

Colburn Community Primary School Presentation Policy

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.
- To share this information with parents on a regular basis.

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. on the IWB – lines, grids to model good practice.

- All handwriting that is on display for the children – on the interactive whiteboard, books, flip charts, certificates, and display – should be joined, legible, consistently formed and neat and written in the agreed school script.
- All children's work must be marked using the agreed feedback and response policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that they are given sufficient opportunities to catch up on work that they have missed.

Expectations for Children

Use of pencils and pens:

- Pencils should be used in all Maths books and for drawing lines, diagrams and illustrations in all other books.
- Children must write from the left hand edge of the page.

- Pens should be used for all written work (not Maths) 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.
- Pens must be fibre tip. No ballpoint, biros or felt pens should be used. Triangular pens are available where appropriate.
- 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.
- Pencils must be sharp and children will be encouraged to maintain a sharp pencil.

Expectations for Handwriting

- Basic cursive script will be taught in foundation stage and developed through the school with the expectation that by the time children leave Key Stage 1, they will be writing in joined cursive script.
- Cursive script is the preferred style for all worksheets and hand-outs.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting is taught for 15 minutes per week and as an integral part of spelling and phonics lessons and should be reinforced in all lessons when children are recording.
- Good examples of handwriting from the children will be displayed in the classroom as a reference for others. These good examples can be drawn from the end of Key Stage test marking guidance if necessary. These examples could include letter families.
- All children in KS2 should be writing using a joined script.

Expectations for Layout (Except Maths)

- The long date is written at the top; (miss a line – see example below) then write the Learning Objective (LO) on the next line. It may be appropriate in some cases for the teacher or teaching assistant to write these in the children's books or for pre-prepared LOs to be provided on sticky labels.
- The date and Learning Objective must be underlined using a pencil and 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. Don't leave a blank page.
- Miss a line under the LO and start at the left hand edge of the page.
- If you make a mistake, draw one neat line, using a ruler, through the mistake and start again – do not over-write or rub out.
- Write ON THE LINE to the end of the line.
- Leave a line between paragraphs
- No writing or drawing on covers.
- No correction pens.

Expectations for Layout (Sustained Writing)

Expectations are the same as above with the following exceptions:

- Differentiated success criteria will be provided at the start of the piece of writing. Consequently the LO will be replaced with a suitable title which must be underlined using a pencil and ruler.

Layout in Mathematics

If appropriate, pages can be divided into two with a folded line.

- The short date, to be written on the left hand side of the page and underlined (miss a line) then write the LO on the next line which should also be underlined. It may be appropriate in some cases for the teacher or teaching assistant to write these in the children's books or for pre-prepared LOs to be provided.
- All digits, this includes all mathematical signs and symbols, must be written neatly and clearly with one digit/symbol to each square.
- Each calculation must be clearly numbered to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above an answer with the operation sign to the left in a separate column.
- Calculations, which involve 'exchanging', should see the relevant digit written smaller than usual on the line.
- Self assessment (traffic lights) will be located to the right of the LO.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, encased pencil sharpeners, colouring pencils. Jotters may also be stored in these containers if teachers feel this would be beneficial.
- Each room has "wipe-boards" available for all the children with lines/grids and/or without.

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 will collect examples of children's work on a ½ 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.

Monday 21st September 2015
To use descriptive vocabulary to create setting description
Somewhere beyond the crashing sea was like a wild forest. Lining to the storm outside Elise could see the trees swaying side to side. When ever Elise took a slip the floor creaked like a mouse.
Damp and even the hallway was dark and scary there was cobwebs hanging everywhere. The hallway was like a horrible house that was frightening every we could smell rotten eggs passing our noses it was disgusting and gross with herbs we could hear screaming in the hallway it was like even was going to die. I was frightened.

22.9.15
To Sambre problems using Negative numbers. ✓
Prague = -5° ✓
Warsaw = -9° ✓
Moscow = -11° ✓
Copenhagen = -6° ✓
1. -5° ✓
2. -1° ✓
3. -9° ✓
4. -4° ✓
5. -3° ✓
6. -4° ✓
London = 3° ✓

This policy has been checked and approved by governors.

Last reviewed: September 2016

Next review due: September 2017