

STANTON HARCOURT CHURCH OF ENGLAND PRIMARY SCHOOL

PRESENTATION POLICY



Purpose

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow.

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 (eg. A child with physical difficulties writing).

Outcomes of the policy

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

There is a consistency across the school in terms of the standard of presentation expected across the curriculum.

Progression in presenting work between each class is evident and understood by all children and adults.

General rules

- Pencils should be used in all maths. books and in draft work, if appropriate.
- Pens should be used for written work as soon as possible from Key Stage 2 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent;
- Pens must be blue handwriting pens, no felt pens or ball point pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
- Mistakes should be crossed out with a single line, with a ruler.
- Rubbers will be available in maths., art and for writing for displays at the teacher's discretion to rub out mistakes.

Handwriting

- Teachers must follow the agreed scheme for teaching handwriting;
- Children need to use the right size letters in line with the agreed scheme, capital letters at the start of sentences and for proper nouns;
- Cursive handwriting is taught discreetly as appropriate and as an integral part of spelling and phonics lessons;
- Bubbles in place of full stops or dots above the letter 'i' are not acceptable.

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 some words independently and some children will be writing in sentences by the summer term.

Dating work: work will be dated by an adult.

Writing equipment: children will always write in pencil in books or paper.

Pencil crayons will be used in exercise books. Felt pens will only be used on sheets of paper.

Learning Objective: adults will add the learning objective, when appropriate, until children are capable of adding this independently. Staff will encourage correct letter formation and left and right orientation. Children will try and write on the lines or in a straight line. Sometimes children will be given guidelines to aid writing.

KEY STAGE 1

- I could write the date on the left hand side at the top of my work or the teacher may stick a label in my book.
- In year 2, I will miss a line before I start writing;
- I will write the learning objective on the left hand side.
- I will not leave blank pages in my books;
- At the beginning of year 1 I will start a new piece of work on a clean page. By the summer term of year 1, I will start a new piece of work by drawing a line under the last piece of work and starting on a new line. By Year 2, I should draw my own lines.
- If I make a mistake I will put one neat line through it.
- I will write on the lines in my book.
- I will use pencil in my maths. book.
- I will write one digit in each square in my maths. book.
- I will write the short date, i.e. 6.6.16 in maths. and the long date i.e. Tuesday, 6th June 2016 in other subjects or the teacher may stick a label in my book.
- I will use pencil in my books unless my teacher says I can use a blue pen and I will not use felt pens or biros in my books.
- I will not draw on any part of my book, including the covers unless illustrating a piece of work that my teacher has asked me to do.

KEY STAGE 2

- I will write the date on the left hand side at the top of my work or the teacher may stick a label in my book.
- I will write the learning objective on the left against the margin.
- I will write the short date i.e. 6.6.16 in maths. and the long date i.e. Monday, 5th June 2016 in other subjects.
- I will use 1 digit per square in my maths. book.
- I will underline the learning objective using a ruler;
- I will not leave blank pages in my books. Where I start new work I will leave 3 lines and draw a line using a ruler and pencil.
- If I make a mistake I will put one neat line through it
- I will write on the lines in my book next to the margin;
- I will use pencil in my maths book
- I can use a handwriting blue pen in books when my teacher tells me to but I will not use felt pens in my books;
- I will not draw on any part of my book, including the front cover.
- Only pencil crayons will be used in my exercise book.
- I will use a ruler to draw lines including underlining, diagrams, labelling and crossing out.

School/Classroom Organisation

Children should have easy access to the appropriate equipment.

Each classroom should have mini whiteboards and whiteboard pens available for all the children.

There should be a display of children's writing in all classrooms and overt throughout the school.

Dictionaries/word lists/spelling logs should be available to aid spelling.

Monitoring of the policy

Regular work scrutiny by the senior leadership team will ensure the policy is being adhered to.

This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Where possible all staff should ensure that 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 class and whole school reward system;
- Sharing of good work in whole school assemblies;



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