

# Waterloo Primary School



## Presentation Policy

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

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

## **Waterloo Primary School**

### **Presentation Policy**

#### **COVID Addendum if directed by Public Health - September 2021**

During the pandemic staff have been directed to touch pupil books and resources as minimally as possible and for children to manage their own books - gluing in work, writing objectives etc. in order to reduce risk of transmission. Where books are touched staff should be gloved and the books should be quarantined in line with guidance.

Plastic sleeves will not be put on books during the pandemic.

Where books are being scrutinised they will be requested on a Friday so that they can be quarantined over the weekend.

Verbal feedback or self-marking is being used wherever possible during the pandemic.

#### **Rationale**

The purpose of this policy is to ensure that children at Waterloo 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**

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

## **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 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.

## **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
- All A4 books MUST be covered with a protective plastic sleeve
- There should be no graffiti on any book
- All work should conform to the agreed handwriting font (unless a child has an identified 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 in Maths and English and a title in all other subjects must be clearly 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 a 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 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.