



Alverton Community Primary
Presentation Policy
Reviewed January 2014

Rationale

Children should be encouraged to take pride in their work and to aim for high standards of presentation. They need to use appropriate methods of presentation for each piece of work. This should be understood by all so that continuity and progression is established.

Aims

To encourage children to present work clearly and attractively
To encourage children to use certain features of layout to clarify structures and meaning in their writing and or aid their ability to solve a problem or perform a calculation

Procedures and Strategies

General considerations to ensure that work is presented neatly

Books (Literacy)

Foundation Stage - begin using paper/unlined books;

Key Stage One - Use half plain/half wide lined books in year one moving on to wide lined paged books in year two, by the end of year 2 all children should be using lined books if appropriate to their needs

Key Stage Two - All children to use lined books.

Books (Numeracy)

Squared paper is used as and when appropriate

Before a child starts a new piece of work they should rule a line across the page on the next line down and start the new piece of work immediately underneath.

Date/Title

Foundation Stage/Key Stage One - A date stamp or the teacher may write the date/title for children who would spend all the available time writing this information. When ready children should write the date from the left hand side of the page. A short title should be written on the next line. Begin

to underline when appropriate. Long date - Literacy/Short Date for Numeracy

Success Criteria - should be evidenced from marking but should not be written to take time from the learning - use of stickers for children to discuss at the end of a lesson.

Marking and Feedback should clearly show the learning intention, or the stickers should clearly show success steps and skills achieved.

Key Stage Two - All children to write the full date (short date in Maths) and underline starting from the left hand side of the page. The title should be written on the next line and neatly underlined. This should relate clearly to the learning objective.

Children should leave a line between paragraphs and should not indent.

In Maths children should be encouraged to use one square for each digit and one square for other symbols such as operators or the pound sign.

Worksheets do not need to be stuck in books. However, if a sheet or part of a sheet is to be stuck in a book (e.g. marking ladder, photograph, map etc) then the sheet should be trimmed so there is no overlap sticking out of the book and then this should be stuck down carefully. Sheets may be folded neatly to be stuck in but multiple sheets should never be stuck in.

Mistakes should be corrected neatly either using a rubber or a single neat line through the mistake. Children should never scribble out errors. We are operating NO RUBBERS on tables.

Children should write neatly using a sharp pencil. Rulers should be available and all straight lines should be drawn using a ruler. When presenting work for different purposes/audiences, children should be given opportunity to write using different pens. However, felt tips should not be used directly in books.

Children should never deface the front of their book or make unnecessary marks in books (e.g. doodles, pictures, cartoons etc).

When a pupil's handwriting is consistently of a high standard, they should be encouraged to use a pen for all writing activities (not maths). Pencils should still be used for drawing straight lines.

Practical Ideas

Books and choice of paper should reflect the levels and needs of the children. However, we do need to support progress and raise expectations at all times

Ensure that

The start and finish of work is clearly defined

Encourage legible handwriting

By following this policy the way in which children present their work will be standardised. Children should know what is expected of them in presenting their written work to the highest level.

Equal Opportunities

All children have the right to the best progress they can

All children have the right to receive comments and feedback upon their achievements

Positive comments reinforce a child's achievements and enhance understanding of how to move forward

Monitoring

Monitoring of marking will be completed in the following ways:

Lesson observations - verbal feedback - peer marking

Book scrutiny

Monitoring of planning

Written by Senior Management September 2012
To be reviewed September 2013