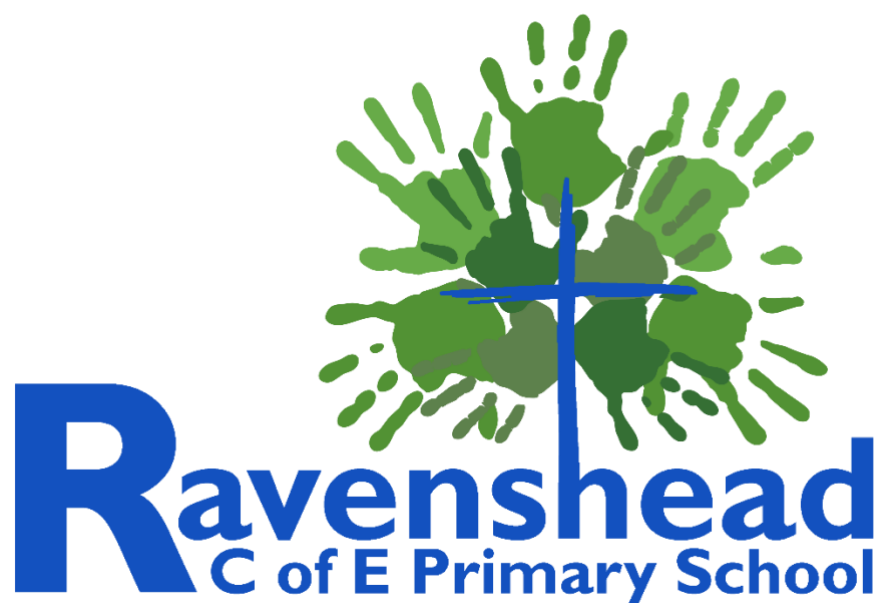




PRESENTATION POLICY

This policy was updated: October, 2025.

This policy will be reviewed: October, 2026.

Statutory policy: No

Source: School

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Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."
(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Introduction

This policy aims to establish expectations and pride in every piece of work we do, and to create a clear and consistent set of guidelines for the presentation of children's learning. It is a clear reflection of the mission statement of Ravenshead C of E Primary School.

1. EXPECTATIONS FOR TEACHING STAFF

- 1:1 Staff are the most important role models for presentation and high expectations.
- Staff will ensure that presentation of work is actively taught as it will not just happen. It should be a main focus at the start of each academic year, for the first two weeks, and then be referred to regularly throughout the year.
 - In Year 2 and KS2, all handwriting which is on display for the children (on the IWB, books, flip charts, displays) should be joined, legible, consistently formed and neat. Children in Foundation and Year 1 should be exposed to printed handwriting, as appropriate, throughout the year. Joined handwriting should be used from Year 2-6.

- All children's work must be marked according to the agreed feedback policy.
- Resources available on the Interactive Whiteboard (lines, grids etc.) should be used to model good practice.
- When sticking work / labels / headings etc. in books, sheets will be cut straight and to size, and will be stuck in neatly (older children may be responsible for this if appropriate).
- Staff should ensure that all children are aware of expectations in presentation and that high standards are kept.
- Work with a high standard of presentation should be celebrated and rewarded as appropriate.
- Staff will mark in black pen.

2. EXPECTATIONS FOR CHILDREN

2:1 Use of pencils, pens and pencil crayons:

- Pencils should be used in all Mathematics books and for drawing diagrams.
- Children should use lines and margins in their books appropriately.
- Pens should be used for written work as soon as possible in all books apart from maths books. At the point where the teacher judges the child's handwriting to be sufficiently neat and fluent, a handwriting pen should be awarded.
- Pens used by the children must be either a blue Bic biro or a suitable blue handwriting pen or red edit rollerball pens for responding to marking. No other ballpoint, biros or felt pens should be used unless these are to accommodate SEND.
- Felt pens and gel pens should not be used in exercise books for underlining or illustrations although felt pens can be used on paper at the teacher's discretion.
- Coloured pens will only be used for specific reasons by children, e.g. red pen for editing work.
- Pencil crayons should be used by the children for illustrations.
- Highlighters must not be used by children in their books. They may be used on sheets in reading exercises and on worksheets to highlight key words.
- Children should not write on covers or on the inside covers of books.
- No doodling on pages in books or on covers.
- Tippex and correction pens are not to be used.

2:2 Handwriting

- Children should use the school agreed handwriting scheme (Letterjoin). They should use print in F2 and Y1 and begin to join their handwriting as appropriate from Y2 onwards.
- Once a child's handwriting is sufficiently neat, joined and fluent, a handwriting licence may be awarded. At the start of each academic year, each child should be reassessed for the use of a pen.
- Handwriting should be kept a sensible size – not too big or too small.

