



Mission Statement - Growing and learning in Christ through faith, family and friendship

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 to be presented to a high standard.
- To ensure each child/staff member knows the standard of presentation that is expected of them.
- To share this information with parents on a regular basis.

For staff

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for School Staff

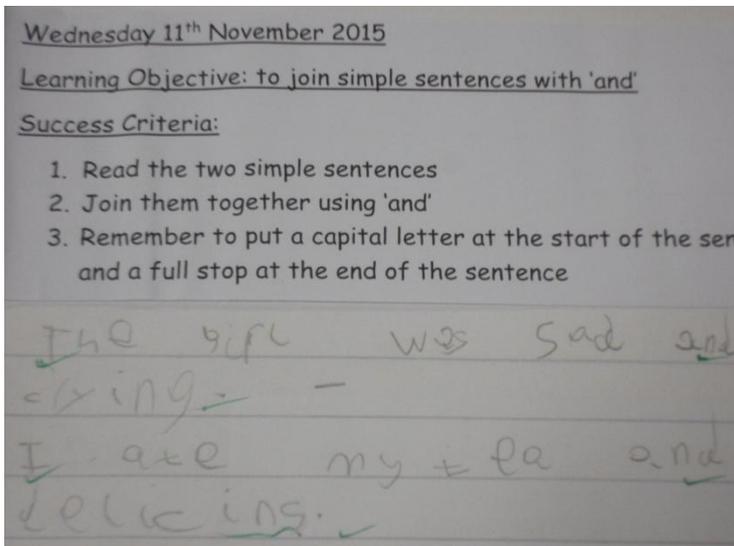
Remember - you are the most important role model for presentation and high expectation!
Use the resources available to you e.g. the IWB - lines, grids to model good practice.

- 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. If we are not neat, we cannot expect the children to be neat!
- All children's work must be marked using the agreed marking and feedback policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that their book is marked with 'absent' and write the short date.

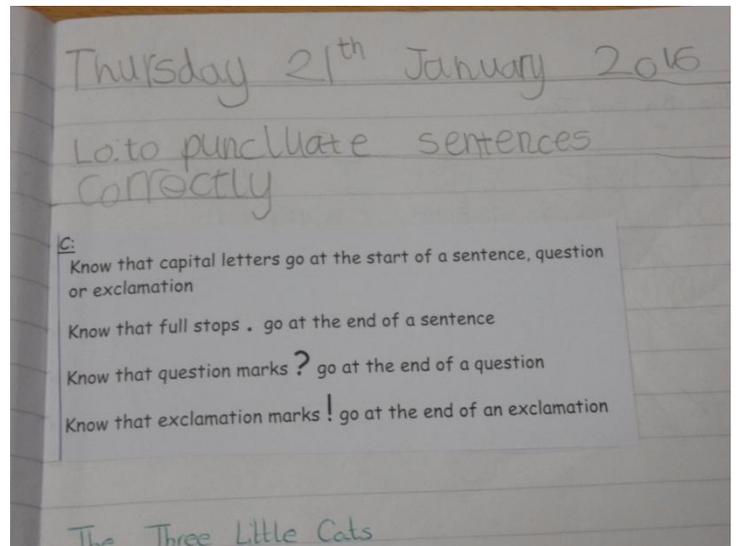
Expectations for Layout - DUMTUM

- Each piece of work should be started on a new page (with the exception of EYFS/Key Stage 1 Read, Write Inc work which is completed in English books).
- The long date is written on the top line then a line missed and the Learning Objective (LO) written on the next line. Children then miss another line before starting writing. They should be taught - **DUMTUM** to help remind them of this (date, underline, miss a line, title, underline, miss a line). Dumtum's prompts should be displayed in all classrooms.
- In the EYFS/Year 1 or for SEND learners higher up the School it is appropriate for the teacher or teaching assistant to stick the Learning objective/Success Criteria neatly in the children's books so that more time can be spent on the task rather than on the secretarial skills. As soon as the child is able in Year 1 they should begin writing the date and learning objective themselves.

