

Askern Moss Road Infant 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.

Outcomes of Presentation 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 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.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.
- To model good presentation through marking, classroom environment and when using the whiteboard.
- To monitor standards of presentation in books across the year group.

Expectations for 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.
- In EYFS and KS1 all handwriting which is on display for the children - on the interactive whiteboard, books, flip charts, display - should be legible, consistently formed and neat. Year 2 should model both printed and joined as appropriate. Year 1 should be mainly printed, but examples of joined writing should be used.
- When sticking work/labels/headings in books, ensure they are straight and cut to size. No pieces of paper should stick out of the sides of the book. Keep use of worksheets to a minimum. All work should be presented in exercise books and be in chronological order.
- Target cards / Learning Objectives/ Success Criteria (on display on board / tables): should be written in clear sentences which are able to be understood by the child.
- In Key Stage 1, Learning Objectives will be typed and stuck into the children's books at the start of each week/day. These will then be assessed against at the end of the session / unit of work (see marking policy)
- In Foundation Stage, Learning Objectives will be typed onto the recording sheet. These will then be assessed against at the end of the session / unit of work (see marking policy)

Expectations for Children

Use of pencils, pens and rubbers

- Pencils should be used in all books.
- Pencils must be HB.
- Pencils must be sharp. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp.
- Pens should be used for written work as soon as possible from Year 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 ballpoint, biros or felt 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.
- Children in year EYFS and KS1 will have stationery provided for them.
- Rubbers **must not** be used. Children should put a small cross next to any mistakes.
- Rubbers will be available in Maths, art and for writing for displays at the teacher's discretion to rub out mistakes e.g. on graphs that cannot be easily crossed out

Handwriting

- Teachers must follow the agreed scheme for teaching handwriting.
- Use the right size letters - capital letters at the start of sentences and for proper nouns.
- Handwriting is taught for at least 15 minutes three times a week 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.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, books.
- Each room has mini whiteboards, whiteboard pens available for all the children.

Monitoring of Presentation Policy

- Regular work scrutiny by staff, including subject leaders, will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Layout in Mathematics

- The previous piece of work should be ruled off with the date written in figures on the line below.
- The date and the title should be underlined if written by the children or Learning Objective and date should be typed and stuck in neatly.
- Write the short date i.e. 02.04.16
- All figures must be written neatly and clearly with one figure to each square.

Presentation Checklist for Key Stage 1

- I will write the date on the left hand side at the top of my work.
- In Year 2, I will miss a line before I start writing.
- I will write the LO/title neatly or I will stick it into my book neatly. .
- In Year 2, I will underline the date and title using a ruler, in pencil.
- 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 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 a small cross next to it and I will then try again.
- I will write on the lines in my book or I will use a line guide. I will always write next to the margin.
- I will use a sharp pencil in my books.
- I will write one digit in each square in my Maths book.
- I will write the short date i.e. 02.04.16 in Maths and the long date i.e. Tuesday 2nd April 2016 in other subjects.
- I will use pencil in my books unless my teacher says I can use a pen and I will not use felt pens or biro's in my books.
- I will not draw on any part of my book, including the covers and target cards.

Display Protocol

Please ensure that all work displayed meets the following criteria:

- The work must be the children's, in every sense (uniform photocopied, predrawn images are not appropriate)
- Reflects a range of abilities, celebrating individuals' best efforts
- Is double-mounted
- Shows the child's first name
- Has a clear title and explanation which makes clear the learning that has taken place. Both typed and handwritten titles can be used
- Shows the year groups which produced the work
- Think about the audience and that, even those who do not know the school, understand the purpose and context of the work
- Use a range of media to ensure the display is eye-catching, colourful and displayed to best show the children's work
- Please monitor the display over the term to make sure it remains attractive and tidy.