



Rush Green Primary School

Presentation Policy



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THE IMPORTANCE OF THIS POLICY

- Ensures that there is consistency of approach across the school
- Expectations of presentation are high
- Pupils develop an understanding of the importance of presentation
- Pupils take pride in their work

STRATEGY FOR IMPLEMENTATION

- Presentation and implementation at staff meeting on 12/18
- Monitoring during half termly work scrutiny and individual staff feedback
- Pupils will need to be taught expectations through a modelled approach

PRESENTATION FOR ALL EXERCISE BOOKS AND FOLDERS

- The fronts of childrens' books are labelled carefully and should have the child's name, subject, class or set and a coloured label to indicate ability group (this should be handwritten by pupils whom are able)
- Expectation of presentation must be made clear to the children
- No doodling or defacing of work will be allowed
- When children produce work of an unacceptable standard they shall be expected to repeat part or all of it (professional judgement must be used here as obviously some children such as those with SEN may struggle to present their work)
- There should be no doodling or defacing of the front, back or inside covers. Should this occur, children must be expected to cover their books
- A copy of the Rush Green marking key must be stuck inside the front cover
- Worksheets should be trimmed properly/folded carefully and stuck into books carefully and with no overlaps
- The standard of presentation for homework should follow the same conventions as for any other work
- Green pens for pupil feedback and for improvements must stop immediately
- Children should not miss lines at the top of or at the bottom of a page
- Children should not waste paper and should start a new piece of work underneath the previous piece
- Amendments, corrections or edited work should be completed within thought bubbles (see examples at back of policy document)
- Children should underline their last piece of work, using a pencil and a ruler, before beginning to carry out the next day's work
- Mistakes should be drawn through with a straight line
- Teacher comments should be legible and model policy

PRESENTATION OF WRITTEN WORK

- A4 lined books (7mm) are to replace current A5 books in year's 5 and 6 (stock to run down)
- The date is written in long form and is underlined using pencil and a ruler
- The title of the work (eg. Group 3 Extension) is written using capitals in the appropriate places and underlined using a sharpened pencil and a ruler (this will also make
- Learning objectives are made clear at the top of every piece of work and are demarcated by LO statements
- Nelson handwriting will be used throughout (this will have to be taught across the school at least once per week, in short and discrete 15 to 20 minute lessons)
- Pupils must be taught the break letters and that 'stalks and tails' should be consistent in length and height
- Capital letters must be formed correctly and children must be taught to understand that letter sizing is important when telling the difference between upper and lower case letters such as 's'
- All children are to use blue pens by the end of the second term in year 5
- All pupils in year 6 must use blue pens

- In all other years, pupils will have to earn a pen licence by showing that they are able to maintain a consistent standard of presentation
- Shape up stickers are to be used for assessment, including self and peer assessment (although this must not take the place of high quality teacher feedback)

PRESENTATION OF MATHEMATICS

- A4 squared books (7mm) are to be used in year's 5 and 6
- A4 squared books (10mm) are to be used in year's 3 and 4
- A4 books (10mm) are to be used in all other years
- The fronts of childrens' books should have a sticker which shows the ability group they are in and clearly labelled to show which set the children are in (where appropriate)
- In KS2, each page should have a ruled middle margin of one box wide (see examples) drawn with a sharpened pencil and a ruler (this may not always be appropriate for instance when completing data handling work)
- Pencil should be used for all mathematical work
- The date is written in short form and is underlined using pencil and a ruler
- The title of the work (eg. Group 3 Extension) is written using capitals in the appropriate places and underlined using a sharpened pencil and a ruler (this will also make
- Learning objectives are made clear at the top of every piece of work and are demarcated by LO or Can I..? statements
- Children should put a single pencil line through mistakes rather than rub out work (this may not always be appropriate eg in data handling and drawing graphs) • 1 digit per box
- Ruler and pencil should be used to demarcate answer boxes
- Operations symbols must be used by children when setting out sums
- Workings out should be presented neatly and should be recorded in the pupils' books
- Work should be set out clearly with labelled question numbers, space between workings and the answer clearly shown
- Where extension is given this is made clear (eg Group 11 Extension Work)
- Worksheets should be trimmed properly/folded carefully and stuck into books carefully and with no overlaps
- The standard of presentation for homework should follow the same conventions as for any other work
- Green pens for pupil feedback and for improvements must stop immediately
- Children should not miss lines at the top of or at the bottom of a page
- Amendments, corrections or edited work should be completed within thought bubbles (see examples at back of policy document)
- Children should underline their last piece of work, using a pencil and a ruler, before beginning to carry out the next day's work
- Standard English numbers are used (not European 7 etc) I can statements/assessment faces?

LEARNING ENVIRONMENTS AND PROFESSIONAL STANDARDS

- Classrooms belong to the children and not the teacher as they are places of learning
- Tables must be arranged so that children do not have their backs to the board
- Reading, writing, VCOP and mathematics displays must be in every class
- Written work must be displayed on at least 3 walls and maths on the other (priorities must be reflected in our displays)
- In order to demonstrate professionalism, provide well organised resources and provide a suitable learning environment for the children, work surfaces must be clear and resources tidily put away and covered – this includes shared areas and reading corners
- It is important to demonstrate a professional image to visitors and to users of the school site
- Unnecessary furniture must be removed

- Year group cupboards should be sorted and cleared so that there is space available to share between all teachers within a year group
- Displays, unless of a very temporary nature, should be updated on a termly basis. Displayed work should be double backed and mounted straight.
- Mounted work should have equal sized borders all around the perimeter
- Displayed work should be properly labelled with a heading
- Display boards should have borders. Pupils' displayed work should be corrected
- Standard English spelling and grammatical conventions are used (not Americanised spellings)
- **Displayed labels and headings should be carefully checked for grammatical errors and misspellings**
- **Any communication with pupils or parents and carers must be of the highest order and should be checked for any mistakes**

Monitoring will be carried out through work scrutiny, lesson observations, learning walks and performance management.

Simon Abeledo

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