



Lightwoods School

Policy Library

TITLE:

Presentation Policy

Lightwoods Presentation Policy

Presentation will depend upon the age, ability and maturity of the child and therefore this policy is meant as a guide depending upon those criteria.

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.

For Teachers

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

Expectations for Teaching Staff

Remember – you are the most important role model for presentation and high expectations. Use the resources available to you e.g. lines and grids on the Interactive Whiteboard to model good practice.

To create a clear and consistent set of guidelines for the presentation of children's learning.

- ◆ Depending upon the age and the child's ability to read cursive script, all handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat. Where possible using the cursive font.
- ◆ All children's work must be marked using the agreed marking policy.
- ◆ When sticking work/labels/headings in books ensure they are straight and cut to size.

Expectations for Children

Use of pencils and pens

- ◆ Pencils should be used in all maths books and in draft work if appropriate.
- ◆ Margins in books and on paper should be drawn in pencil if required.
- ◆ Pens should be used for written work as soon as possible at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent and pen licence has been awarded.
- ◆ Pens must be fibre tip. No ballpoint, biros or felt pens should be used, except for marking or green pen comments
- ◆ Felt pens should not be used in exercise books for underlining or illustrations although limited use at the teacher's discretion for colouring.

Expectations for Handwriting

- ◆ A Cursive scheme has been agreed for teaching handwriting.
- ◆ Cursive font is the preferred style for all worksheets and hand-outs.
- ◆ Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.).

Expectations for Layout

Expectations/skills required for layout will be started in year 1 in preparation for year2 implementation

- ◆ When a date is used then the date is written **in full** in all books apart from Numeracy books where it is written numerically, *e.g. 3. 9.16*
- ◆ When a title/date/is used then it should be underlined with a single pencil line using a ruler.
- ◆ Appropriate Learning Objectives in key Stage 1 are to be stuck in books. With all edges firmly attached. In Key Stage 2 they may be handwritten.
- ◆ A line should be missed after Learning Objective and the title may be written with appropriate capitalization. When used the title should also be underlined with a single pencil line using a ruler. Year 2 onwards
- ◆ At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Do not leave a blank page.
- ◆ **If a mistake is made, one neat pencil line is to be drawn through the mistake using a ruler – do not over-write or scribble out.**
- ◆ **If applicable a rubber may be used, but this must be clean and not smudge.**
- ◆ Do not write on the very top line or bottom space of any writing book.
- ◆ Write **ON THE LINE**. Do not write in the margin. Unless instructed to do so by the teacher. (question numbers, letters etc are acceptable)
- ◆ Staff should keep sheets to the absolute minimum, however when a sheet is used it should be either cut, or reduced to a size that clearly fits on to the page, folding work/resources should be avoided when and where possible.

Layout in Mathematics

- ◆ The date and the title (if used) should be underlined in pencil
- ◆ All figures must be written neatly and clearly with one figure to each square.
- ◆ When writing fractions, the whole fraction should be written within the square eg

- ◆ If age appropriate and where used, each calculation must be clearly numbered with full stop and bracket to avoid confusion with a decimal point eg 3.) and to distinguish it from working figures.
- ◆ There should be at least one clear square between each calculation, both horizontally and vertically.
- ◆ When using vertical/column layout, the answer should have ruler lines above and below an answer with the operation sign to the left in a separate column.
- ◆ Calculations involving decimals should see the point written in the centre of the square between the squares used for the units and tenths digits. If a piece of work is not completed to the highest quality, then children will need to start the work again on a new page.
- ◆ All shapes with straight edges must be drawn in pencil and a ruler used.
- ◆ When the 'Short method is used for division then a pencil and ruler is to be used to draw the bus stop.
- ◆ Straight lines in graph/statistic work must once again be drawn in pencil with a ruler using the lines on the printed page used

Classrooms (considered to be any area where adults are working with children) Organisation and Resources

- ◆ All children should have easy access to the the appropriate equipment: rulers, pens, pencils, colouring pencils etc.
- ◆ Children and staff should check the floor and other surfaces before leaving the room e.g. at break time for spare equipment

Outcomes of Presentation Policy

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 is age and ability dependent however; a difference should be evident and understood by all children and adults.

Monitoring of Presentation Policy

The Senior Leadership Team will look at examples of children's work alongside work sampling to ensure that the policy is being implemented consistently.

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