



Presentation Policy

Encourage, Guide, Support, Celebrate



Date Approved: Spring 2025

Review Date: Spring 2027

Aims

- To establish high expectations and pride in everything we do.
- 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 an annual basis (Meet the Teacher).

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.
- Staff to model use of the standards expected, including the use of appropriate resources. e.g. on the IWB - lines, grids to model good practice.
- All handwriting which is on display for the children - on the interactive whiteboard, books, flip charts, display - should be legible, consistently formed, neat and joined (KS2). In Year 5 and 6, this may differ as they have to choose the appropriate style of handwriting.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size, do not let them overlap the side of the book.
- Staff to mark in green. Trainees to mark in black.

Expectations for Children

- Pencils should be used in all Maths books and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- Blue pen 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.

- Felt pens should not be used in exercise books (except sketch book), although they can be used on paper at the teacher's discretion.
- Edits should be done in purple (pencil or pen)

Expectations for Handwriting

- Basic letter formation will be taught in Foundation Stage and Year 1. In Year 2 they will develop their letter to include flicks ready to join them. In Year 3 the letters will be joined so they are writing in a joined, cursive script. This will then be consolidated through the rest of KS2.
- Cursive script is the preferred style for all teacher prepared worksheets and handouts.
- Use the right size letters when you need to - capital letters at the start of sentences and for proper nouns.
- Handwriting is taught every week and as an integral part of spelling and phonics lessons.
- 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 (see Appendix 1 for some examples taken from End of Key Stage Writing Guidance). These examples could include letter families such as 'curly caterpillars' etc.

Expectations for the Layout of Written Work

- The long date, day, date and month (short date Year 1) is written at the top, miss a line, then write the Learning Objective (LO) and/or Outcome on the next line. In KS1, it may be appropriate for the teacher or teaching assistant to write/stick these in the children's books.
- At the start of a new piece of work, miss a line under the last piece of work, before starting a new piece.
- Do not leave a blank page.
- Miss a line under the LO and start at the margin.
- Leave one line between each paragraph. When children are ready (in Year 5 and 6) they will indent rather than leave a line for a new paragraph.
- Mistakes should be crossed out using a ruler (one neat line through the mistake) - do not over-write or rub out. Eraser pens are not allowed in school.
- Starting at the margin, write on the line to the end of the line.
- Children are not to write in the margin.
- School pens will be blue handwriting pens. Reflective work by pupils (e.g. editing, next step responses, fix it time work) to be done in purple pen.

Expectations for the Layout in Mathematics

- As we use Red Rose maths there is no need to write the LO for each lesson as the planning states this. Each lesson's work should be dated with the short date. Pupils should also have a maths book for extra challenges and jottings.
- If appropriate, pages can be divided into two by folding the page.
- If working in a maths book, the short date should be written on the left-hand side of the page, miss a line then write the LO.
- If textbooks have been used miss a line then write the book and page number.
- Miss a line before starting work.
- It may be appropriate for the teacher or teaching assistant to write these in the children's books.
- All figures, this includes all mathematical signs and symbols, must be written neatly and clearly with one figure 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 and below an answer with the operation sign to the right with a box space before the numbers start.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.

Classroom Organisation and Resources

- All children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, maths boxes. This may be in pencil cases, containers, trays, etc.
- Learning journals/draft books may also be stored in these containers if teachers feel this would be beneficial.
- Each room has whiteboards available for all the children.

Exercise Book Usage

- Labels should be printed for the covers of all books.
- Children are to be encouraged to take a real pride in their work and to show continued development of work.
- All children will also have a draft/ideas book. The primary use of this book is to record research, make notes etc. These are also to be used during the input of lessons where children can record any writing.

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 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.

APPENDIX 1: Handwriting Examples

KEY STAGE 1 (Year 2)

Working Towards the Expected Standard

The Barracks Hospital
Safarj Turkey 1st Decembe
1854

Dear Mother and Father

I am writing to tell you I have arrived
safely.

When I arrived there was a bad smell. There
were no beds and no clean bandages. There
were lots of rats scuttling around the wounded
soldiers. I worked hard to help the wounded soldiers
the nurses helped me too.

As I write the sun is setting. and I am
going to say good night to the soldiers.

Lots of Love

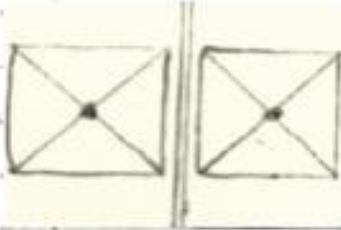
Florence

Working At the Expected Standard

A Molkey test machine

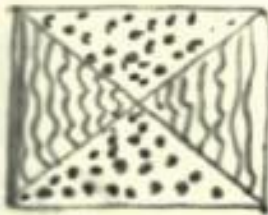
You plug in the machine. Then ^{you} ~~you~~ switch it on. The ~~to~~ Molkey task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will do ~~anything~~ ^{anything} ~~anything~~ you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

How to make a Paper windmill



every line.

1. Get two pieces of paper and draw a box with an X cross with a dot in the middle of



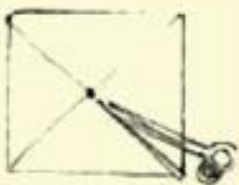
2. Draw some decorations on one side and on the other side leave it blank so how it is.



3. Put the two pieces in front of you to make sure you have got both of them.



4. Stick the decorated bit on front of the not decorated bit and stick it on.



5. Cut the lines of the cross but only to the ~~line~~ dot you did in the middle and cut it to there. Also, cut the squares with it.

What will happen to Jim Jarvis?

I think that the street child called Jim Jarvis will leave the white house and try to find Emily and Lizzy before it gets dark and has to sleep on the streets till it is morning again. Then The street child will find a dog which he will call ~~sa~~ him Snipe, and they will become friends although he misses his friend Tip. Next Rosie will find Jim and will take him to her house. Jim will find his friend (Shrimp) who he will dance for with so the people will buy Rosie's sea food. When it gets dark (at night) Jim will go ~~and~~ outside and play with Shrimp. Jim and Shrimp will start dancing for a crowd of people. Rosie will compliment them by saying, "You both should go to a show and dance for a crowd but ~~we~~ watch out for the police." This man named Al Nick will come and everyone will run for there lives. After that Jim will ~~continue~~ continue to dance, until he ~~mea~~ meet a kind doctor called Doctor Bernardo.

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trucking through the misty, murky moors ^{while} celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered cooingly.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~there~~ ^{where} to be seen.

Suddenly Macbeth's messenger arrived ~~exhausted~~ ^{crushed}, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how ~~he~~ ^{Macbeth} started to scheme!

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~crept~~ across the landing. As his heart raced he stared ^{crept} into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs-even the seventh one that makes an earsplitting creak noise. He could see the ~~to~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ He could feel pair of eyes watching ~~her~~ in the darkness. Who was it? Had he been seen?...? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

No additional expectations for handwriting for Greater Depth