



# Presentation Policy

## Hayward's Primary School



**Written by:** Hayward's Primary School **Signed: Approved by Governors:**

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**Next review due by:** Spring 2024

### **PRESENTATION POLICY**

#### **Purpose**

The purpose of this policy is to ensure a consistently high standard of presentation of children's work and learning across the whole school which all children and staff recognise, understand and follow. The policy ensures that children take pride in their work at all times. This policy is to be used in line with other teaching and learning policies (eg Feedback and Marking, Assessment, curriculum policies).

We aim to:

- Set high standards of expectation for the children in the presentation of their work. · Ensure that high standards of presentation are present across the curriculum and in all writing tasks. · Instil in the children a sense of pride in their work by making explicit acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.

### **Making it a reality**

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. Teachers should take the time to make the expectations extremely clear to all children on the first day and for a good while after that. Teaching assistants and all staff working with children have responsibility for encouraging children to take pride in their work and for enforcing the policy.

Where possible, all staff should ensure that excellence in 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 whole school behaviour policy (verbal or written feedback, Headteacher Sticker, Postcard Home)

### **Handwriting**

Handwriting will be taught regularly and in line with the handwriting policy. Pupils at Hayward’s follow the expectations set out in Letterjoin. Where children are struggling with their handwriting, additional support and intervention will be provided.

### **Expectations**

<b>Labelling and Care of Exercise Books</b>	
<b>Book covers</b>	<p>Exercise books will be labelled with a printed label, <b>NOT the child’s or teacher’s handwriting.</b></p> <p>The format is: Full name of child e.g. <b>Jo Sassienie</b> <b>Name of Subject (Book Number when 2+) Year Group</b></p> <p>Covers of books should be scrupulously clean. They should NEVER be written or drawn on.</p>
<b>Inside Books</b>	<p>The utmost care should be taken to demonstrate to children good habits for taking care of their books. Teachers should consistently model good habits of neatness.</p> <p>Children should not:</p> <ul style="list-style-type: none"> <li>• doodle or draw pictures unless they are clear illustrations relating to the work done that lesson.</li> <li>• fill in the centres of letters eg p and o</li> <li>• draw hearts, stars, bubble writing or fancy lettering unless this is a requirement of the</li> </ul>

	<p>task.</p> <ul style="list-style-type: none"> <li>• write in the margin unless this is an agreed strategy for editing</li> <li>• make full stops or dots over the letter i that look like big blobs or footballs. A clear dot is the only acceptable full stop.</li> <li>• draw lines down the centre crease of the book.</li> </ul>
<b>Book storage and use</b>	<p>Avoiding books getting tatty corners and bent-up edges is important. Books should not be kept on work tables. There must be alternative other places for them and all other resources so that tables can be cleared easily. Children should not fold books over to write. Teachers should ensure that children have enough space at their tables. It is especially important to consider the possibility of left-handed writers banging into right-handed writers and seat children accordingly.</p>
<b>Children organising their work</b>	<p>Children must organise their work so as not to miss out pages. If the piece of work used less than half the page they start the next piece of work on the next line down. If nearly all the page has been used then they should start on the next page. Children should use the top line of the page but not write in the space above the top line or below the bottom one.</p>
<b>Mistakes</b>	<p>Mistakes must be made in order for children to make progress and children should understand this and not be desperate to erase mistakes. Teachers need to see what children were thinking. They cannot do this if work – even a word – has been erased. For this reason we cross out mistakes with one pencil line. A ruler should be used if the mistake is longer than a word. No erasers are to be used. Teachers may keep a few good quality erasers on hand for best quality display work and fine illustrations or diagrams. A single letter can be crossed out with a diagonal line</p>
<b>Setting out work and use of worksheets</b>	<p>We do not expect to see a large number of worksheets within books. When there are worksheets, we expect these to be trimmed in order to fit in the book and be stuck in carefully. Children need to be explicitly taught how to do this. Well trained Year 1 children are perfectly capable of this but they must be well trained and overseen.</p> <p>Children must be taught how to present their work in different ways, increasing in complexity as they progress through the year groups. When proficient, in every class, we look for opportunities to have some degree of autonomy over how they present their work. In Maths, we expect children to record images in their Maths books when recording their answers. Space needs to be given in order for this to occur.</p>

