

Rothersthorpe CE Primary School



Presentation Policy

Aims

- To establish high expectations and pride in everything we do.
- To create a clear and consistent set of guidelines for the presentation of children's learning and progression.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat.
- All children's work must be marked using the agreed Marking and Feedback policy.
- If a child is away please ensure that their book is marked with 'absent' and write the date and success criteria.
- When sticking work/labels/headings in books ensure they are cut to size and any publisher's name are not visible. This includes any homework sheets.
- There should be a Maths and English Working Wall in every classroom.
- Examples of pupil's writing should be on display in every classroom.

Expectations for children's use of pencils and pens

- Pencils should be used in all Maths books and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- Ink pens should be used for written work as soon as possible from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pupils are able to use different styles of ink pens accordingly to their need and style.
- Pencils or fine liner pens should be used for underlining.
- Coloured pencils or stickers can be used for evaluation.
- Any coloured fine liner pen can be used for editing, except pink or green.
- Felt pens should not be used in exercise books for underlining or illustrations.

Expectations for Handwriting

- The Nelson Handwriting Scheme is the agreed scheme for teaching handwriting.
- Nelson font or Comic Sans is the preferred style for worksheets and handouts.

Expectations for Layout

- Children should start writing from the left-hand side of the margin.
- The date is to be written **in full** in all books, e.g. *Monday 5th September 2016*, apart from

Maths books where it is written numerically.

- The date must be underlined with a single line using a ruler.
- The title should be written from the left-hand side of the margin or central to the page. The title should also be underlined with a single line using a ruler.
- **EYFS** – The success criteria and date is to be stuck in books using Nelson or Comic Sans font. By the summer term children should be starting to write the date on their work as appropriate.
- **Year 1** – Children should write the date as appropriate. The Success Criteria is to be stuck in books using Nelson or Comic Sans font.
- **Year 2** - Children should be starting to write the success criteria in their books, with support as appropriate. If a child has a specific learning need, the adults will support further as appropriate.
- **Key Stage 2** – Children should be writing the success criteria in their books independently, unless a child is subject to a SEND support programme or Target for Inclusion.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start a new line. Do not leave a blank page.
- To indicate new paragraphs, children should move onto the next line and begin writing after an indent.
- If a mistake is made, one neat line is to be drawn through the mistake – do not over-write.
- Write ON THE LINE. Do not write in the margin, unless children are giving peer-feedback.

Layout in Mathematics

- Each page must have a margin 2 squares wide and drawn on the left hand side.
- The previous piece of work should be ruled off using a ruler.
- The date and the title should be underlined.
- If working from a text book the page number should be written under the success criteria and underlined.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical/column layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations involving decimals should see the point written in the centre of the square between the squares used for the units and tenths digits.

Quality Expectations

- If a piece of work is not completed to the highest quality then children will need to start the work again on a new page.
- If any books provided by school are defaced or ripped purposely a letter will be sent home and a new exercise book will need to be purchased by the parent/carer.

Inclusion, SEND and Equality

- All pupils will be supported to achieve their best regardless of their ability or need. Support and resources will be provided to enable full inclusion for all.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils etc.
- Each room has wipeboards available for all the children with lines and without.
- Children and staff should check the floor and other surfaces before leaving the room e.g. at

break time for spare equipment.

Outcomes of Presentation Policy

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of the presentation expected.
- Progression in presenting work between each class is evident and understood by all children and adults.

Monitoring of Presentation Policy

Subject Leaders and The Leadership Team will look at examples of children's work regularly at staff meetings to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Date of Policy: June 2016

Agreed by the Headteacher – Mrs. Nicola Fountain, Staff and Governors