

Presentation Policy



September 2016

To be reviewed 2019 or as required

Aims

At Orchard, Southwold and Hoxton Garden Schools we are constantly seeking to raise standards in all aspects of learning and teaching. Our school ethos is one of pride in learning and the presentation of pupil outcomes in books forms a core part of this.

Pupil books form a record of the learning and teaching that has taken place during an academic year and as such needs to reflect a progression of personalised learning opportunities, as well as evidence of pupils making effort and taking pride in their outcomes. Pupil books are a key evidence base from which curriculum provision, pupil progress, standards and the quality of teaching are identified.

The policy sets out our agreed expectation for presentation at Orchard, Southwold and Hoxton Garden Schools and it is implicitly understood that for children to adopt this policy in their work it needs to be actively taught and embedded in class expectations. The policy should be read in conjunction with the Learning & Teaching Policy, Marking and Feedback Policy, Handwriting Policy and Behaviour Policy.

Across all year groups, we believe that:

Presentation needs to be modelled so that all pupils can achieve success and have a consistent expectation from adults and of themselves during their time at our schools:

- This includes page layout of date and title;
- Systematic recording methods, including one digit / one square;
- An expectation of neat and presentable staff handwriting in line with school policy;
- That pupils will be included in demonstrating good practice and celebrated for the effort to progress and improve;
- Differentiation of activity is expected across year groups and for individuals.
- Graffiti, doodles or scribbles on books will not be tolerated in line with the school behaviour policy
- Children will write their own name neatly on the front cover of their books

The leadership team will seek to maintain consistently high standards of expectation and as part of this

- The presentation policy will be a part of book scrutinies;
- Children's efforts will be celebrated;

At Orchard, Southwold and Hoxton Garden Schools we expect children to:

- Regularly read and respond to the comments made by adults in their books appropriately.
- Take pride and care in the presentation of their books reflecting the high standard that is expected
- Underline titles using a ruler and pencil and never leave unnecessary gaps
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler

- Not to use felt tip pens to present work in books or on display
- Use quality-writing equipment appropriate to the Year Group, consistently using either pen or pencil but not moving between them.
- Use pencil for drawings or diagrams.
- Pupils should be expected to record the learning intention and full date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines.
- Erasers will be discouraged; errors can be scored with one line using a ruler. However, teachers and support staff can use discretion when they feel it would enhance the quality of work or motivate the pupil to make greater progress.

In Key Stage One:

When writing the date we:

- Date all work with a hand written short date, scribed date, computer generated date or date stamp building to writing the full date in Literacy by the end of Year 1.
- Place dates in the right hand corner of the page;
- Underline the date with a pencil and ruler;
- Miss a line after the date.

When writing the titles we:

- Write a short and child friendly 'Learning Intention' as the title;
- Have handwritten, scribed or computer generated titles, as is most appropriate for the class, child and activity;
- Always begin with "LI:"
- Underline the title with a pencil and ruler;
- Miss a line after the title.
- We always use pencil in books although other writing materials are available for writing tables and incidental writing activities.

All books have labels and book covers, essential points to consider include:

- Labels show the child's full name, subject and class name
- New arrival pupils have books organised by the class teacher or class support staff
- Literacy and maths books have the assessment targets clearly displayed at the back of the book.
- Writing scaffolds or templates can enhance a lesson, useful points to consider include:
 - Pre cut scaffolds/templates so that they fit on the page;
 - Teach the pupils to stick scaffolds in where possible, otherwise by support staff;
 - Pupils to be taught to stick scaffold in with glue around the four edges.
- All new topics in Science and Humanities should have a title page and an exploration (e.g. mind map) of pupil's previous learning.

In Key Stage Two:

When writing the date we:

- Date all numeracy work with a hand written short date;

- Date all literacy based work with a hand written long date;
- Place dates in the right hand corner of the page;
- Underline the date with a pencil or red pen (see below) and ruler;
- Miss a line after the date;
- Differentiation can include Key Stage One variations.

When writing the titles we:

- Write a short and child friendly 'Learning Intention' as the title;
- Always begin with "LI:";
- Underline the title with a pencil or red pen (see below) and ruler;
- We miss a line after the title;
- Differentiation can include Key Stage One variations.

When underlining dates and titles:

- Years 3 and 4 to use pencil and ruler;
- Years 5 and 6 to use red pen.

Pencils / Pens are used:

- All pupils in Year 6 and the majority of Year 5 use Berol pens;
- From Year 3 onwards, pupils can receive pens when their joined handwriting achieves the required standard. The pen will be presented to the child having demonstrated the appropriate level and skill;
- The school will provide Berol pens;
- Pens, when used, should only be used in writing and topic books.
- All drawings and diagrams should be in pencil

All books have labels and book covers, essential points to consider include:

- Pre-prepared labels are available for all books;
- Labels show the child's name, subject, class name, and book number;
- New arrival pupils have books organised by the class teacher or class support staff
- Literacy and maths books have the assessment targets clearly displayed at the back of the book.

Margins:

- Where a margin is missing then a ruler width line should be drawn in with a pencil.

Writing Scaffolds/Templates and occasional worksheets can enhance a lesson, useful points to consider include:

- Pre cut scaffolds so that they fit on the page;
- Teach the pupils to stick scaffolds in where possible, otherwise by support staff;
- Pupils to be taught to stick scaffold in with glue around the four edges.

For each new piece of work, start a new page in topic and science books, for English and Maths, underline last piece of work and continue down the page.

All new topics in Science and Humanities should have a title page and an exploration (e.g. mind map) of pupil's previous learning.

In Early Years Foundation Stage

Pupils are taught to take pride in their written outcomes and use a variety of methods to develop fine motor control. It is expected that by the end of EYFS all children will be able to manipulate a pencil to write their own name with a capital letter and key words in a simple sentence, take pride in their outcomes and understand that scribbling on work is not acceptable.

Links to other policies

- Teaching & Learning Policy
- Assessment Policy
- Writing Policy
- Spelling Policy
- Homework Policy
- Literacy Policy
- Maths Policy
- Handwriting Policy
- Classroom Organisation Policy