**Expectations of Presentation across the school**

<p><b>EYFS</b></p>	<p>Foundation Stage Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to Year 1.</p> <p>It is expected that the majority of children will be writing in sentences and some children will be writing short narratives and recounts in the summer term.</p> <p><b>Dating work</b></p> <ul style="list-style-type: none"> <li>• Work will be dated by an adult. This may be on a printed label.</li> </ul> <p><b>Writing equipment</b></p> <ul style="list-style-type: none"> <li>• Children will always write in pencil in books.</li> <li>• For any colouring, Pencil Crayons will be used in exercise books.</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Adults will add the learning objective.</li> <li>• This will be on a printed label.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Staff will emphasise correct letter formation and left to right orientation. • Where there are no printed lines, children will be encouraged to try and write in a straight line. Sometimes children will be given guidelines to aid writing.</li> </ul>
<p>Key Stage One</p>	<p><b>Dating work</b></p> <ul style="list-style-type: none"> <li>• In Maths the short date is used, e.g. 16.03.03</li> <li>• Where a sticky label is used for the learning intention, the date will be included • In English children will write only the day of the week (this reinforces basic key words). They will work towards writing the full date by the end of the Summer term of Year 1 or earlier if possible</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Staff will emphasise correct letter formation, sizing and spacing through the regular teaching of handwriting.</li> <li>• Handwriting books will be used for this.</li> </ul> <p><b>Indicating errors</b></p> <ul style="list-style-type: none"> <li>• Children will indicate an error with one neat line through work. Children will need to be taught how to do this.</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• This may be stuck into the book but must be stuck in neatly.</li> </ul> <p><b>Writing Equipment</b></p> <ul style="list-style-type: none"> <li>• All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp enough for neat writing.</li> <li>• Children will be taught how to use a green pen for response to marking and a purple pen for polishing their writing.</li> <li>• For any colouring, only Pencil Crayons will be used in exercise books.</li> <li>• Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out</li> <li>• Children will be taught how to use guidelines if writing on plain paper for display</li> </ul> <p>In Maths Books</p> <ul style="list-style-type: none"> <li>• Only pencil to be used</li> <li>• Children to be taught to use 1 digit per square</li> </ul>

Key Stage Two	<p><b>Dating work</b></p> <ul style="list-style-type: none"> <li>• Date written on left (not in the margin)</li> <li>• In Maths the short date is used, e.g. 16.03.03</li> <li>• All other work has the long date, e.g. Monday 8th September</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Staff will emphasise correct letter formation, sizing and spacing through the regular teaching of handwriting.</li> <li>• Handwriting will be practised on a regular basis and high standards of presentation will be expected across the curriculum.</li> <li>• Handwriting books will be used for this.</li> </ul> <p><b>Indicating errors</b></p> <ul style="list-style-type: none"> <li>• Children will indicate an error with one neat line through work. Children will need to be taught how to do this.</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Teachers will decide whether printed WALT will be written by the pupils or printed and carefully stuck in.</li> <li>• For pupils where there is a likely to be a delay to starting their independent work due to the time that this may take, printed versions will be provided.</li> <li>• All titles will be underlined with a pencil using a ruler.</li> </ul> <p><b>Writing Equipment</b></p> <ul style="list-style-type: none"> <li>• When ready, children will move from pencil to pen.</li> <li>• When using pencils, children will be taught how to sharpen pencils and reminded to ensure pencils are sharp enough for neat writing.</li> <li>• Children will be taught how to use a green pen for response to marking and a purple pen for polishing their writing.</li> <li>• For any colouring, only Pencil Crayons will be used in exercise books.</li> <li>• Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out</li> <li>• Children will be taught how to use guidelines if writing on plain paper for display</li> </ul> <p>In Maths Books</p> <ul style="list-style-type: none"> <li>• Only pencil to be used</li> <li>• Children to be taught to use 1 digit per square</li> </ul>
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### Monitoring

Presentation will be monitored by the Senior Leadership Team, subject leaders and in conjunction with peers. It will be monitored on a regular basis through:

- Work Scrutiny exercises
- Unit and Staff Meetings
- Lesson Observations
- Pupil Interviews with subject leaders and senior leaders