



**Striving together for excellence and enjoyment**

# **Presentation Policy**

Policy updated: April 2023

Policy Review: April 2026

Signed (Headteacher)

Signed (Chair of Governors)

## **Aims and Purpose of the Policy**

The purpose of this policy is to ensure a consistently high standard of presentation of children's work and learning across the whole school which all children and staff recognise, understand and follow. The policy ensures that children take pride in their work at all times. This policy is to be used in line with other teaching and learning policies.

At Pirton School we believe that high qualities of presentation of work raises standards as pupils take pride in and have a sense of ownership of their work. How work is presented will depend on the age of the child, the learning purpose and the audience. We are a happy, inclusive school where everyone is valued and supported. When planning and teaching, staff will make reasonable adjustments to the presentation of work to promote equality of opportunity and to enable all children to access the work. Additional resources will be available for those who require support with presenting their work independently. Support might be given through different style books/lines, coloured pages, pencil grips, support board, seating, scaffolding or electronics.

We have an expectation that presentation is taught throughout a child's time at Pirton School.

## **Links to our whole school learning behaviours**

When discussing presentation with children, we will endeavour to link this to our learning behaviours. Our focus on presentation can and will often be linked to the learning behaviours of being **ready**, **resilient**, **responsible**, **resourceful**, **respectful** and **reflective**.

## **Recognising and celebrating achievements**

Excellence in presentation is celebrated through:

- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations.
- Ensuring good presentation is rewarded in line with the whole school behaviour policy
- The awarding of the Presentation Star of the Week in assembly for consistently high presentation and improved presentation.

## **Whole School Expectations**

### **The role of children**

Children are expected to look after their books and keep them well presented.

Children will keep the front of their exercise books clean.

For older children who are able to stick in their own worksheets, these will be stuck in neatly, not overhanging the pages and not folded.

Children will cross out a mistake with a line. Rubbers are to be used at the discretion of a teacher. Mistakes help the teacher when marking to see where misconceptions have occurred, hence crossing out is better than rubbing out.

Children will organise their work so as not to miss out pages. If the piece of work used less than half the page they should rule off under the work and start the next piece of work on the next line down. If nearly all the page has been used then they should start on the next page.

For older children who are able to stick in their own learning intentions, these are stuck in neatly and straight.

Children in Reception and Year One do not need to write the date, as this features on the learning intention.

From Year Two onwards children should be taught and expected to write the long date at the start of all English work regardless of whether it is on the learning intention. This is to practise the spelling of key vocabulary such as days of the week and months of the year. From Year Two onwards, children should be taught and expected to write the short numerical date at the start of all Maths work regardless of whether it is on the learning intention. This is to reinforce the structure of the numerical short date.

### **The use of pens and pencils**

All children start in Reception writing in pencil. There is no set time for when children move from pencil to pens. It is up to a teacher to decide when a child is ready to move to pen.

All drawings and diagrams should be in pencil.

If pen is used for writing, it must be a school blue pen only and not a biro.

## **The role of adults**

Exercise books will be labelled with a printed label. The format to be used is:

- full name of child e.g. George Robinson
- name of class and year group eg. Swifts/Year Two
- the name of the book and the number of the book eg. Science Book 2

Adults need to remind children that the covers of books should be clean and that they should not be written or drawn on. Books will not be covered in plastic, with the exception of homework books which travel to/from school and will have a plastic cover to prolong life.

All adults should consistently model good habits of neatness in their own writing in children's books to lead by example.

Where worksheets are used with younger children, these will be trimmed and glued in by an adult.

Where worksheets are used with older children, these will be trimmed by an adult and children will be taught how to stick these in neatly.

A learning intention will be printed for all lessons, with success criteria where appropriate. For younger children, this will be stuck in by an adult before the lesson. For older children, this will be stuck in neatly at the start of every lesson.

When marking and responding to work, adults will mark a comment relating to presentation if appropriate. This may be supportive, celebratory or a reminder. This is in line with our feedback and marking policy.

## **How this policy will be monitored**

Monitoring Presentation will be monitored by the Senior Leadership Team and subject leaders on a regular basis through:

- Work Scrutiny exercises
- Lesson Observations
- Pupil Interviews