

Presentation Policy

Purpose

The purpose of this policy is to ensure a consistently high standard of presentation of children's work and learning across the whole school which all children and staff recognise, understand and follow. The policy ensures that children take pride in their work at all times. This policy is to be used in line with other teaching and learning policies (eg Feedback and Marking, Assessment, curriculum policies).

We aim to:

- Set high standards of expectation for the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.

Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child who has physical difficulties with writing).

Making it a reality

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to throughout the year. Teachers should take the time to make the expectations extremely clear to all children on the first day and for a good while after that. Teaching assistants and all staff working with children have responsibility for encouraging children to take pride in their work and for enforcing the policy.

Where possible, all staff should ensure that excellence in presentation is celebrated through:

- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations.
- Ensure good presentation is rewarded in line with the whole school behaviour policy (praise, visits to senior leadership, assembly mentions, learning tree)
- Sharing of good work in whole school assemblies.

Handwriting

- Handwriting will be taught in line with the handwriting policy at least three times a week. (See handwriting policy)

Labelling and care of exercise books

Book covers:

Exercise books will be labelled with a printed label, NOT the child's or teacher's handwriting.

The format is:

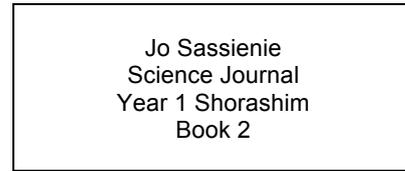
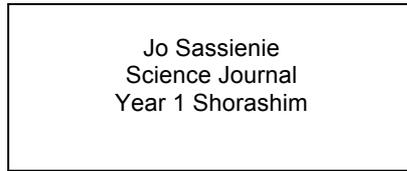
Full name of child e.g. Jo Sassienie (the name the child is usually known by but not a nickname, i.e. Jo rather than Joanna)

Name of book as per whole school agreement (see Appendix 1)

e.g. Science Journal (both words capitalised)

Class year and name eg Year 1 Shorashim

If it is the second or subsequent book, the book no. will be added, eg Book 2



Labels will be stuck on straight and will cover any printed lines on the front of the book as far as possible. The spelling of children's names should be checked very carefully.

Covers of books should be scrupulously clean. They should NEVER be written or drawn on.

Inside books:

The utmost care should be taken to demonstrate to children good habits for taking care of their books. Teachers should consistently model good habits of neatness.

Children should not:

- doodle or draw pictures unless they are clear illustrations relating to the work done that lesson.
- fill in the centres of letters eg p and o
- draw hearts, stars, bubble writing or fancy lettering unless this is a requirement of the task.
- write in the margin unless this is an agreed strategy for editing
- make full stops or dots over the letter i that look like big blobs or footballs. A clear dot is the only acceptable full stop.
- draw lines down the centre crease of the book.

Book storage and use.

Avoiding books getting tatty corners and bent-up edges is important. Books should not be kept on work tables. There must be alternative other places for them and all other resources so that tables can be cleared easily. Children should not fold books over to write. Teachers should ensure that children have enough space at their tables. It is especially important to consider the possibility of left-handed writers banging into right-handed writers and seat children accordingly.

Children must organise their work so as not to miss out pages. If the piece of work used less than half the page they should rule off under the work and start the next piece of work on the next line down. If nearly all the page has been used then they should start on the next page. Children should use the top line of the page but not write in the space above the top line or below the bottom one.

Teachers should not tear pages out of books. If a piece of work has been started with poor presentation, a marking comment should reflect this and the work continued from then on with more care. If necessary, the piece of work should be started again.

Teachers must not give out a whole set of new books at any time during the academic year. Only when an exercise book has been filled should a child receive a new book. Teachers should notice that a child is coming to the end of their book when they are marking, and have a new one labelled and ready to go. Spare exercise books are kept in whole school storage areas and not in classrooms.

Teachers' Handwriting

This should be consistent with the *Penpals* scheme and be as perfect as possible. This is not negotiable when writing in children's books or on the whiteboard or Flipchart.

General rules for setting out work

- All drawings and diagrams should be in pencil.
- If pen is used for writing, in accordance with the Handwriting policy, it must be a school black pen only. No biros should be used.

- A blue pen is used by all children from Year 2 upwards for editing work and responding to marking.
- Felt pens are not used in exercise books.
- Gel pens should not be used in exercise books.
- Coloured pens will only be used for specific reasons by children for editing and marking
- Pencil crayons should be used in exercise books.
- When children are writing their name on a piece of work on paper, a writing pencil should be used – not a colour.
- One single line is used to cross out mistakes.
- Absolutely no writing on covers or on the inside covers of books.
- No doodling on pages in books or on covers.
- Tippex and corrections pens are not used.

Starting new work

Children should be taught where to begin a new piece of work. As a general rule children will start a new page when there are only a few lines left, otherwise they leave a line and use the same page.

