

Ridgeway Primary School

Policy for Presentation

Policy Statement

Each child should have a clear understanding of what is expected from them when producing a piece of work. It should be of the highest possible standard **appropriate to the ability of the child** and should develop a sense of pride and ownership.

Aims

For Children

- 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 understand the importance of audience and purpose**

For Teachers

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

For Parents

- To provide an awareness of their child's progress in organising and presenting working independently.
- To offer a model for commenting on the standard of presentation of their child's work.

Use of pencils and pens

- Pencils should be used in all Maths books and in draft books if appropriate.
- Margins in books and on paper should be drawn in pencil.
- Pens will be introduced from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent. A pen licence will be given as a way of motivating children to produce their best handwriting.
- 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.

English and general written work

- Work in exercise books should have a margin. From Year 2 onwards children should begin to write the date on the first line [with the learning objective underneath.] Both must be underlined with a ruler. This can occur once the child is ready to move onto this stage. Prior to this, adults working with the child can record this information.
- Children should not write in the margin except for numbers of questions. Writing should begin immediately next to the margin to allow the beginnings of lines to be vertically below each other.
- Paragraphs should be identified by missing a line.
- The use of rubbers should be discouraged. Errors should be deleted by one neat line through the mistake.

Children should see good handwriting models following the schools handwriting policy.

It is essential that all teachers take great care in producing the best examples whilst using the whiteboard, display labels and comments on work. The handwriting style used is the Nelson handwriting scheme.

- The process for children progressing to using joined script begins for most children in Year 2. Pens should be introduced when the children are joining their writing competently.

Maths work

- Presentation should include sensible spacing of work to avoid overcrowding. **Teachers can demonstrate good examples of this on the board or in books.**
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with a circle around the number to distinguish it from working figures. **When using squared paper** there should be at least one clear square between the number and the actual sum and between each sum, both horizontally and vertically.
- Children should be encouraged to work across the line if more than one calculation can fit onto it.
- For solving word problems the actual sum should be set out. The answer should be written in sentence where it clarifies a complex problem or where the focus is on maths vocabulary. Please see the 'Written Calculations Policy' for further guidance.
- Calculations involving decimals should see the point written on the line between the squares used for the units and tenths digits. It should be on a level with the middle of these.

We must...

Each class will display a list of “we must” expectations based upon what every child will be expected to include in every piece of work. Children will know that they must include these features before their work is finished.

Use of folders

Work completed on paper should be stored in a folder. These should be kept as neat as possible with no drawings or stickers allowed on them. Folders can be decorated by sticking on an A4 piece of paper. Folders must be stored centrally to maintain their organisation and appearance.

Desired outcomes

- 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 phase is evident and understood by children and the adults working with them.

Monitoring of presentation policy

- Phase and Working Group Leaders will look at examples of children’s work on a regular basis to ensure that the policy is being implemented on a consistent basis.
- This will ensure that policy leads into practice to facilitate effective feedback, learning and teaching.

Specific guidance

For KS1

All work completed on paper should include: the ‘I can statement’ and date written by the adult working with the class (more able pupils in Year 1 can record the date themselves)

(T) : teacher assisted

(TA) : TA assisted

(I) Independent

(Ch I) Child Initiated Task

For SEN children

Some SEN children may need the expectations differentiating depending upon their individual needs (e.g. writing out the WALT)

COMPLAINTS

If there are any complaints relating to this policy these will be dealt with, in the first instance by the class teacher. If the issues are not resolved parents/carers should inform the Headteacher. The Governing Body may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

See also the following policies:

Learning and Teaching Policy

Complaints

Handwriting

Feedback