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The Brickfields Trust

Great Wakering Primary Academy

Presentation Policy

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Great Wakering Primary Academy
Presentation Policy

Policy Statement
Each child should have a clear understanding of what is expected from them when producing a piece of work. It should be of the highest possible standard appropriate to the ability of the child and should develop a sense of pride and ownership. Taking pride with the presentation of work begins in EYFS and the following expectations apply to all written work.

Aims:

For Children
· 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 and progression in standards of presentation across the school.
· To provide a baseline for judging acceptable standards of presentation.

Use of pencils and pens

- Pencils should be used in all maths books (including polishing pencils) and in sketch books if appropriate.

- Margins and underlining in books and on paper should be drawn in pencil with a ruler.

- Pens should be used for written work from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent and when a 'pen licence' has been awarded. Pen licences will be issued at the very latest in the first term of Year 4 if a child has not achieved this by the end of Year 3.

- Pens must be a blue fibre tip pen provided by the school. The Inclusion Lead will decide if a child may need to use a different pen/pencil due to special educational need.

- Children will use coloured pencils when using colour for drawings/diagrams in their exercise books. Felt pens should not be used in exercise books for underlining or illustrations and their use should be discouraged although they can be used on paper at the teacher's discretion.

Dating, Margins & Learning Objectives

- The short date should be recorded in maths books and sketch books; the long date in all other exercise books.
- From Year 1 onwards children should begin to write the date on the first line, from the centre to the right of the page.
- From Year 2 onwards, children will be expected to date their own work and should begin to record the learning objective on the line directly underneath the date, on the left. Both must be underlined with a ruler and pencil.

- From Year 3 onwards work in exercise books should have a margin and be titled with the learning objective and date.
- In Years 3 and 4, books without margins should have ruler width lines drawn whilst in Years 5 & 6 the margin will be two thirds of the width of a ruler.
- Children should not write in the margin except for:
    - numbers of questions,
    - editing and assessing
    - playscripts
- Writing should begin immediately next to the margin to allow the beginnings of lines to be vertically below each other, unless a new paragraph is demarcated with an indent. This will be modelled by the Class teacher.
- Class teachers may decide for children to write on every other line if this helps the editing process to be clearer.
- All work, including 'Early Morning' work should be dated. 'Early Morning' work does not require an objective.
- The class teacher will use their own judgement regarding lower ability children recording the long date and learning objective.

English and general written work

- Each new piece of work should start a new page.
- In KS1 and lower KS2 paragraphs should be identified by missing a line. Children will be introduced to using an 'indent' in years 5 & 6.
- The use of rubbers should be discouraged. Errors should be deleted by one neat line through the mistake. Tippex is not allowed to be used.
- Children should see good handwriting models. It is essential that all teachers take great care in producing the best examples whilst using the whiteboard, display labels and comments on work. The handwriting style used is the Nelson handwriting scheme. Children must be given regular times to practise handwriting. Sessions will be short and daily in Key Stage 1 and up to three times a week in Key Stage 2. The process for children progressing to using joined script begins for most children in Year 2.
- Children should NOT 'doodle' on the cover of exercise books or in the corners of the pages.
- Children should NOT write across the spine of the book; if a word does not fit on the end of a line, children should start a new line. This should be modelled and addressed by the class teacher.
- Pages in exercise books should be used in consecutive order.
- Both sides of the paper should be written on and each page filled before turning to the next.
- Children will write on every line unless specified to do so by the class teacher. Children may be asked to write on every other line if this aids the editing process.
- Drawings or diagrams must be completed in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch.

Maths work

- Presentation should include sensible spacing of work to avoid overcrowding by inserting 1 digit or symbol in each square, including decimal points. Teachers can demonstrate good examples of this on the board or in books.
- Margins, in Key Stage 2, should be 2 squares wide and drawn of the left hand side of the page.
- Each new piece of work should start a new page with the date written in short form on the right, above the learning objective, on the left.
- All figures must be written neatly and clearly.
- Each calculation must be clearly numbered in the margin.
- Children should be encouraged to work across the line if more than one calculation can fit onto it. In this case, a new margin should be drawn down the middle of the page.

- When using vertical 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 its own square between the squares used for the units and tenths digits. It should be on a level with the middle of these.
- Calculations which involve 'regrouping' or 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.
- Calculations which involve decomposition (exchanging) should see the digit remaining after exchange being written in the top left hand corner where the original digit appeared. This should also be smaller than usual.

Marking

- Teachers should mark children's work in black pen. Red ink should not be used.
- Editing, self and peer assessment undertaken by children should be recorded in colour pencil in KS1 to distinguish it from the original piece of work.
- Editing, self and peer assessment undertaken by children in KS2 should be recorded in a polishing pen in all books, with the exception of Maths where colour pencil should be used, to distinguish it from the original piece of work.

Worksheets

- The use of worksheets should be carefully considered.
- Is it the best way of presenting what you are trying to teach?
- Is one per child necessary?
- Does the worksheet need to be retained?

Worksheets must be photocopied and trimmed so each sheet fits flat into the exercise books and must not be folded or be found hanging over the edge of the books.

Special Education Needs

Class teachers are responsible for the termly review of progress for those children who have been identified as requiring an ASI or EHC. Targets relating to handwriting and presentation will be set by the class teacher. Parent/carers should be involved in the review of targets set and be given a copy of the plan. Copies will be issued to the Inclusion Lead.

Outcomes:

- 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 year group is evident and understood by the children and the adults working with them.

Monitoring of presentation policy

- Subject Leaders and the Senior Leadership Team will monitor and moderate work on a regular basis to ensure that the policy is being implemented on a consistent basis.
- This will ensure that policy leads into practice to facilitate effective feedback, learning and teaching.