Waterloo

Primary

School

 

Presentation Policy

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Governor)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Waterloo Primary School**

# **Presentation Policy**

## Rationale

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

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

## Principles

* Consistency of approach is key to raising standards of presentation
* Standards of presentation will enhance the pride children have in the 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

## Aims

* To ensure that quality work is produced by children of 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 what 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

## Monitoring and Evaluating

* Samples of books will be brought to pupil progress meetings to check presentation policy is adhered to.
* 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 an improvement in children’s learning
* Children will become more self-confident and develop greater self-esteem
* Children will become more involved in their 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.

**Guidelines**

The following agreed procedures for the presentation of children’s work should be implemented by all staff:

* The cover of all books should be printed in the agreed size and style of font with:
* Child’s name
* Teacher’s name
* Class –e.g. Year 6 Miss Wilde would be displayed as 6KW
* Book title
* There should be no graffiti on any book#
* All work should conform to the agreed handwriting font (unless a child has an

identified a significant weakness)

* Handwriting must be taught, not covered by just completing worksheets

 Written work must start with the day and date, which must be underlined with a ruler

 (In Spelling/Phonics, Mastery Reading and Maths, the date must be written in

 numerical form)

* The learning intention must be visible
* 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 a child has missed a lesson, the reason should be recorded e.g. Intervention

stamp, or PA (pupil absent) with short date

* Where lessons have been taught by a Supply Teacher, this should be recorded as ST
* Where a child has received intervention teaching, this should be indicated with the

appropriate stamp. (See Marking and Feedback Policy)

* Support should be indicated using the agreed codes (See Marking and Feedback Policy)
* All marking should follow the agreed Marking & Feedback Policy, and staff should

model school handwriting.

* Where pupils have developed accurate letter formation and been awarded their Pen

Licence, they should use blue handwriting or gel pen for all written work apart from Maths.

* Children must not use Tippex/liquid paper
* One line should be drawn through any mistake
* Rubbers are to be used with discretion but only on rare occasions, as rubbing out does

not allow for the monitoring of progression

TEACHER EXPECTATION, PERSISTENCE AND CONSISTENCY ARE THE KEYS TO IMPROVEMENT IN CHILDREN’S PROGRESS BOTH IN PRESENTATION AND ACHIEVEMENT.

## Review of Policy

This policy will be reviewed annually.