



Larkholme Primary School

Presentation Policy

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- 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 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

- Remember – you are the most important role model for presentation and high expectations! Use the resources available to you 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 **joined, legible, consistently formed and neat and in line with the school's agreed handwriting style**.
- All children's work must be marked using the agreed marking policy. (green pen)
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- Books will be labelled using electronically produced labels stating the child's name, year group and curriculum area

Expectations for Children

- Use of pencils and pens:
- Pencils should be used in all Maths books and in draft work if appropriate.
- The children should be expected to join their handwriting from Year 3 onwards using the school's agreed handwriting style
- Pens (black handwriting pens supplied from the school) should be used for written work 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 (having obtained a pen licence)
- Pens must be fibre tip. No ballpoint, biros or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations
- Children must not, under any circumstances, be allowed to deface any book by doodling, filling in letter shapes, or by any other inappropriate use of their pen or pencil

Expectations for Layout

- The date is written at the top; the Learning Objective (LO on the next line).
- The date must be underlined using a ruler.
- At KS2 the LO should be written by the child, if appropriate for ability
- At KS1 the LO may be written, typed or stuck into books or as KS2 if appropriate
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the LO and start at the margin.
- New paragraph starts on the next line with an indent
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write.
- Write ON THE LINE. Do not write in the margin.

Layout in Mathematics

- The short date and the LO should be underlined.
- All digits must be written neatly and clearly with one digit to each square. Decimal points must also be written in a square.
- Each calculation must be clearly numbered with the number in the margin 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 left in a separate column.
- Calculations which involve 'exchanging' should see the relevant digit written smaller than usual beneath the bottom line.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils, learning journals/draft books. Pencil sharpeners should also be available on tables
- Each room has "wipe-boards" available for all the children with lines and/or without.

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 Headteacher/Deputy Headteacher 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.

Written by Mr D.P.Simm

July 10 2015

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