



Deanshanger Primary School

Presentation Policy

Introduction

At Deanshanger Primary School children of all abilities are encouraged to present their work to the highest possible standard. We give clear and consistent guidelines for the presentation of children's learning and ensure that children are encouraged to take pride in everything they do.

As part of our continual school improvement journey we reviewed our approach to 'Presentation' in January 2017. Changes to our school procedures followed staff reflection on our existing processes, 'good' practice in other schools, Ofsted feedback - November 2016 and local authority guidance. Teachers, LSA's (Learning Support Assistants), Governors, a PAG (Parent Action Group) as well as opinions from our children have all been discussed and agreed to create this policy.

Aims

High expectations of the presentation of children's work should not be a barrier to the volume, content or method of recording children's learning. Our aim is simply to support and guide children to communicate their understanding and ideas clearly and effectively. We believe that good presentation reflects the effort, care and attention children put into their learning as well reflecting their pride in themselves and the school; it should not restrict children's ability to record their ideas.

There should be consistency across the school in terms of the standard of presentation expected. Progression in presenting work between each class should be evident and understood by all children and adults.

The main aims of this policy are -

For Children

- To motivate each individual to present their work in the best possible way.
- To enable all children to recognise work that is presented to a high standard.
- To ensure every 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

Teachers are the most important role model for presentation and high expectations in our school. Any resources available e.g. letter joins, lines, grids must be used to model good practice. All handwriting which is on display for the children – on IWBs, books, flip charts and displays must be in cursive script, legible, consistently formed and neat in accordance with our English policy.

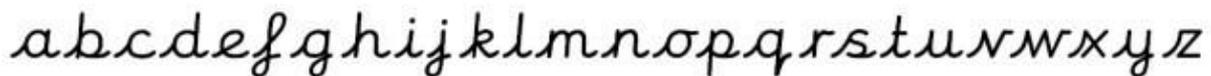
Displays will be changed as necessary to support learning in classrooms and a current working wall for Literacy and Maths will be used in each classroom to display WAGOLs (What A Good One Looks Like). Children's work on display should be mounted, unless it is part of an on-going project/working wall.

All children's work must be marked using the agreed Feedback Policy. All staff should annotate children's work using pink and green pen and their handwriting should be neat and cursive.

When sticking Learning Objectives, challenges, labels and headings into the books ensure they are straight and neatly cut to size. If a child is absent then this is noted in their books with a short date and 'absent' written in the margin. Any sheets/paper used within books will be neatly trimmed to fit inside the book.

Expectations for Handwriting

Continuous cursive handwriting is the agreed expectation for handwriting throughout the school. In Early Years 'Read Write Inc.' will encourage good letter recognition and formation. Cursive letter script will be taught alongside RWI by introducing 'entry' and 'exit' strokes when they write the letters, so that children do not have to alter movement patterns at a later stage. The program selected to support cursive letter formation is letterjoin.co.uk



Handwriting is taught as an integral part of spelling and phonic lessons, but also as discrete lessons throughout the school. Teacher's handwriting during modelling and marking must be cursive and neat so that children see and appreciate the importance of a fluent, legible style.

Children across the school use pens as this helps with the flow of writing. They should use pencil for drawing. Colouring in books should be with colouring pencils, not felt-tip pens.

Expectations for Layout

- Children will write in pen and draw in pencil.
- The date will be written at the top, left-hand side of the page and must be underlined using a ruler.
- Learning objectives are to be written or printed and stuck at the top of each piece of work using a sticker/'Star' chart/Toolkit.
- Miss a line under the LO and start writing.
- Leave one line between each paragraph (we will not indent).
- At the start of a new piece of work, children should start a new page - unless they have only used a few lines or the work is being continued from the previous session.
- If a child makes a mistake, they should draw one neat line through the mistake and start again.

Layout in Mathematics

- Children should write in pen and draw in pencil.
- The short date should be underlined.
- Learning objectives are to be written or printed and stuck at the top of each piece of work using a sticker/'Star' chart/Toolkit.

- All figures must be written neatly and clearly with one figure to each square.
- 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 and below the answer with the operation sign to the left or right in a separate column.

Classroom Organisation and Resources

All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils, glue etc.

Classroom expectations/rules for presentation of work should be produced collaboratively with the children and reinforced and referred to regularly.

'Boost-it' time should also be used to target and improve the presentation of children's work.

Exercise Book Usage

All books and folders must be treated with respect and a plastic cover will be used to further protect English and Maths books. This will also ensure that children are unable to mark or 'doodle' on the cover of their books and encourage the children to be proud of their books.

There will be an Everyday book, Mathematics book, 'First of the Month' book to be used across the school. Children will also have a homework book (Foundation Stage children will not have a separate Mathematics Book).

Line spacing size in books will decrease throughout the school to dictate letter size.

Handwriting books with guidelines will be used in Key Stage 1 to teach the importance of clear ascenders and descenders in letter formation.

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 and Subject Leaders will complete a 'book-look' to scrutinise examples of children's work on a termly basis in addition to 'end of the day catch up meetings' at least twice a week to ensure that the policy is being implemented consistently. 'Drop-In' observations are also to be used to assess standards of presentation throughout the school. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning.