



Sir John Sherbrooke Junior School

Presentation Policy

Rationale

This policy reflects the 'Take Care' ethos at Sir John Sherbrooke Junior School where only work presented to the highest possible standard is acceptable. Instilling a sense of diligence and care in how children and adults present themselves physically and socially is a crucial aspect of personal development. This is a quality which all children at SJS will be supported to develop in both their demeanour and their learning. Neat, consistent and visually pleasing presentation of work is a key skill that we develop in our children.

Children at Sir John Sherbrooke will be encouraged to:

- take care and develop a sense of pride in their work;
- present work in a manner appropriate to the subject, the purpose and the audience for which it is intended;
- be taught presentation skills in a planned way, with progression and continuity across the whole school;
- be encouraged to appreciate their materials and resources and look after them;
- to made aware of the expectations which should be appropriate to age and ability, and
- to be positively encouraged to consistently achieve the standards set and be rewarded for their efforts

Our Aims

- To establish consistently 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.

Outcomes of Presentation Policy

- Children of all abilities are expected to, and are able to present their work to the highest possible standard thus increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected across the curriculum.
- Progression in presenting work between each class is evident and understood by all children and adults.

Expectations for staff

- All adults act as role models for presentation and high expectations using the available resources e.g. on the IWB – lines and grids to model best practice.
- All handwriting which is on display for the children – on the interactive whiteboard, in books, on flip charts and displays – is legible, consistently formed and neat. Cursive handwriting should be used and letters are appropriately sized.
- Feedback on learning will model the expectations for presentation.
- Children are provided with equipment and resources which suit their individual needs e.g. some children may need work books with wider spaced lines and larger grids than others to support the development of their presentation skills.
- Children are taught how to sit properly to ensure neat presentation, e.g. sitting straight, two feet on the ground, one hand to anchor the page.
- Consideration will be given to seating arrangements to ensure that children have the appropriate space to do their work e.g. left-handed children to sit on the left of a right-handed child.
- Children are taught how to colour-in their pictures in a neat and effective way – pencil crayons and felt tip pens should be moved across the paper in one direction and with equal pressure to ensure the highest quality of presentation.
- When sticking work/labels/headings in books, ensure they are straight and cut to size. No pieces of paper should stick out of the sides of the book. Keep use of worksheets to a minimum.
- Feedback should be written in clear sentences which are able to be understood by the child.
- Where appropriate, to support individual needs, Learning Objectives will be typed and stuck into the children's books at the start of each week/day.

Expectations for children

Use of pencils, pens and rubbers

- Pencils should be sharp.
- Pencils should be used in all Maths books and in draft work if appropriate.
- Pens should be used for written work as soon as possible at the point where the teacher judges the child's handwriting to be consistently neat and fluent across all learning.
- Pens must be blue handwriting pens. Ballpoint, biros or felt pens should only be used as appropriate to a genre or to suit a purpose.
- Pencils must be HB.
- Felt pens should not be used in exercise books. They can be used on paper at the teacher's discretion, where it is deemed appropriate.

- Children will have equipment provided for them. Children are allowed to bring a pencil case with their own equipment. This will be monitored by the teachers.
- Rubbers must not be used. Mistakes should be crossed out with a single line, with a ruler.
- Rubbers will be available in Maths, art and for writing for displays at the teacher's discretion to rub out mistakes e.g. on graphs that cannot be easily crossed out.

Handwriting

- Teachers must follow the agreed scheme for teaching handwriting.
- Appropriately sized letters will be used
- Pupils will be taught to write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.
- Handwriting is taught for at least 15 minutes three times a week and as an integral part of spelling and phonics lessons.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, books.
- Each room has mini whiteboards, whiteboard pens available for all the children.

Monitoring of Presentation Policy

Regular work scrutiny by staff, including subject leaders, will ensure the policy is being adhered to so that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Layout

Literacy and Topic learning

- Once wishes have been responded to, the previous piece of work will be lined off. Children will be taught to use a ruler to do this which follows the lines in a book or on a piece of paper.
- All work will have a margin or a border. Where there isn't a margin drawn in books or on paper, children will be supported to do this.
- A full date e.g. Tuesday 5th January, will be written at the top left of the piece of work, next to the margin. This will be underlined using a ruler
- The title/learning objective will be written on the line below the date, next to the margin.
- Children will be taught to use the full width of the page

Mathematics

- Once wishes have been responded to, the previous piece of work should be ruled off. Children will be taught to use a ruler to do this which follows the lines in a book or on a piece of paper.
- A margin no wider than three squares will be drawn using a ruler.
- A short date (i.e. 5.1.16) will be written at the top left of the piece of work, next to the margin.
- All digits must be written neatly and clearly with one digit to each square.

- Each calculation must be clearly numbered with the number of the calculation in the margin to distinguish it from working figures.
- Where a list of calculations only take up half the width of a page, a ruled line will be drawn down the middle of the page to create space for further calculations.
- All 'working-out' is shown in work books. Any working-out will follow presentation expectations

Close monitoring by teachers will support children's consistency in the presentation of their work. Additional time will be provided for children to re-do learning (i.e. at playtime) so that standards of presentation are met.

Presentation Charter

At SJS we always aim to make the presentation of our work the very best it can be.
We always 'Take Care' in all that we do.

- I will underline the last piece of work once I have responded to any wishes that my teacher has written in their feedback.
- I will make sure that there is a margin on the left hand side of the page – I will draw one with a ruler if necessary.
- I will write the date on the left hand side at the top of my work, next to the margin. I will write the short date i.e. 17.12.13 in maths and the long date i.e. Monday 17th December 2015, in other subjects.
- I will write the title or Learning Objective on the left of the line, next to the margin.
- I will underline the date and title using a ruler.
- I will use all of the pages in my books, continuing on the next available page.
- If I make a mistake I will put one neat line through it with a ruler.
- I will write on the lines in my book. I will always write next to the margin.
- I will use pencil in my maths book.
- I can use handwriting pen in my learning when my teacher tells me to
- I will only draw in my book unless this is part of my learning.