



Hyde Park Schools

Presentation Policy

Date of next policy review	
Date of issue	March 2022

Rationale

The aim of the policy is to set down expectations for presentation to ensure a consistently high standard of presentation of children's recorded learning across both schools which all children and staff understand and follow. By following the standards set down in the policy, the children will be encouraged to take pride in their work. This policy is to be used in conjunction with other teaching and learning policies (e.g. Feedback and Marking Policy).

Hyde Park Schools aim to:

- Set high standards of expectation for the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of the overall finished piece.

Practical application of the policy

Staff must 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 to make expectations extremely clear and should then be revisited frequently throughout the year. All staff working with the children have a responsibility for encouraging children to take pride in their work and for enforcing the policy.

Handwriting should be taught following the handwriting scheme adopted by the schools.

Where possible, all staff should ensure that excellence in presentation is celebrated through:

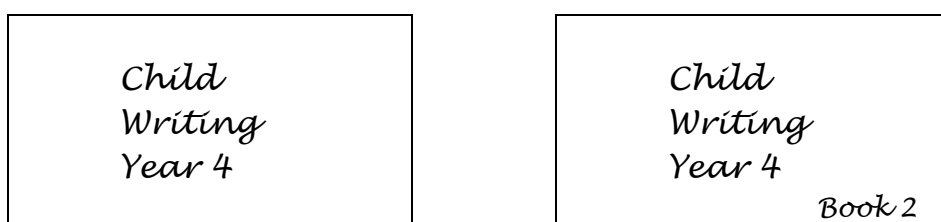
- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations.
- Ensure good presentation is rewarded in line with the whole school behaviour policy (praise, visits to senior leadership, assembly mentions, etc)

Labelling and care of exercise books

Book covers:

Exercise books will be labelled with a printed label, NOT the child's or teacher's handwriting.

The format is:



If it is the second or subsequent book, the book number will be added, e.g. Book 2

Labels will be stuck on straight and will cover any printed lines on the front of the book as far as possible. The spelling of children's names should be checked very carefully.

Covers of books should be scrupulously clean. They should NEVER be written or drawn on. Plastic book covers should be used where appropriate.

Inside books:

The utmost care should be taken to demonstrate to children good habits for taking care of their books. Teachers should consistently model good habits of neatness.

Children should not:

- doodle or draw pictures unless they are clear illustrations relating to the work done that lesson.
- fill in the centres of letters e.g. p and o

- draw hearts, stars, bubble writing or fancy lettering unless this is a requirement of the task.
- write in the margin unless this is an agreed strategy for editing
- make full stops or dots over the letter i bigger than necessary. A clear dot is the only acceptable full stop.
- draw lines down the centre crease of the book.

Book storage and use.

Avoiding books getting damaged is important. Books should not be kept on worktables. Suitable methods of storage must be employed. Children should not fold books over to write. Teachers should ensure that children have enough space at their tables. It is especially important to consider the seating of left-handed writers next to right-handed writers.

Children must organise their work so as not to miss out pages. If the piece of work used less than half the page they should rule off under the work, miss two lines and start the next piece of work on the next line down. If nearly all the page has been used, then they should start on the next page. Children should use the top line of the page but not write in the space above the top line or below the bottom one.

Teachers should not tear pages out of books. If a piece of work has been started with poor presentation, a marking comment should reflect this, and the work continued from then on with more care. If necessary, the piece of work should be started again.

Teachers must not give out a whole set of new books during the academic year. Only when an exercise book has been filled should a child receive a new book. Teachers should notice that a child is coming to the end of their book when they are marking and have a new one labelled and ready to go. Spare exercise books are kept in whole school storage areas and not in classrooms.

Teachers' Handwriting

This should be consistent with the handwriting scheme and be as neat as possible. It should use the cursive script, be grammatically correct and ensure that all spellings are correct. This is not negotiable when writing in children's books or modelling on the whiteboard or Flipchart.

Setting out work and the use of worksheets

In Hyde Park Schools the use of printed worksheets should be kept to an absolute minimum. We encourage independence and creativity based on the belief that learning occurs when

learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Worksheets used regularly can lead to passive learners. Children should be taught how to present their work in different ways, increasing in complexity as they progress through the year groups. In the main, they should be writing their own work, setting it out neatly on the lines on the pages. Occasionally teachers may need to model or scaffold some setting out, or provide a guide, e.g. a graph or table. At such times teachers may wish to provide a sheet that the child will stick into their book. Such sheets must be trimmed **before** they are offered to the children so that they are smaller than the page of the book. Sheets must be stuck in perfectly straight and must not stick out beyond the pages of the book. Children should be taught to do this as soon as possible.

Modelling and examples

All classrooms are expected to display expectations for setting out work, in written work, and in maths books, together with the rules for presenting work well.

