

# ST CHARLES R.C VA PRIMARY SCHOOL.



## Presentation Policy

2016

Policy Author	Date Published	Date for Review	Reviewer
D Hill	January 2016	January 2018	D Hill

### Our Mission Statement:



Signature of Chair of Governors

Signature of Headteacher

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Date:

Date:

## **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**

- 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 class is evident and understood by all children and adults.

## **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 e.g. lines and grids on the Interactive Whiteboard to model good practice. Modelling of expectations/outcomes

should be done routinely within all subjects.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat as per the handwriting policy.
- All children's work must be marked using the agreed marking policy. Ways forward and basic skills prompts which require a child to respond to should be written at the start of the margin. This ensures that children's responses start from the margin too. Abbreviated marking codes are acceptable in the margin, e.g. VFG.
- 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.
- Teacher books for all subjects should be used to model writing and layout of work, including maths.
- If a child is absent please ensure that their book is marked with 'absent' and write the date.

## **Expectations for Children**

### **Use of pencils, pens and rubbers**

- Pencils should be used in all Maths books and in Maths work within topic or other books. They should also be used to draw diagrams.
- Pens should be used for written work as soon as possible from Year 2 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pencils must be HB and need to be sharp enough to enable neat writing.
- Rubbers must not be routinely used. Mistakes should be identifiable with a small

cross at the start and end of the error (word, number, sentence, etc.) and the correction placed after it, or above it when editing and improving a piece of writing, for example.

- Rubbers will be available in Maths, art and for writing for displays at the teacher's discretion to rub out mistakes e.g. on graphs that cannot be easily crossed out.

### **Expectations for Handwriting**

- The Martin Harvey scheme is the agreed scheme for teaching handwriting.
- This font is the preferred style for all worksheets and handouts.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.

(See Handwriting Policy for further guidance)

### **Expectations for Layout in all books except Maths**

- The date is written in full on the top line starting from the margin (margin on line guides if no lines in books), e.g. Monday 3rd September 2012
- The date must be underlined with a single line using a ruler.
- A line should be missed after the date and the Learning objective or title which clearly identifies the learning objective/focus should be written on the line from the margin. The title should also be underlined with a single line using a ruler.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. However, if there is less than half a page, children should start on a new page.
- Miss a line under the LI and start at the margin.
- To indicate new paragraphs, children should leave a line and begin writing from the margin.

- Mistakes should be neatly identified with the use of a small cross before and after the error.

### **Expectations for Layout in Mathematics books**

- Each page must have an 'invisible margin' 2 squares wide and children must be taught to start 2 squares in on the left hand side. If appropriate pages can be divided in to two with a ruled line and a 'margin' of 2 squares to the right of it.
- The previous piece of work should be ruled off using a ruler.
- The short date, i.e. 17.12.15 at the top left hand side should be underlined and a line left. Followed by the Learning objective or a title which is underlined and written by the child.
- All numbers must be written neatly and clearly with one digit in 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 in a separate column.
- Calculations involving decimals should see the point written on the line between the squares used for the units and tenths digits.
- Fractions should be presented as  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  rather than  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and a ruler should be used to draw the vinculum (the line which separates the numerator and denominator).

If a piece of work is not completed to the highest quality then marking (in addition to moving learning forward) should comment on this and offer a way forward for the child. If the child continues to neglect to follow the presentation policy then they will need to start the work again on a new page, in their own time (break or lunch).

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If any of the books provided by the school are defaced or ripped deliberately, a letter will be sent home and a new exercise book will need to be purchased by the parent/carer.

### **Monitoring of Presentation Policy**

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

### **Review:**

This policy will be reviewed in January 2018. Dee Hill is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.