

Abingdon Primary School



Presentation Policy

Date: January 2026

Review: May 2028

Intent

At Abingdon Primary School, we have high expectations for our children. At Abingdon we are a family and we strive for our children to take pride in their work and do well at school, and part of that is presenting their work in the best possible way. We also have that same drive for ourselves as part of that family, in terms of handwriting, marking, resources and displays.

In order to do this we have a clear and consistent set of guidelines for the presentation of learning which will be evident across the school in all aspects of the children and adults work.

This policy will also provide a baseline for judging acceptable standards of presentation.

Implementation

General Expectations for Children

Use of pencils and pens:

- Pencils are used all the way through school. However, when the children are at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent with appropriate joins, a pen licence will be awarded in assembly and the child will be given a pen with their name on. Pens should not be given out lightly.



- Any edits by the children are completed in green pen. If mistakes are made, **one** neat line is drawn through the mistake with a pencil and ruler and it is written again.
- Pencil is always used for drawing
- Colouring pencils are used to colour in -Felt tip pens cannot be used directly into books.
- Children should always go to the next new page ensuring they do not miss out a page in their book (however, should also fill up the page previous page if only a small amount of written work was completed)
- Children write in black ink and edit in green ink using the handwriting scheme. Adults mark in purple and use the marking code.

General Expectations for all Staff

Our staff are the most importable role model for presentation and high expectations

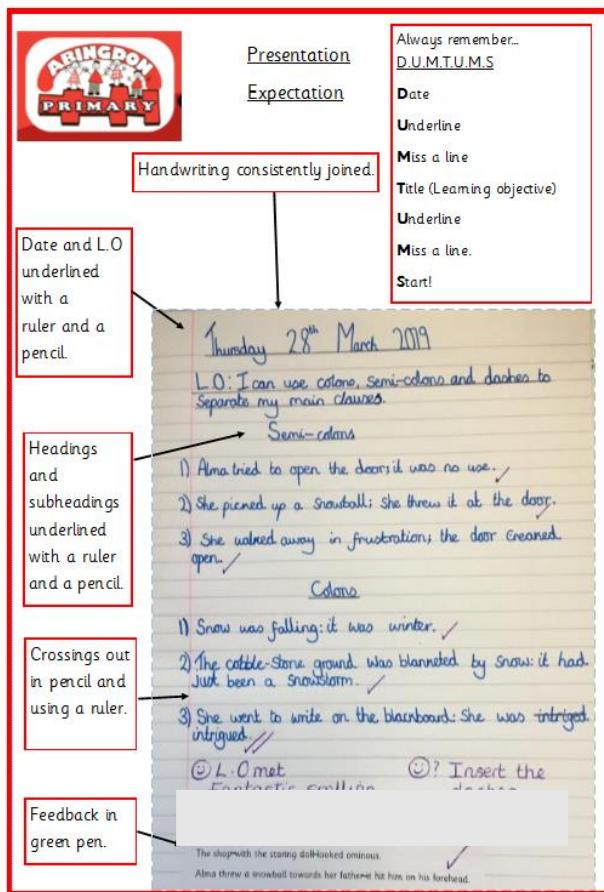
- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed, neat and joined where appropriate and follow the Handwriting scheme.
- All children's work must be marked using the agreed marking policy.
- When adults write in children's books to support them, they also follow the presentation expectations.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- All edges of worksheets should be glued so that they do not fall out.

- If a child is away ensure that their book is marked with 'absent' and write the short date.
- If using typed resources for children all staff use 'Twinkl' (KS1 up to learning joins at the end of Year 2) and 'Twinkl cursive unlooped' (KS2) font size 12 +
- When producing documents for adults staff use 'Calibri' font size 12

Expectations for handwriting – See handwriting policy

Expectations for Layout in books

English Books Example

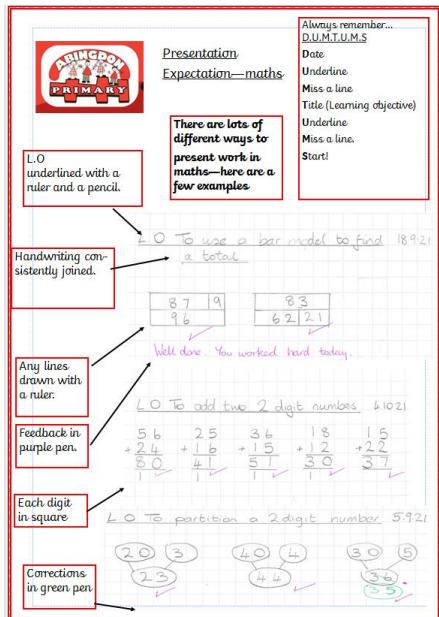


A presentation expectation should be stuck into the front of children's English and Independent writing book to remind children of what is expected. This includes the following:

- When writing in books we follow D.U.M.L.U.M.S (Date, underline, miss a line, L.O, underline, miss a line, start) (KS1 children and appropriate children in KS2 may have a printed L.O)
- Start writing at the margin.
- Dates and learning objectives should be underlined in pencil with a ruler.
- If you make a mistake, draw one neat line through the mistake with a pencil and a ruler and start again – do not scribble out.

This expectation should be consistent across all subjects.

Mathematics Books



A presentation expectation should be stuck into the front of children's maths book to remind children of what is expected. This includes the following:

- Children should write the short date and the L.O. both of which should be underlined with a pencil and ruler. (KS1 children and appropriate children in KS2 may have a printed L.O)
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures.
- Pencil should be used in maths.
- Any writing in maths books will follow the handwriting policy and children will be taught to ignore the squares in this situation and write on the line.
- Any lines will be made with a ruler.

Other curriculum books

As above. The expectation is that handwriting will be consistent across all areas of the curriculum. History and Geography books currently have dual LOs to support with presentation with an icon for the subject on them. These should be printed.

Some children across the school may find it too challenging to copy down the date and LO in subjects – in that case, they can be printed out for them/Written by the TA/Teacher.

Impact

With consistent presentation across the school children of all abilities will be able to present their work to the highest possible standard increasing their confidence and self-esteem. We want our children to be proud of their work across the school.



There is an importance in the adults being the role models for this and it feeds into our Abingdon Family ethos. The children at Abingdon will have a clear sense of pride about their work, which will encourage them to go further with their learning. This, in turn, has an effect on increased progress and attainment across the school.

Monitoring of Presentation Policy

The Senior Leadership team monitor children's books regularly in SLT time to ensure this policy is being implemented consistently. Subject leaders incorporate presentation into their monitor of subject areas. Key stage leaders regularly look at presentation across the key stage in key stage meetings with class teacher and during their management time. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Linked policies

Handwriting Policy
Marking policy

Monitoring of Presentation Policy

The Senior Leadership Team will monitor children's books regularly 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.

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