Teachers are expected to model setting out work throughout the year, but especially at the beginning of the year, when new topics are introduced, or when work that is significantly different in terms of what is required for setting out, is first introduced. Teaching of layout and how the work should look needs to be integral to the teaching of the content.

Mistakes

Mistakes must be made so that children can progress, and children should understand this and not be desperate to erase mistakes. Teachers need to see what children were thinking. They cannot do this if work has been erased. For this reason, children are encouraged cross out mistakes with one pencil line. A ruler should be used to ensure the line is neat. No erasers are to be used by the children. Teachers may keep a few good quality erasers on hand for best quality display work.

General rules for presentation

- Printed worksheets should be kept to an absolute minimum
- Printed worksheets used should be trimmed to size or folded
- There should be no doodling or graffiti on the books
- All books should be labelled as per this policy
- No erasers to be used (unless by an adult for a specific reason)

Monitoring

Presentation will be monitored by the Senior Leadership Team and subject leaders on a regular basis through:

- Work Scrutiny exercises
- Standards Reviews
- Lesson Observations
- Pupil Interviews

Foundation Stage

Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to Year 1. Although the children may start in their books with early mark making, which could be mistaken for doodling / graffiti, it is expected that the majority of children will be writing in sentences and some children will be writing short narratives and recounts in the summer term.

Dating work

- Work will be dated by an adult. This may be on a printed label.

Writing equipment

- Children will always write in pencil in books.
- For any colouring, colouring pencils will be used in exercise books.

Knowledge Goals

- Adults will add the knowledge goal until children are capable of adding this independently.
- This may be on a printed label.

Practice

- Staff will emphasise correct letter formation and left to right orientation.
- Children's books will have ruled lines for writing and squares for maths
- The children will be taught to write one digit per square for maths
- Where there are no printed lines, children will be encouraged to try and write in a straight line.

Key Stage 1

Equipment

- All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp enough for neat writing.
- For any colouring, only colouring pencils will be used in exercise books.

- Children will be expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out. **This will need to be explicitly taught.**
- Children will be taught how to use guidelines if writing on plain paper for display
- Children will use a purple pen for editing written work

Handwriting

- Staff will emphasise correct letter formation, sizing and spacing through the regular teaching of handwriting.
- Handwriting books will be used for this.
- Children will be taught to begin writing from the margin with no spaces (teacher must ensure they model this correctly when writing in books)

Indicating errors

- Children will indicate an error with one neat line through work.

Dating work

- In Maths and Science, the short date is used, e.g. 16.3.22
- In all other subjects, children will write the long date e.g. Wednesday 16th March 2022.
- The date will be underlined **using a ruler**.

Writing the Knowledge Goal

- Year 2 children will be expected to write the KG
- Year 1 children will be expected to write the KG at the earliest opportunity
- The KG will be underlined **using a ruler**

Maths Books

- Only pencil to be used
- Children to be taught to use 1 digit per square
- Margins should be drawn in the books and the children will be taught to begin their work in the first full square after the margin
- Any writing in Maths books will be written across the squares with the same presentation expectations as in writing books

- Where presentation calls for the page to be divided, it will be divided with a ruled line down the middle of the page.

Key Stage 2

Equipment

- Children need to earn the right to use pen in their work. Only when teachers are sure that children can write consistently well in pen should a 'pen licence' be given. Only appropriate black ink handwriting pens can be used.
- Children will use a **purple** pen for editing work and responding to marking.
- Children will not use biro or gel pen.
- Where colour is needed, only pencil crayons will be used in exercise books.
- All maths work will be completed in pencil.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will use guidelines if writing on plain paper

Handwriting

- Handwriting will be taught on a regular basis with a focus on correct letter formation and cursive handwriting.
- Handwriting books will be used for this.

Indicating errors

- Children will indicate an error with one neat line through work. **Children will need to be reminded how to do this.**
- Tippex or correction fluid is not to be used.

Dating work

- Date written on left (not in the margin)
- In Maths and Science the short date is used e.g. *16.03.2022*
- All other work has the long date, e.g. *Wednesday 16th March 2022*
- Years 5 and 6 will also write the date in roman numerals

Knowledge Goal

- Title to indicate work content, the KG, then leave a line before continuing.
- Title and KG underlined with a ruler.
- If short answers are required, pupils can divide the page in half with a neat ruler line in the centre of the page (especially Maths)

Maths Books

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- Any writing in Maths books will be written across the squares with the same presentation expectations as in writing books
- Where presentation calls for the page to be divided, it will be divided with a ruled line down the middle of the page.

Application

The expectations in this policy are intended to apply to the vast majority of children in our schools. 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. This decision should be made in conjunction with the SENCO and the SLT should be informed. It should be recorded in the child's IEP as evidence, if required, for external moderation.