

Newington Community Primary School



PRESENTATION POLICY 2023-2024

Amended:	Term 6 2023
Updated by:	Becky Andrews
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Rationale

The purpose of this document, is to ensure a consistently high standard of presentation across the whole school, which all children and staff recognise, understand and follow. The document outlines the expectations, and demonstrate progression throughout school.

Key Principles

- Consistency of approach is key to raising standards of presentation
- Standards of presentation will enhance the pride children have in work produced
- The expectation is that all written work will receive the same consistent approach
- Consistent teacher expectation of work will improve standards of work produced, not just in presentation, but in content as well

Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally, a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

Consistency and celebration

Staff will ensure that presentation of work is actively taught, as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to frequently.

Where possible, all staff should ensure that presentation is celebrated through:

- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations
- Ensure good presentation is rewarded in line with whole school behaviour policy
- Sharing of good work in Newington Winner assemblies
- Electronic visualisers will be used in each class and the hall to enable work to be viewed on interactive whiteboards
- Handwriting will be taught in line with the NCPS handwriting policy on a regular basis, from Year Reception to Year 6. The focus of these lessons will be correct letter formation and cursive handwriting

Expectations of staff

- All written feedback, in books, should be in line with the school's policy on feedback (*See NCPS Feedback policy*)
- When sticking the Success Criteria into books, these should be stuck underneath, where the child records their date- for example: in lined books, they should be stuck underneath the wide, top line, on the left hand side, next to the margin.
- When sticking work or stickers in books, they are to be positioned straight and cut to size
- If a child is absent from the lesson, their Success Criteria should be stuck in; their book is to be marked 'absent', with the short date written also
- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, displays – should be legible and consistent with that of our handwriting expectations (*See NCPS Handwriting policy*)
- All books are to be labelled with stickers (produced by the reprographics team) indicating: the subject and year group, and the child's full name; all subject books, are to be covered with a plastic, protective wallet

- All staff are the role models for presentation and high expectations, and should therefore utilise the resources available to them e.g. on the IWB – lines, grids to model good practice
- Photos and/or mini reflections recorded by the children, will be used to evidence any practical learning; Success Criteria stickers will also be stuck in for these lessons
- Where a lesson has not taken place, for example due to a whole school event, a sticker should be placed in the book, outlining the date and what the event was

Expectations of children

- The full written date is to be recorded in all books, except Mathematics, when the number date format will be used
- The date is written on the top line, left aligned and underlined with a ruler, in pencil; It may be appropriate for the teacher or teaching assistant to write these in the children's books
- Any additional headings or subheadings, recorded in books, should be underlined with a ruler, in pencil
- If children make an error in their book, they should rule a neat line through the mistake, or rub it out
- Children will start a new page for each day of new learning, with a new Success Criteria (with the exception of RWI). If the same learning continues over more than one day, with the same Success Criteria, the children should record the date underneath the previous day's recorded work, and underline with a ruler
- All children to write with either a pencil, a blue fibre tip pen or green pen biro. Blue, fibre tip pens should be used for all written work (not maths) as soon as possible from Year 3 onwards, at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent (*See NCPS Handwriting policy*); green pen bios are used to revise and edit written, recorded work (*See NCPS Feedback policy*)
- Initially in EYFS, children will be encouraged to 'write' using a wide range of implements. This leads towards the use of pencil in written work
- Felt pens should not be used in exercise books, although they can be used on paper at the teacher's discretion
- When drawing diagrams in books, children are to use a pencil and colouring pencils
- When using a green pen for self or peer editing or responding to feedback children will be neat
- Children will be taught to cut and stick increasingly accurately throughout school and there is an expectation that this will be done independently and to the best of the child's ability when in books

Expectations of children: Maths books

- Pencils are to be used in all Maths books
- Green pen bios are to be used to self-correct or small ticks
- Children are to write one figure (digit or maths symbol) in one box
- Generally, the size of squares in books decrease as pupils move up the school, however, teachers are to use their discretion, if this isn't appropriate for a pupil
- Each calculation must be clearly numbered to distinguish it from working figures.
- There should be at least one clear square between each calculation, both horizontally and vertically
- Children are to record their workings vertically, down the page.
- KS2 children will divide the page into two (or three in Y6) with a ruled line (unless worksheets for Geometry, Time etc. are stuck in, or drawing statistics tables etc.)
- In KS2, subheadings will be used for Arithmetic (mental agility)
- The Do Now and Independent activity will be stuck into books for every lesson.

- Challenge stickers will be evident in books to deepen understanding.
- The short date and the learning outcome will be evident for every lesson.

Expectations of children: RWI/English

- Children are to write on the lines and to the end of the line
- The full date is written on the top line, left aligned and underlined with a ruler, in pencil. It may be appropriate for the teacher or teaching assistant to write these in the children's books
- Children are to leave a line for revisions and edits, when completing mini writes and extended writes; two lines should be left to demarcate a new paragraph (*See NCPS Feedback policy*)
- Children are to leave one line between each paragraph
- Green pen biros will be used to revise and edit written work (*See NCPS Feedback policy*)
- Children's handwriting will be consistent with the expectations outlined in the school's Handwriting progression documentation (*See NCPS Handwriting policy*)

Expectations of the classroom environment

- All classrooms, including adult desks are to be clutter free
- Each classroom has "wipe-boards" available for all the children with lines and/or without
- Blue and Yellow partners to be identified with stickers, on the classroom tables
- Every child to have a pencil case, provided by the school, with all equipment needed for each lesson
- All classrooms should have containers with additional equipment: colouring pencils, felt pens etc
- All classroom resources are easily accessible; all trays are clearly labelled

Please see the NCPS Display non-negotiables documentation for expectations concerning classroom displays and presentation of work.

Monitoring and Evaluating

- The Senior Leadership Team will collect samples of work, visit classrooms and talk to the children about their work during Impact Week monitoring
- Discussions will be encouraged with parents at events such as curriculum evenings, parents' evenings and parent open afternoons
- All staff will continually monitor their own practice and moderate across year groups during planning sessions and year group meetings