

EXERCISE BOOK POLICY

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Date ratified by governors: July 2017

Date for Review: July 2019 or sooner if
appropriate

Introduction

The child's exercise books are a reflection of our high expectations that each child will achieve his full potential. No work in books should be anything but the child's best.

It is our responsibility to maintain high expectations of the pupils at all times. This policy aims to achieve a consistent approach throughout the school.

During our 'Learning to Learn' fortnight in September, it is expected that all routines and expectations are firmly embedded. This policy explains what is expected and it is the teacher's responsibility to ensure that children are well of your expectations, and that you will accept nothing less than their best.

THE TEACHER'S ACCOUNTABILITY:

EVERY TEACHER IS RESPONSIBLE AND ACCOUNTABLE FOR ALL THE PUPILS IN THEIR CLASS, NO MATTER WHEREVER OR WITH WHOEVER, THE PUPILS ARE WORKING: THIS INCLUDES THE MARKING AND FEEDBACK FOR ALL OF THEIR WORK

Exercise books reflect a pupil's progress over time. They also reflect the quality of teaching over time. It is therefore absolutely essential that the teacher reinforces his / her expectations frequently and accepts nothing but a child's best.

Quality and amount of work achieved

- Make it clear to children how much they need to do in a certain amount of time.
- Insist that all pupils complete set work. If work is not completed then children must miss playtimes until it is completed. The same should apply for homework.
- Insist that the presentation of work in exercise books is the best the children can do. If it is not completed to your expectations then the child should either move through the traffic light system miss playtimes until the work is completed to an appropriate standard.

- Jottings and 'rough' drafts or notes should be done in a child's jotter.

Date and Title

Date, title etc. must be tidy and follow routines etc. – non-negotiable

All staff and children to follow this routine from MONDAY 23rd November 2015

DUMTUM gives a clear reminder about what is expected for the setting out of date and title – no exceptions for pupils in Y4 – Y6 unless they have severe SEND needs.

DUMTUM

- **D**ate
 - **U**nderlined
 - **M**iss a line
 - **T**itle
 - **U**nderline
 - **M**iss a Line
-
- Y4 – Y6 : children to write own date and title (with exception of severe SEN)
 - Y3 transition so by end of year all children are writing own date (with exception as above)
 - English date to be written in full e.g. Thursday, 12th January 2016
 - Maths date to be written in numerical form e.g. 12 / 01 /2015
 - Children **should not** write the date on the top line - this is to avoid 'giant handwriting on the top line. They will miss out the top line and write the date on the second line

Spellings

- Spelling errors that are careless should be highlighted and the child asked to copy them three times each. There should be no more than three spellings highlighted and the errors should be considered with due regard to the age and ability of the child.

Pen or pencil

- A sharp pencil must always be used to write with.
- When children can consistently write with a neat joined script they will become a pen writer.
- Once a child becomes a pen writer they must stay a pen writer unless instructed by an adult.
- All maths work will be completed in pencil.
- All drawings, charts and diagrams will be completed in pencil.

Maths Books

Children should be taught how to set out calculations in rows and columns.

Children should be taught how to ensure a line is left below calculations so that they are not squashed next to each other. Once taught this will become the expectation and the teacher should accept nothing less.

General presentation of work

- A ruler must be used to underline titles, draw charts and tables.
- A ruler must be used for all lines drawn in maths books.
- Leave a line space for every new paragraph.

Rubbers

- Rubbers are not to be used in writing – one single line through the error
- Rubbers may be used in maths and for diagrams and occasionally illustrations

Marking and Feedback

- All adults should ensure that their own hand-writing follows the cursive script and is at all times a good model for **children**

Worksheets

- Worksheets with boxes for writing or lines drawn may limit the amount and quality of children's writing – be careful!
- Worksheets limit the child's ability to learn to set out their own work – be careful!
- All worksheets need to be dated and carefully trimmed before stuck into books. It is recommended that you trim the worksheets before giving them out to the children.
- All worksheets should have learning intention written at the top of the sheet.
- A worksheet should never be folded

- In all subjects please ensure a balance between children's own writing in books and the use of work/ activity sheets.
- Do not rely on worksheets - be creative in how you plan and organise children's tasks
- The use of work-cards or prompt sheets are preferable at times to work-sheets (in this way they support rather than scaffold and at times limit the child's responses)

Labelling of exercise books

All exercise books are to be labelled with the Pupil's name, class and subject (using our agreed exercise book label format saved on the staff share) Pupil premium children are to be indicated by the use of purple font.

Monitoring of exercise books:

- Will be monitored at regular intervals, for the purpose of moderation and monitoring of standards
- Books should be colour coded, as follows, in order to show the different ability levels of children: (SEN= yellow / green / blue / red)

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The marking and feedback policy should be read in association with the following documents:

- Teaching and Learning Policy
- Homework Policy
- Handwriting policy
- Effective marking and Feedback Policy

- Inclusion Policy
- Assessment for Learning documents

Inclusion Statement

At Hylton Castle Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Hylton Castle Primary School we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Hylton Castle Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy.

Hylton Castle Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.

This Policy should be read in conjunction with the School's Child Protection Policy.

Exercise Books 2017-2018

Class Books for the following:

- Art
- Computing
- DT
- Geog
- Hist
- Language (*MFL*)
- *Music*
- *PE*
- RE
- Science
- SMSC

Individual Books

- Busy Books/Jotter
- Reading Journal
- Build up book – Year 1 , 3, 4 & 5 (to include all build up work and extended writing)
- Year 2 & 6 (to include only build up work)
- Extended Writing Book – Year 2 & 6 only (for moderation purposes)
- Cross curricular book - All year groups
- Maths book (Number & Shapes) – Y2 (two separate books)
- Handwriting folder – all year groups (practice sheets)
- Handwriting book – For Y1, 2, 3, 4, & 5 (Y6 to be done in final draft of extended writing book)
- Spelling book – used for spelling practice. Marked as teacher walks around the class – not handed in for scrutinies.
- Homework books
- Rainy day book
- Vocabulary book
- Art Sketchbooks (passed up year on year)

Nursery

- Homework book
- Learning Journal
- Name writing book

Reception

- Homework book

- Learning Journal
- Maths book
- Communication & Literacy book
- Name writing book
- Handwriting book

Evidence / assessment sheets

	KS1 / KS2	Passed to next teacher
Music	Assessment sheets collated at end of every unit (x1 top, x1 middle, x1 bottom)	yes
Art	Assessment sheets collated at end of every unit(x1 top, x1 middle, x1 bottom)	yes
P.E.	Assessment sheets collated at end of every unit by teacher or sports coach	Passed to LM/LM to collect from coaches
DT	Outcome sheets collated at end of every unit	yes
ICT	Outcome sheets collated at end of every unit	yes