.
- Date:** An arrow points to the date "Monday 4th September 2017".
- Title (underline in pencil):** An arrow points to the underlined title "Presenting written work".
- Start writing next to the margin:** An arrow points to the start of the text "This is to show you how you should set out your work. Please read it carefully."
- To start a new piece of work miss a line and draw a line:** An arrow points to the blank line between the first and second text blocks.
- Do not waste paper:** An arrow points to the blank lines at the bottom of the template.

The template content is as follows:

	Monday 4 th September 2017
	<u>Presenting written work</u>
	This is to show you how you should set out your work. Please read it carefully.
	Please remember to start writing with a capital letter and finish each sentence with a full stop.
	Wednesday 6 th September 2017
	<u>Your next piece of work</u>
	Your next piece of work should be set out in the same way.

In Mathematics use the squares if it helps you to set your work out neatly.

[illegible]