



The Weatheralls Primary School

Presentation Policy

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Aims: *We recognise and acknowledge our pupils as individuals and understand that one rule is not always suitable for all; however, this policy aims to:*

- Motivate our pupils to write neatly and present their work clearly.
- Help our pupils take pride in all their learning and achievements.
- Encourage effort and reflect our school values.
- Make the learning journey clear so that children can reflect on their own progress.
- Raise expectations and outcomes for pupils.

Expectations for teaching staff: *Teachers are the most important role model for presentation and high expectations. Teachers will use the resources available to model good practice, demonstrate clear and neat presentation e.g. using lines and grids on IWB, demonstrating under the class visualiser, modelling consistent handwriting using flip chart paper etc.*

- All pupil's work must be marked using the agreed feedback and marking policy. Marking symbols are up to individual teachers, **however all pupils must understand and know what teacher's feedback marking represents.** This can be displayed on a class working wall or somewhere else visible to the children. General whole school marking codes can be found in the Feedback and Marking policy.
- All pupil's books will be labelled with the child's full name, class and subject. The number of the book will also be displayed on the child's book with the exception of the first book.
- Pupils will not draw or write anything on the front of their books.
- When doing shared writing, teachers will model using neat, consistent Nelson cursive handwriting using a variety of ways including; flipchart paper, IWB and visualiser.
- Pupils should be exposed to lots of different styles of lettering around the classroom to ensure variation in their reading.
- Teachers in EYFS will record learning in a variety of ways including the use of Floor Books.
- If a supply teacher has taught and marked a lesson, they will label the work with an 'S'.

Worksheets

- While we understand worksheets are one way of approaching a learning task, we prefer open ended, personalised activities that provide as many opportunities for the children to write as possible. **Generic worksheets should be kept to a minimum;** there are many more creative ways for children to show their understanding.
- In order for pupils to exceed expectations, generally, worksheets should not be used for pupils to plan or write on.
- When sticking work/labels/photos/sheets in books they should be trimmed and stuck in neatly.
- Pupils will write their names neatly on the back of sheets so they are not visible once stuck in.

Expectations for Handwriting:

- Basic Nelson cursive script will be taught in foundation stage and developed through the school with the expectation that by the time children leave Key Stage 1, they will be writing in joined Nelson cursive script.
- Handwriting will be taught daily and form an integral part of spelling and phonics lessons.

- Good examples of handwriting from the children will be displayed in the classroom as a reference for others.
- **By the end of Year Four, all pupils** will be supported to write in blue pen where appropriate and when they are ready.
- Pupils will write using the instrument that is most comfortable for them to ensure consistent Nelson cursive handwriting. The majority will be using handwriting pen unless there is an individual need to use another writing instrument.
- Teachers will ensure that adequate opportunities are given to support a fluent and consistent style of handwriting.

In EYFS and Year 1:

- Pupils will encounter a range of writing implements that encourage the development of fine motor skills. In Foundation Stage, a variety of mark making equipment will be available for children to use and the correct pencil grip will be taught.
- In Foundation Stage, children will use pencils and the correct pencil grip will be reinforced as necessary.

From the end of year 1 onwards pupils will:

- I know statement and date can be written on success criteria and stuck in children's books.
- If date and I know statement are hand written it will be on the left with the date first and the I know statement underneath. These will be underlined with a ruler.
- 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.
- Leave one line between each paragraph.
- Be encouraged to value and respect their work and will ensure there are no doodles on the front or the inside of books.
- Use Purple Polishing pens to correct, edit and improve their work and respond to marking comments, including peer assessment.
- Recognise that mistakes are to be valued as part of the learning process and should be crossed out with one neat line. Rubbers are to be discouraged.
- Label diagrams horizontally with a ruler.
- Use pencil crayons, not felt tips or gel pens for colouring in exercise books.

Maths

- Use the short dated on the left-hand side and the I know statement underneath and underline both with a ruler.
- Use a ruler when drawing straight lines.
- Use pencil in maths books to encourage pictorial representations of calculations and when solving a problem. Pupils in UKS2 **can** use pen as their main instrument for pictorial representations, including in maths books.
- Children can record jottings in maths books to evidence mathematical fluency and understanding.
- Separate question numbers by the margin, a comma or dot, to promote the importance of layout and clarity when calculating (not necessary for jottings).

- Draw a margin independently into their maths book and separate question numbers by recording them in the margin. This is to promote the importance of layout and clarity when calculating. This applies to most pupils in Year 2 and upwards.
- Ensure accurate place value by recording one digit per square, exceptions being the construction of tables, magic squares, fractions etc.

Children with Additional Needs

- In the case of specific difficulty, it may be necessary for the class teacher, in-conjunction with the SENCo, to use professional judgement to devise an individual programme of work to accommodate the pupil's need and facilitate progress towards the agreed objectives.

Quality Assurance and Review

We acknowledge the importance of consistency throughout the school in the application of this policy and it will be monitored through our self-evaluation procedures of lesson observation, book looks, learning walks, conversations with pupils and regular informal monitoring.

This policy will be reviewed at regular intervals to ensure it is understood by new members of staff and continues to reflect best practice. This policy will be sent to the Advisory Body for review every 3 years, or sooner if there are changes to supporting guidance.