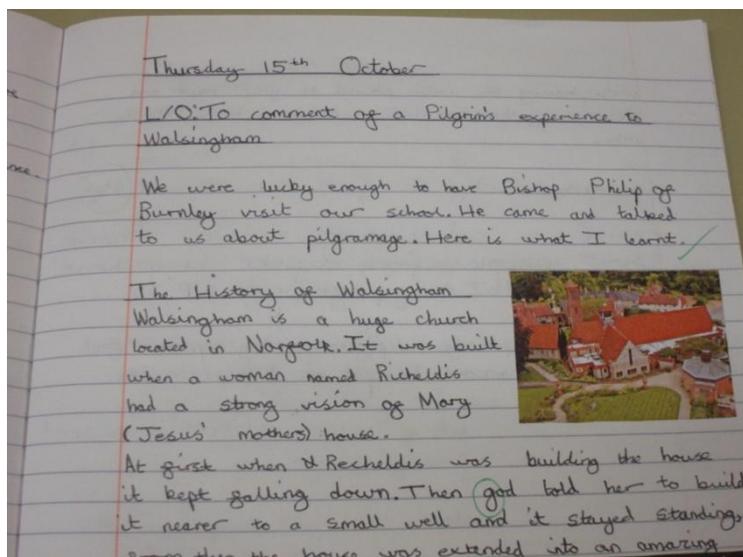
- Children should be taught to check that they have not missed any pages between the last piece of work.
- The date and Learning Objective must be underlined using a pencil and ruler (KS 1) and pen or ruler as soon as possible in Key Stage 2.
- Miss a line under the Learning Objective and then start your work
- Write ON THE LINE. Do not write in the margin.
- If you make a mistake, using a ruler draw one line through the mistake and carry on.
- Children in Key Stage 1 may use rubbers to amend their work if necessary.
- To indicate new paragraphs (Key Stage 2), children should move onto the next line and begin writing after an indent.
- All children in year 5 and 6 are expected to write using School handwriting pens.
- If a piece of work is not completed to the highest quality for that child then children will need to start the work again on a new page and may have to finish work off at break times.