2:3 Layout in books

Maths (see Appendix 1)

- Write the numerical short date on the left-hand side and underline it.
- Write the focus area for Maths for the lesson at the top of the page and underline it, e.g. Adding Fractions, Line Graphs.
- Mark their work using a red pen during mini plenaries in the lesson to enable them to assess their understanding. This will also be used to inform/re-shape the focus groupings.
- Use red pen to mark their answers, peer mark, edit any of their work. They should also use red pen for any AFL sessions, writing AFL on that piece of work along with the short date.
- When underlining the date and title, children must use a ruler.
- All digits must be written neatly and clearly with one digit to each square.
- Each calculation must be clearly numbered with a) after it to distinguish it from the child's workings. There should be at least one clear square between each calculation, both horizontally and vertically.
- When drawing lines as part of diagrams or written methods, a ruler must be used.
- If a child makes a mistake in maths, they should cross through it with one line. A ruler should be used to do this. Occasionally, it may be necessary for errors to be erased for clarity e.g. for a diagram or graph. In these circumstances, staff should consider if it is more appropriate for the child to start again or whether the only action is for the error to be rubbed out. Rubbers should not be used for errors that can easily be replaced by writing above or alongside the mistake, or in a space below / on the next page.
- If doing a correction using red edit pen, children should write their new answer alongside if there is room. If not, they should write it below their work with the appropriate question number.

English (see Appendix 2)

- Write the date in the margin and underline it.
- Write a title if asked to by the teacher.
- One line should be left between each paragraph in writing.
- Where the work continues the following day, children will just need to write the date in the margin and underline it (see Appendix 2).
- Where there is a margin, children should start each line at it. They should not write in the margins.
- For the independent write, children will write 'Independent Write – Persuasive Letter) on the top line and underline it. They will also write the date in the margin and underline it.
- Use red pen to edit any of their work. They should also use red pen for any AFL sessions (if it is a separate AFL session, the title AFL will be put at the top of the work along with the date in red).
- When using a red edit pen to improve their work, children should use the space underneath their work and a symbol to indicate where they wish to

add their edits into their work. If they are changing one word or phrase, they should cross it out with one straight line, drawn with a ruler so that it is clear this is to be omitted from their work. If they are adding one word or phrase, they should use the ^ symbol to show where it needs to go and write the word neatly above it.

Topic (see Appendix 3)

- For RE only, write the date in the margin and underline it.
- For all other subjects, write the title at the top of the page and underline it. Write the date in the margin and underline it.
- Write a title, e.g. History of Animation, Making a Zoetrope, Landmarks of
- Use red pen to edit any of their work.

2:4 General information

- If sheets are stuck into books, they need to be trimmed so that they fit the page and do not overhang the edges. Where appropriate, A4+ sized books should be used.
- If any of the books provided by the school are defaced or ripped purposely, a new book will need to be purchased by the parent / carer.
- The presentation policy should be revisited with the children at the beginning of each half term and then as necessary to ensure that standards are kept up.

3. Monitoring of Presentation Policy

- 3:1 The Senior Leadership Team will view samples of children's work termly to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

4. Presentation of classrooms and work spaces

- 4:1 Staff and pupils should pay attention to detail and take pride in their work spaces.
- Children should be provided with the resources they need for their learning. They should be taught to look after and respect these things.
 - Children and staff should check the floors and surfaces, leaving their working space tidy before leaving the room.
 - All displays should be kept neat and tidy. Work should be put up with care and attention and should be clearly labelled with the child's name.

Appendix 1 - Layout of Children's Maths Work

23.06.21

Adding Fractions

1. $\frac{2}{5} + \frac{3}{5} = \frac{5}{5}$ ✓

* 2. $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$ ✓ *

③ 3. $\frac{1}{4} + \frac{1}{2} = \frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ ✓

4. $\frac{2}{5} + \frac{3}{10} = \frac{5}{10}$.

5. $\frac{1}{4} + \frac{3}{8} = \frac{4}{8}$.

23.06.21

Af1

5. $\frac{1}{4} + \frac{3}{8} = \frac{1}{4} \xrightarrow{x2} \frac{2}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

Appendix 2 - Layout of Children's English Work

23.6.21 It was a cold night. Nose to the ground, he searched for scraps. Streetlights shone on the busy city as heavy, loud feet pounded past. Suddenly, the dog noticed a loving limb lowering a crinkle-cut chip.

"Hey little guy, are you hungry?" a kind voice asked.

24.6.21 The next morning, he awoke snuggled up in a fresh clean bed. Next to him, he noticed a bright ~~blue~~ ^{blue} bowl with the word 'Winston' written in big black letters on the side. *The bowl was filled with crumbly, crunchy biscuits which tasted delicious. *
~~He began to eat them.~~ He began to wolf them down.

Appendix 3- Layout of Children's Topic Work

23.6.21

Landmarks of Scotland

The Kelpies are 30metre horse-head sculptures which show the shape-shifting water spirits. They are located between Falkirk and Grangemouth. They were completed in October 2013. *The Kelpies are a monument to horse-powered heritage across Scotland.*