Mistakes

Mistakes must be made in order for children to make progress and children should understand this and not be desperate to erase mistakes. Teachers need to see what children were thinking. They cannot do this if work – even a word – has been erased. For this reason we cross out mistakes with one pencil line. A ruler should be used if the mistake is longer than a word. No erasers are to be used. Teachers may keep a few good quality erasers on hand for best quality display work and fine illustrations or diagrams. A single letter can be crossed out with a diagonal line.

Setting out work and the use of worksheets

Eden Primary is not a worksheet school. We encourage independence and creativity based on a commitment to a constructivist model of learning. Children should not be filling in boxes. Children should be taught how to present their work in different ways, increasing in complexity as they progress through the year groups. When proficient, in every class, they should usually have some degree of autonomy over how they present their work. In the main, they should be writing their own work, setting it out neatly on the lines on the pages. Occasionally teachers may need to model or scaffold some setting out, or provide a guide, eg a graph or table. At such times teachers may wish to provide a sheet that the child will stick into their book. Such sheets must be trimmed **before** they are offered to the children so that they are smaller than the page of the book. Sheets must be stuck in using Pritt glue, as PVA is too runny, and they must be perfectly straight and must not stick out beyond the pages of the book. This must be done by an adult –teacher or teaching assistant –unless children can do it perfectly. Well-trained Year 1 children are perfectly capable of this but they must be well trained and overseen.

Modelling and examples

All classrooms are expected to display a model of the expectations for setting out work, in written work, and in maths books, together with the rules for presenting work well. This is available as a set of school standard posters. These are handwritten and enlarged so that children can see clearly what is expected at all times. At the beginning of the year, children should complete a piece of work focussing solely on neatness, which will then serve as a model in their books for future work. Examples of such pieces are available for teachers to use.

Teachers are expected to model setting out work at the beginning of the year, when new topics are introduced, or when work that is significantly different in terms of what is required for setting out is first introduced. Teaching of layout and how the work should look needs to be integral to the teaching of the content.

For example, when using arrays to aid multiplication and division in maths in Years 1 and 2, children should make their arrays with concrete apparatus on the table and then on paper grids. They should then be shown how to represent their arrays in their books using the squares provided. They should be shown where to write number sentences or explanations alongside the pictorial representations.

Monitoring

Presentation will be monitored by the Senior Leadership Team and subject leaders on a regular basis through:

- Work Scrutiny exercises
- Standards Reviews
- Lesson Observations
- Pupil Interviews

Foundation Stage

Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to Year 1. It is expected that the majority of children will be writing in sentences and some children will be writing short narratives and recounts in the summer term.

Dating work

- Work will be dated by an adult. This may be on a printed label.

Writing equipment

- Children will always write in pencil in books.
- For any colouring, Pencil Crayons will be used in exercise books.

Learning Objectives

- Adults will add the learning objective until children are capable of adding this independently.
- This may be on a printed label.

Practice

- Staff will emphasise correct letter formation and left to right orientation.
- Where there are no printed lines, children will be encouraged to try and write in a straight line. Sometimes children will be given guidelines to aid writing.

Year 1

Equipment

- All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp enough for neat writing.
- For any colouring, only Pencil Crayons will be used in exercise books.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will be taught how to use guidelines if writing on plain paper for display

Handwriting

- Staff will emphasise correct letter formation, sizing and spacing through the regular teaching of handwriting.
- Handwriting books will be used for this.

Indicating errors

- Children will indicate an error with one neat line through work. **Children will need to be taught how to do this.**

Dating work

- In maths the short date is used, e.g. 16.03.03
- Where a sticky label is used for the learning intention, the date will be included
- In literacy children will write only the day of the week (this reinforces basic key words). They will work towards writing the full date by the end of the Summer term of Year 1 or earlier if possible, e.g. *Monday 8th September*

Writing the Lesson objective

- Children will work towards writing the LO by the end of the summer term, earlier if possible.
- This may be stuck into the book along with Success Criteria but must be stuck in neatly.

Maths Books

- Only pencil to be used
- Children to be taught to use 1 digit per square

Year 2

Equipment

- All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp.
- Children will use a **blue pen** for editing work and responding to marking
- For any colouring, only Pencil Crayons will be used in exercise books.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will be taught how to use guidelines if writing on plain paper

Handwriting

- Handwriting will be taught on a regular basis and correct letter formation will be reinforced through other work (English, topic, maths books).
- Handwriting books will be used for this.

Indicating errors

- Children will indicate an error with one neat line through work.

Dating work

- In maths the short date is used, e.g. 16.03.03
- In literacy the longer date is used, e.g. *Monday 8th September*.

Writing the LO and title - and spacing

- Children will write the date, then leave a line.
- They will write the LO and title, then leave a line before starting the work.
- This may be stuck into the book along with Success Criteria but must be stuck in neatly

Maths Books

- Only pencil to be used
- Children to be taught to use 1 digit per square

Years 3 and 4

Equipment

- Years 3/4 will be the transition time from pencil to pen. Children need to earn the right to use pen in their work. Only when teachers are sure that children can write consistently well in pen should a 'pen licence' be given. Only appropriate black ink handwriting pens can be used.
- Children will use a **blue pen** for editing work and responding to marking.
- Children will not use biro or gel pen.
- Where colour is needed, only Pencil Crayons will be used in exercise books.
- All maths work will be completed in pencil.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will use guidelines if writing on plain paper

Handwriting

- Handwriting will be taught on a regular basis with a focus on correct letter formation and cursive handwriting.
- Handwriting books will be used for this.

