



# Presentation Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

## **Rationale:**

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

## **Aims:**

At Trinity School we aim to encourage children to:

- take pride in their work
- use neat handwriting, in keeping with their age and ability, at all times.
- value the books and sheets on which they record their work
- present their work in a clear and organised way

## **Presentation across the school:**

All books are named with year group and subject clearly visible.

Every piece of work is dated

All work has a Learning Intention and Stickies will be used for all major pieces of work in English/ Topic.

Children use guidelines if they are writing on plain paper (from Y2 onwards).

All drawings and diagrams are in pencil, lines are drawn with a ruler.

Pencil crayons, not felt pens/ gel pens are used in exercise books

Coloured pens are used for specific reasons by children

One single line is used to cross out mistakes or edit writing.

Books are well kept with no writing or doodling on the outside or inside of covers. Covers that are doodled on will be recovered by pupil.

Children are taught where to start a new piece of work.

From Summer Term in Reception, children will be taught to use a cursive style, using the Letterjoin scheme. See Handwriting policy.

Poor presentation is challenged through verbal feedback and marking.

## **Marking and feedback consistencies**

All teacher marking will be written in green pen.

All work will be marked or acknowledged in some way depending on the piece of work. This might be teacher marking, peer assessment, self-marking, self-reflection, verbal feedback or acknowledgement marking (simple ticks or dots).

It is assumed that children will be working independently unless otherwise stated.

Pupils will use purple pen to: respond to teacher feedback, to make improvements or 'up-level', to make corrections or to make reflections.

## **Inclusion:**

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

**Celebration and Motivation:**

All staff ensure that presentation and handwriting is promoted by:

- Challenging all incidents of poor presentation
- Celebrating work of a high standard in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy .
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

**Monitoring:**

Presentation is monitored by the Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.

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