



St Michael and St John's RC Primary School Primary School

Presentation Policy

"Following the example of Jesus, together we learn, love and respect one another to be the best we can be."

Policy confirmed by the Governing Body of St Michael & St John's RC Primary School on:

Date: September 2016

Reviewed: September 2023

Signature: M Evans
(Chair of Governors)

To be reviewed on: July 2026 or as required

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 eg. on the IWB – lines, grids to model good practice.

- 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. The appropriate handwriting font should be used on the computer and for displays.

- 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.
- Make sure that children clear work surfaces and the floor before leaving the room to reduce waste of resources.

Writing Instruments

All written work (except for mathematics) should be carried out in pencil or in BLUE ink using the school bought pens. Mathematics work and drawings/diagrams should be written in PENCIL. There should be no rubbing out in the mathematics books, the child's thought processes are vital evidence. School equipment should be used and pencil cases where provided.

Date and Heading

All work should have the date written and underlined in the top left hand corner – the date should be written out in full (e.g. Tuesday 12th May 2019) unless the work is in Mathematics when the date can be written in numerical format (e.g. 12.5.19). Teachers should make a judgement on an individual basis about when the child is ready to write the long date, and take into account the ability of the child – however, in the event of the child not being able to write the date, it must be written by a teacher or member of support staff in the above formats.

All work should have an underlined heading at the top of the page – this may be the title of the work or Learning Objective for the lesson. In the event of a child not being able to write the heading, a teacher or member of support staff should ensure there is one in place (either written or stuck in).

Books

Teachers should ensure that the line spacing and size of pages in books is consistent across year groups and age appropriate when placing their orders.

Worksheets

Where work is stuck into books, it should not overlap the edges in an untidy manner. Worksheets or photographic evidence etc should be included in the subject's work book, so that progression can be seen throughout the year. In rare circumstances it may be necessary to file the work in individual pupil folders.

Worksheets should only be used when they are the best means of supporting the learning in that lesson and if necessary they have been adjusted/differentiated to meet the needs of the children. Any worksheets used should be up to date and appropriate to the child's age and ability. Teachers need to be aware of copyrite rules and should not be over reliant on worksheets as a way of recording.

Handwriting

Handwriting should be in accordance with the school's handwriting policy

Marking

Work should be marked according to the school's Marking Policy.

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 between each class is evident and understood by all children and adults.

Monitoring of Presentation Policy

The Senior Leadership Team and subject leaders regularly monitor children's work 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.