Example of EYFS/Year 1 layout



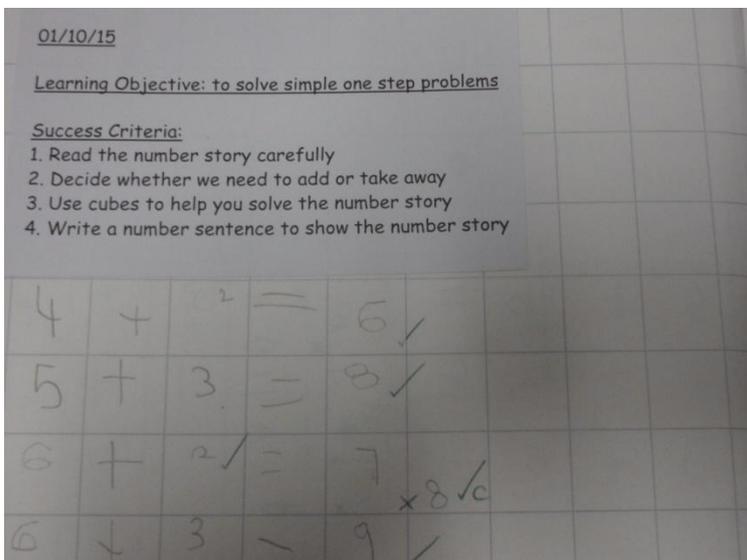
Example of Key Stage 1 layout



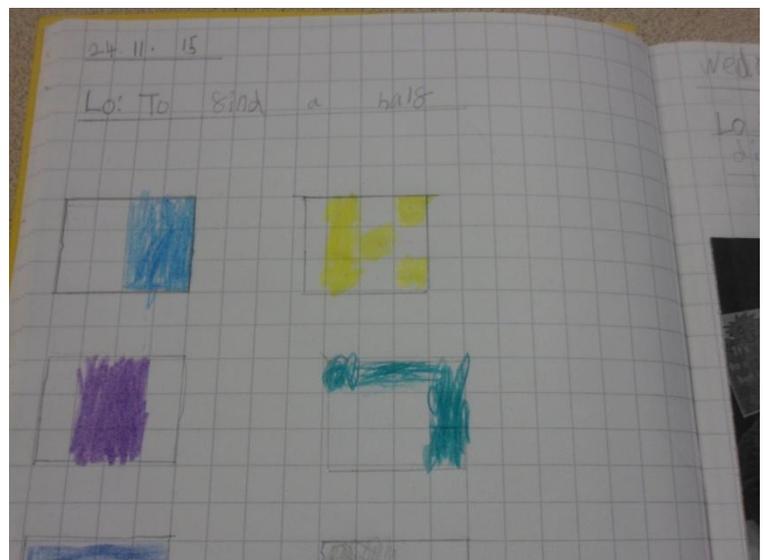
Example of Key Stage 2 layout

Layout in Mathematics

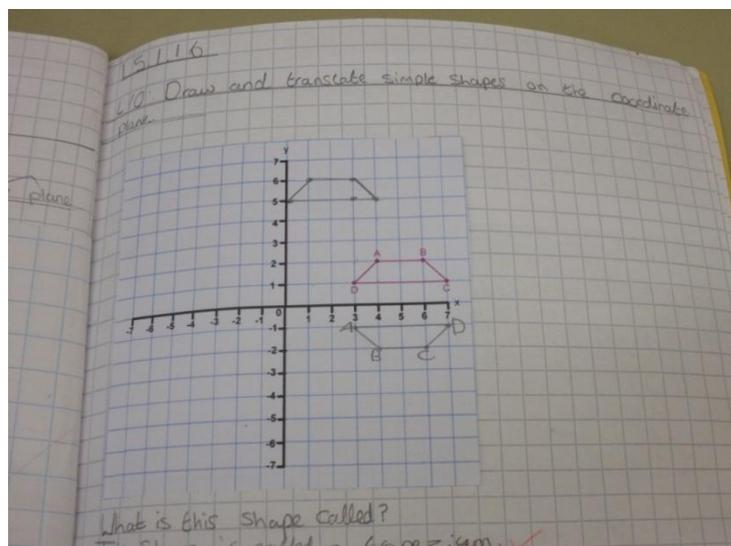
- The short date should be written on the left hand side of the page followed by a missed line then the learning Objective which should be underlined. Children should miss another line before starting work.
- In the EYFS/Year 1 or for SEND learners higher up the School it may be appropriate for the teacher or teaching assistant to stick the LO/SC neatly in the children's books. As soon as the child is able in Year 1 they should begin writing the date and LO themselves.
- All figures, this includes all mathematical signs and symbols, must be written neatly and clearly with one figure to each square. The size of the squares are differentiated according to the age/ability of the pupils.
- 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 or right in a separate column.
- If appropriate, pages can be divided into two by neatly folding them.



Example of EYFS/Year 1 Maths layout



Example of Key Stage 1 Maths layout



Example of Key Stage 2 Maths layout

Making it happen

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.

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

- Displaying work in School which demonstrates a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations
- Ensuring good presentation is rewarded in line with whole school behaviour policy (praise, Team Points, Head Teacher awards, Star pupil awards)
- Sharing of good work in Celebration assemblies
- Handwriting is taught daily in Key Stage 1 as part of Read, Write Inc sessions. From the EYFS, children should sit in chairs when completing writing activities and be taught that good posture is important for producing work of a high standard. The focus should be on correct letter formation and a cursive style should be introduced no later than Year 2. Key Stage 1 staff should ensure that children have the necessary writing equipment and that pencils are sharp. Even the youngest children should be given regular opportunities to write in books as this is a different technique from writing on a whiteboard with no guidelines.
- In Key Stage 2, class teachers will decide if their class, groups or individual pupils need additional handwriting teaching or support. These should be short 20 - 30 minute sessions each week and it may **not** be necessary for all children to take part. Children will need to be taught how to write in a cursive style so they develop a fluent handwriting style.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils for the children to access.
- Each room has "wipe-boards" available for all the children with lines and/or without.
- Key Stage 2 children may have a 'draft book' to take notes if necessary.

General rules:

- All drawings and diagrams should be in pencil
- Felt tip pens are not to be used in exercise books
- Gel pens should not be used in exercise books
- School pencils/handwriting pens should be used in exercise books (**not biros**)
- Children should **not** bring their own stationary equipment into School as this can lead to problems
- Pencil crayons should be used in exercise books
- One single line using a ruler 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 by children or staff
- The use of worksheets must be kept to an absolute minimum and even the youngest children should be encouraged to be as independent as possible and given opportunities to write in exercise books
- Children should use guidelines if writing on plain paper

- Staff should expect the presentation of homework to also be completed to high standard.

Outcomes of Presentation Policy

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence, self-esteem and independence.
- 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

Presentation will be monitored by the Senior Leadership Team/School advisor/governing body on a regular basis through:

- Work Scrutinies
- Lesson Observations
- Pupil interviews
- Learning walks
- Subject leader audits
- Displays

Date Agreed: February 19th 2018

Next review date: Spring Term 2020