

## Presentation Policy

Designated members of staff: Senior Leadership Team

### Aims

1. To establish high expectations and pride in everything we do
2. 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.

### 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

Remember - you are the most important role model for presentation and high expectations! Use the resources available to you eg. on the IWB - lines, grids to model good practice.

- All handwriting which is on display for the children - on the interactive whiteboard, books, flip charts, display - should be legible, consistently formed and joined in Key Stage 2.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size. Where appropriate, children will build independence and stick their own work in.
- Make sure that children clear work surfaces and the floor before leaving the room to reduce waste of resources.

### Expectations for Children

#### 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.

- 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. Once a license is awarded then it will follow them as they move classes.
- Pens must be fibre tip. No ballpoint, biros or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

### **Expectations for Handwriting**

- The Nelson scheme is the agreed scheme for teaching handwriting.
- To be awarded a pen license a child's work must be fluent and joined, with correct sizing and with clearly defined ascenders and descenders.
- Century Gothic font is the preferred style for all worksheets and handouts.

### **Expectations for Layout in Literacy and other subjects**

- The date is written at the top on the left; a line is missed and then the WALT on the left against the margin. (or stuck in if presented on a sticker). The date should be written in the long format (from Year 3)
- The date and WALT must be underlined using a ruler.
- At the start of a new piece of work, miss a line under the last piece of work, rule off after any 'responding to marking' has been completed and start on a new line. Don't leave a blank page.
- Miss a line under the WALT and start at the margin.
- Leave one line between each paragraph.
- If you make a mistake, draw one neat line through the mistake and start again - do not over-write.
- Write ON THE LINE. Do not write in the margin.
- In the Infants teachers will, where appropriate, annotate children's work with the date and WALT. As children mature there will be a greater expectation that they do this for themselves.

### **DUMTUMS**

**Date Underline Miss a line Title/WALT Underline Miss a line Start**

### **Layout in Mathematics**

- Each page must have a margin 1 square wide and drawn on the left hand side.
- If appropriate pages can be divided in to two with a ruled line and a margin of 1 square to the right of it.
- The previous piece of work should be ruled off.

- The date and the WALT should be underlined and written in the short format below the previous piece of work.
- All digits must be written neatly and clearly with one figure to each square. This skill will emerge through the Infants.
- 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.
- At Key Stage 2 when solving word problems the actual calculation should be set out. The answer should be written in a sentence where it clarifies a complex problem or where the focus is on maths vocabulary.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left in a separate column.
- Calculations involving decimals should see the decimal point written in the centre of the square between the squares used for the units and tenths digits.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.

### **Classroom Organisation and Resources**

- All tables should have containers with the appropriate age relevant equipment: rulers, pens, pencils, colouring pencils, Writing Journals and pencil cases if these are being allowed for the older children in Years 5 and 6.
- Each room has dry wipeboards available for all the children.
- 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 presentation expected.

Progression in presenting work between each class is evident and understood by all children and adults.

### **Monitoring of Presentation Policy**

The Senior Leadership Team collect examples of children's work on a termly basis 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.

January 2013

Signed.....Chair of Teaching and Learning

Review: January 2015