

Maidensbridge Primary School



Presentation Policy

Created September 2020 by K Thomas (Headteacher)

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To be reviewed September 2022

Version 2

Aims

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

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.

Outcomes of Presentation Policy

- We want our children to present their work in the best way that they can do.
- Children of all abilities are expected to, and 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 presentation expected across the curriculum.
- Progression in presenting work between each year group is evident and understood by all children and adults.

For Teachers

- To create consistency in standards of presentation across the school.
- To have high expectations for judging acceptable standards of presentation.
- To model good presentation through marking, classroom environment and when using the whiteboard.
- To monitor standards of presentation in books across the year group.

Expectations for Staff

- Remember – you are the most important role model for presentation and high expectations. Use the resources available to you e.g. on the IWB – lines, grids to model good practice.
- In EYFS, KS1 and KS2, all handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat. Year 2 should model both printed and joined as appropriate. Year 1 should be mainly printed, but examples of joined writing should be used.

- Sassoon Primary Infant font should be used when displaying text on the whiteboard/screen.
- When sticking work/labels/headings in books, ensure they are straight and cut to size. No pieces of paper should stick out of the sides of the book. Keep use of worksheets to a minimum.
- Feedback should be written in clear and precise language, which can easily be read and understood by the child.
- Consider for any child with additional needs, especially with a physical need whether they need any reasonable adjustments to support the child in the best way possible with their presentation of work. This could be using a book with wider spaces between the lines, different coloured paper or coloured overlays. It could also be the use of different equipment such as tripod pencils or pencil grips. To be discussed with the SENCO.

Expectations for Children

Use of pencils, pens and erasers

- Pencils should be used in all Maths books and in draft work if appropriate.
- Pens should be used for written work as soon as possible from the point where the teacher judges the child's handwriting to be sufficiently neat and fluent. However, teachers should continue to assess each child's ability to use a pen depending on the quality of handwriting they produce in their normal work. **Teachers should check each child's handwriting standards at the end of every term.**
- Pens must be blue handwriting pens. No ballpoint, biro or felt pens should be used.
- Pencils must be HB.
- Pencils must be sharp.
- Erasers must not be used. Mistakes should be crossed out with a single line, with a ruler.
- Erasers may be used at the teacher's discretion to rub out mistakes where crossing out with a line may impact on learning. e.g. on graphs/drawings that cannot be easily crossed out or restarted.

Handwriting

- Teachers must follow National Curriculum expectations in teaching handwriting.
- Use the right size letters – capital letters at the start of sentences and for proper nouns.
- Handwriting is taught in English lessons and is an integral part of spelling and phonics lessons, as well as all subjects across the National Curriculum.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, books.
- Each room has mini whiteboards, whiteboard pens available for all the children.
- Pupils should not have personal pencil cases and stationery.

Monitoring of Presentation Policy SEP

- Regular work scrutiny by staff, including subject leaders, will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Layout in English and other subjects

- The previous piece of work should be ruled off.
- The date and the learning question should be written on the left hand-side of the page on the top line and next line down.
- The date and the learning question should be underlined with a pencil and ruler.
- Write the long date i.e Tuesday 16th February 2016. Stickers can be used in Key Stage One when this is difficult to complete.
- If a piece of writing work extends across two lessons, then the date can be written in the margin.
- A line should be missed to indicate a new paragraph. No indents should be used.

Layout in Mathematics

- The previous piece of work should be ruled off.
- The date and the learning question should be written on the left hand-side of the page on the top line and next line down.
- The date and the learning question should be underlined with a pencil and ruler.
- Write the short date i.e. 16.2.16

- All digits must be written neatly and clearly with one digit to each square.
- Fractions are written across two-squares with a ruler used to draw lines.
- Each calculation must be clearly numbered with the number of the calculation in a bracket and followed by a space to distinguish it from working figures. eg 1) $123+456=$
- The signs/operations in standard written calculations must be written to the right of the calculation.
- All units required to add context to the answer must be written (eg £, cm, Kg, apples, am or pm etc).
- Any writing undertaken in maths books is presented as per expectations and standards in English and other subjects.

Key Stage 1

- I will write the date on the left hand-side at the top of my work.
- I will write the LQ on the left hand side on the next line down.
- I will underline the date and title using a ruler, in pencil.
- I will miss a line before I start writing
- I will not leave blank pages in my books.
- I will start a new piece of work by drawing a line under the last piece of work, and starting on a new line. If I make a mistake I will put one neat line through it using a ruler.
- I will write on the lines in my book. I will always write next to the margin when I write on a new line.
- I will use a sharp pencil.
- I will write one digit in each square in my Maths book.
- I will write the short date i.e. 16.3.16 in Maths and the long date i.e. Tuesday SEP 16th February 2016 in other subjects.
- I will use pencil in my books unless my teacher says I can use a pen and I will not use felt pens or biro in my books.
- I will not draw on any part of my book, including the covers

Key Stage 2

- I will write the date on the left-hand side at the top of my work.
- I will write the LQ on the left of the line on the next line down.
- I will write the short date i.e. 16.2.16 in maths and the long date i.e. Tuesday ¹⁶_{SEP} February 2016, in other subjects.
- I will underline the date and title using a ruler.
- I will not leave blank pages in my books.
- Where I start new work, I will leave 1 line and draw a line using a ruler and pencil.
- If I make a mistake I will put one neat line through it with a ruler.
- I will write on the lines in my book. I will always write next to the margin when I use a new line.
- I will always use a pencil in my maths book.
- I can use handwriting pen in books when my teacher tells me to but I must make sure my handwriting continues to improve otherwise I won't be able to use my pen.
- I will not draw on any part of my book, including the front cover.