Indicating errors

- Children will indicate an error with one neat line through work. **Children will need to be reminded how to do this.**
- Tippex or correction fluid is not to be used.

Dating work

- Date written on left (not in the margin)
- In maths the short date is used e.g. *16.03.03*
- All other work has the long date, e.g. *Monday 8th September*

Learning Objectives

- Title to indicate work content – usually the learning objective –then leave a line before continuing.
- Title underlined with a ruler.
- If short answers are required, pupils can divide the page in half with a neat ruler line in the centre of the page

Maths Books

- Only pencil to be used
- Children to use 1 digit per square

Years 5 and 6

Equipment

- Children need still to earn the right to use pen in their work. Only when teachers are sure that children can write consistently well in pen should a 'pen licence' be given. Only appropriate black ink handwriting pens can be used.
- Children will use a **blue pen** for editing work and responding to marking.
- Children will not use biro or gel pen.
- Where colour is needed, only Pencil Crayons will be used in exercise books.
- All maths work will be completed in pencil.

- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will use guidelines if writing on plain paper.

Handwriting

- Handwriting will be taught on a regular basis for children.
- Handwriting books will be used for this.

Indicating errors

- Children will indicate an error with one neat line through work (children will need to be reminded how to do this).
- Tippex or correction fluid is not to be used.

Dating work

- Date written on left (not in the margin)
- In maths the short date is used, e.g. *16.03.03*
- All other work has the long date, e.g. *Monday 8th September*

Title of work

- Title and LO to indicate work content, then leave a line before starting work.
- Title underlined with ruler.
- This may be stuck into the book along with Success Criteria but must be stuck in neatly
- If short answers are required, pupils can divide the page in half with a neat ruler line in the centre of the page

Maths Books

- Only pencil to be used
- Children to use 1 digit per square

Date this policy was agreed: 25.9.17

Date to be reviewed: September 2019

Appendix 1

Whole school plan for use of exercise books

Subject	Year gp	colour	Size	lines?	Notes on the books and their uses	
Writing book	5	lt blue	A4 64p	8mm + margin	All writing, in whatever subject, must be done in the writing book. This is also an English book and can contain grammar work etc.	
	4	lt blue	A4 64p	8mm + margin		
	3	lt blue	A4 64p	8mm + margin		
option of wide lines and y1 later...	3&4	lt blue	A4 64p	15mm		
	2	lt blue	A4 64p	15 mm		
	1	red	A4	half lined 15mm		
	0	red	A4	half lined 15mm		
Handwriting	5	purple	6.25x8in	tram	Training book to be used alongside writing book	
	4	purple	6.25x8in	tram		
	3	red	6.25x8in	tram	Training book to be used in Handwriting lessons, can be used alongside writing book.	
	2	red	6.25x8in	tram		
	1	red	6.25x8in	tram		
	0	n/a	6.25x8in	wbk		
Maths	5	Yellow	9x7in	7mm sq/plain		
	4		9x7in	7mm sq/plain		
	Y3 option of two sizes	3		9x7in		1 cm sq/plain
		2		9x7in		1 cm sq/plain
		1		9x7in		1 cm sq/plain
	0	red	A4+	plain		
Reading home/school book	5	yellow		printed	Teachers and parents to comment weekly. Older children may also comment themselves.	
	4	yellow		printed		
	3	yellow		printed		
	2	yellow		printed		
	1	yellow		printed		
	0	yellow		printed		
Science Journal	5	green	A4	alt 8mm lined/plain	Please note the name of this book. Children should track their learning EVERY lesson. <i>Date/LI/What I have learned/What was interesting/questions I've got</i> :even if you are not really doing recording for that lesson.	
	4	green	A4	alt 8mm lined/plain		
	Y3 option of two sizes	3	green	A4		alt 8mm lined/plain
		2	green	A4		half 15mm lined/plain half 15mm lined/plain
		1	green	A4		half 15mm lined/plain
Hebrew	5	orange	A4	8mm lined		
	4	orange	A4	8mm lined		
	3	orange	A4	8mm lined		
	2	purple		tram		
	1	purple		tram		
Learning journals	0	green	A4+	plain coloured	Reception only	
Homework diary	5	blue	A5	printed	Year 5 and 6 only	
Reading journal	5	brown	9x7"	8mm alt plain	These are for children to do activities in the reading lesson and write reviews,	
	4	brown	9x7"	8mm alt plain		

	3	brown	9x7"	8mm alt plain	make notes on their reading, etc.
	2	green	9x7"	13mm half ruled and half plain	
	1	green	9x7"	13 mm half ruled and half plain	
	R	None			