

# Brinsworth Manor Junior School

## *Presentation Policy*

### **Aims**

To contribute to the raising of attainment and the accelerating of pupil progress

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.

### **Expectations of classroom staff**

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.
- 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.
- 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.

### **Expectations of children**

Use of pencils and pens *(the Harthill PS approach)*

- Pencils should be used in all maths books and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required
- Pens should be used for written work 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.
- Biro and ballpoint pens should only be used when children are responding to the work of others (in green.)

### ***How to present literacy-based work – non-negotiables for children:***

- At the start of a new piece of work, miss two lines under the last piece of work
- Only use the right-hand pages of your books and write on alternate lines
- Then write the date, in long form, at the top on the left – then miss a line
- The title, which may be linked to the learning objective/WALT, should then be written starting from the margin: then miss a line
- If there is a WALT write that now starting from the margin – then miss a line
- After missing that line, start your writing from the margin.
- Paragraphs should be shown by missing two lines before starting a new one
- If you make a mistake, draw one neat line through the mistake with a ruler and then continue.
- Write on the line - do not write in the margin
- If you take more than one day for your writing, write the date in short form in the margin on the second (or third or fourth...) day
- Your teacher may ask you to use the left-hand page to write feedback notes for the writer, to jot-down ideas, to make a word-web or plan the piece of writing

### ***How to present mathematics work – non-negotiables for children:***

- Never leave a blank page
- At the start of the new day's work, miss two lines under the last piece of work
- Write the date in short form at the top on the left then miss a line
- Now write the learning objective starting from the margin – then miss a line
- Now begin your maths work - all figures must be written neatly and clearly
- If you make a mistake, draw one neat line through the mistake with a ruler and then continue.
- Each calculation must be clearly numbered so you can see what you have done

### **Monitoring of Presentation Policy**

- Regular work scrutiny by staff, including subject co-ordinators will ensure the policy is being adhered to.

### **How will we know if we are succeeding?**

- Children of all abilities will present their work to the highest possible standard increasing their confidence and self-esteem
- There is a consistently high expectation for the presentation of work across the school
- We will retain a few examples of books from this year's children to show where we started from – and consequently what an improvement there has been.

(After a "familiarisation period", it might be that the presentation of work by the odd child slips from the high standards we now expect.

To give a child the opportunity to mend their ways, one teacher each morning playtime will run an "another chance" session in their classroom. This will be possible because we will have one less teacher on duty for each morning playtime – the name in **bold** on rotas at present – that teacher will oversee the session in their classroom, maybe with a TA for support)

*Presentation: a reminders sheet for children:*

When I do literacy work I will only write on the lined right-hand page; for maths work I will use each page.

I will write the date on the left hand side at the top of my work – short form in maths books, long form elsewhere

I will write the title or WALT, each on separate lines down from the date, starting from the margin.

If I make a mistake I will put one neat line through it using a ruler.

I will write on the line in my books - in my literacy book I will write on alternate lines

I will always write from next to the margin.

I will use pencil in my maths book, writing figures neatly

I can use handwriting pen in books but only when my teacher tells me to (years 3 & 4)

I will use a handwriting pen for all of my work unless I am told otherwise (years 5 & 6)

I will not use felt pens or biros in my books unless I am told to.

I will not write on the front of my books

(The "Harthill approach" - children have ready access to a range of writing pens including coloured gel-pens etc that children can be directed to use to enhance/embellish their written work.

I will purchase a selection of different types of pens for use in one class per year group to trial over the rest of this term. If it seems a good development, and is not too costly, we'll extend this across the school from September.)