



**BRETHERTON ENDOWED CE PRIMARY SCHOOL
Presentation Policy**

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Rationale

The purpose of this policy is to ensure that children at Bretherton Endowed CE Primary School receive consistent messages about what is expected from them in relation to acceptable presentation of work. Standards are to be consistent no matter what the subject.

Through high expectation of presentation, it is believed that the importance of the work that is produced will be enhanced, and help to raise self-esteem.

Principles

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

Aims

- To ensure that quality work is produced by children at all ages and abilities
- To enable children to have success, resulting in better self-esteem
- To produce consistency of approach and standards, no matter who the teacher is or at which age
- To inform parents of what is expected from their child and support the school in ensuring their child achieves, as far as possible, the required standards

Consistency and celebration

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 (praise, Head teacher awards, Star of the Week)
- Sharing of good work in whole school 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 handwriting policy on a regular (at least weekly) basis from Year Reception to Year 6. The focus of these lessons will be correct letter formation and cursive handwriting

- Presentation of work can take many forms e.g. images, mind maps, double page spread, however all work should be clear and be of a high standard.

Expectations for teaching and support staff

Our staff are the most important role models for presentation and high expectations

- They should use the resources available (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 legible, consistently formed and where appropriate joined (in line with the handwriting policy).
- When sticking work/labels/headings in books ensure they are appropriate and correct.Heading may take the form of a Learning Objective, title or question.
- All photocopied sheets or information given to children should be of the highest quality.
- Teacher’s should inform children, through their marking, if presentation is not meeting expected standards.

Monitoring and Evaluating

- Through work scrutiny and moderation, books will be reviewed to support a consistent approach on a regular basis
- 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).
- Discussions will be encouraged with parents at events such as curriculum evenings, parents’ evenings and parent workshops.
- All staff will continually monitor their own practice and moderate across year groups during moderation sessions.

Desirable Outcomes

- There will be high expectations of children’s learning
- Children will become more self-confident and develop greater self-esteem
- Children will become more involved in their own learning and assessment and will develop a greater awareness of what is expected of them
- Parents will develop a greater understanding of the school’s philosophy of the purposes of presentation and of its usefulness in terms of children’s achievement and progress.
- There will be consistency in presentation across year groups, between years and across the key stages.

OUR TEACHERS HAVE HIGH EXPECTATIONS, PERSISTENCE AND CONSISTENCY AS THESE ARE THE KEYS TO IMPROVEMENTS IN CHILDREN’S PROGRESS BOTH IN PRESENTATION AND ACHIEVEMENT.

General

EYFS /KS1

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- The children should be taught to hold a pencil correctly. The use of a pencil grip can be used to support holding a pencil until a child is confidently holding the pencil accurately.
- The children will write and draw in pencil.
- The children will use colouring pencils in their books.
- Children will correct mistakes by crossing out with a neat line.
- Support will be given for letter formation through regular hand writing practise.

KS2

- School pens should be used where applicable. Children have the choice to use pen or pencil, however pen will only be used if the class teacher deems the child is able to use it to produce work of a high standard
- Rubbers have limited use in KS2 classes. If a mistake is made, children should draw one neat line using a ruler through the mistake and start again. They should not over-write.
- There should be no writing or doodling on covers or on the inside covers of books.

General

- Work is always dated and titled (Title and date to be underlined and miss a line before starting)
- Use a ruler for ALL straight lines
- Only start a new page if there is no space on previous page. The previous work can be ruled to show a new lesson
- Pen is encouraged and use of purple pen for self marking and editing
- Self and peer assessment and feedback on peer marking to be completed regularly.
- Rubbers to be used with discretion but only on rare occasions, as rubbing out does not allow for the monitoring of progression
- Children can be provided with a 'jotter', however children are to be encouraged to show their drafting/ working out in their books.

MATHS

- Short Date and learning objective/title to be written at the top of the page
- Number each question and set work out neatly according to the task
- One digit per square
- Write and draw in pencil - no rubber - one line to cross out so children's working out can be seen.

ENGLISH

- Handwriting to be taught regularly. All pupils consistently joining by end of year 2 (see handwriting policy)
- A margin, the width of a ruler should be used as appropriate/needed (e.g. for question numbers, to separate columns of work etc.)
- Where lessons have been taught by a Supply Teacher this should be recorded
- Support should be indicated using the agreed codes (See Marking and Feedback Policy)

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Adopted : September 2022

To be reviewed by September 2024

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

www.brethertonschool.org.uk