



# Presentation Policy

**September 2023**

**Approved by the Governing Body Strategy Group 28/09/23**

**This Policy is due for renewal in Term 1  
2025–26**

# **PRESENTATION POLICY**

## **OF**

# **GODINTON PRIMARY SCHOOL**

### **SECTION ONE – INTRODUCTION**

The philosophy of Godinton Primary School encourages all children to try their best in all areas of the curriculum and to feel proud of their achievements. Our presentation policy contributes towards this ethos.

### **SECTION TWO – AIMS AND OBJECTIVES**

This policy aims to:

- Ensure consistency, continuity and progression throughout the school by highlighting age and ability appropriate expectations.
- Ensure that children have a sense of pride in the work that they produce.
- Encourage children to present their work in a clear and methodical way.

### **SECTION THREE – PRESENTATION PROCEDURE**

- 3.1 We expect children to present their work neatly to the best of their ability across all areas of the curriculum.
- 3.2 Children should write in HB pencil until a legible and fluent cursive script has been established. This usually occurs in Year 4 or 5. Some children may benefit from initially using triangular grip pencils and then moving onto standard grip pencils.
- 3.3 Children may then move on to writing in pen. This should be a handwriting pen. Children should not write in their exercise books in biro or gel pens. The only exception to the use of biro is when children are editing a piece of work, using ‘purple pen’ or editing for punctuation purposes (red, amber and green). Children in younger years may experience writing in pen when writing up final pieces for display. At the start of year 6 children will be encouraged to write in pen, in preparation for transition to secondary school.
- 3.4 We recognise the importance of children being able to experience using different materials as a way of developing early mark making skills. Children in lower school will therefore be given the opportunity to use pens and pencils when writing, predominantly in child initiated activities or where children are experiencing difficulty in developing a pincer grip.
- 3.5 All maths work should be produced in pencil in all year groups.
- 3.6 Colouring pencils only should be used for pictures or in exercise books. Felt-tip pens,

gel pens or wax crayons should not be used in books. When underlining key facts, coloured pencils should be used.

- 3.7 Children may use rubbers to rub out mistakes in their work if they have noticed errors prior to marking by a Class teacher or teaching assistant. Once a question or piece of work has been marked, any errors should be left and a correction made either underneath the error or next to it. In Upper School, corrections are made in purple and in Year 1 and middle school, pencil is used. Investigation and problem solving activities may appear with errors, but the purpose of this is to record pupil's process of thinking and shows the 'working out'.
- 3.8 If children make a mistake when writing in pen, they should put a neat line through their error or may use an erasable ink pen if suitable. Correction fluid (tippex) is not allowed.
- 3.9 A consistent standard of presentation is encouraged in all curriculum books, including workbooks. A similar standard of presentation should be encouraged in homework tasks too.
- 3.10 Children may sometimes use notebooks / jotters or draft books. Similar standards of presentation are not expected in these types of book where more informal recording is appropriate.
- 3.11 Diagrams must be drawn in pencil. Felt tip pens should not be used in books.
- 3.12 Lines to labels must be drawn in pencil using a ruler.

#### **4 SECTION FOUR – BOOKS**

- 4.1 SMT ensure consistency across the mini schools in the books that are used for each subject.
- 4.2 SMT and Team leaders will ensure progression in the exercise books / folders used from one year group to the next e.g. the size of square used in maths books should show progression.
- 4.3 Lined exercise books are predominantly used Learning Adventure work (history, geography, science etc).
- 4.4 Any loose worksheets should be trimmed to fit without folding and glued into books.
- 4.5 Where sheets are stuck into exercise books staff should make sure that this are trimmed beforehand to an appropriate size. This will ensure that edges do not stick out of the sides of books and books look tidy and well maintained.
- 4.6 All books should be labelled clearly and neatly with children's name and class.
- 4.7 Front covers are used to enhance presentation and the school has a standard format for covers for different subjects across the school. Book coverings are purchased at the start of each academic year for Learning Adventure and Maths. Plastic coverings

may also be applied.

- 4.8 Books with margins may enhance presentation and where available are often used.
- 4.9 Children are not allowed to scribble or doodle on the front cover of their books or on any of the pages.

## **5 SECTION FIVE – DATES AND TITLES**

- 5.1 All work must be dated from Year 1 upwards. Some examples of work produced by children in the Foundation Stage will also be dated, where appropriate, by an adult.
- 5.2 In written work a long date should be written at the start of a piece of work by the majority of children from Year 2 upwards. We recognise that this will not be appropriate for all children, for example those with additional educational needs.
- 5.3 In maths a short date should be put at the start of a piece of work.
- 5.4 For younger children or those who require additional support, the teacher or teaching assistant might date the piece of work.
- 5.5 The majority of work from Year 1 upwards should have a title relating to the learning objective.
- 5.6 All dates and titles from Year 2 upwards should be underlined with a ruler in pencil, leaving a line in between.

## **6 SECTION SIX – HANDWRITING**

- 6.1 Children are expected to have developed a neat and tidy, appropriate cursive script by the time they leave our school. Letter formation is developed progressively from the time that the children start in Year R. Children are initially taught to print in Year R and this then progresses through to pre-cursive in year 1 and then to a cursive style. Additional support is provided for those children who require it.
- 6.2 Children are encouraged to form letters clearly and to write to the best of their ability in all subjects.
- 6.3 Staff should model handwriting when writing in children's books and on the interactive whiteboard. The neatness and presentation of teachers' writing should serve as an example to the children.

## **7 SECTION SEVEN – PRESENTATION IN MATHEMATICS WORK**

- 7.1 Children work in books containing squared pages.
- 7.2 In Upper School, sometimes it will be appropriate for a page to be divided in half to limit paper wasting. Squares in books should be used to assist setting out work in the most appropriate way.
- 7.3 Whole pages may be used for diagrams, graph work or tables, and need not be divided. This may also be the case when more informal recordings, notes or ideas are being expressed.
- 7.4 In Upper School a margin should be drawn on each page, one square away from the edge of the page for question numbers to be inserted. In other year groups children are encouraged to leave a square from the edge of the page.
- 7.5 Children are shown how to set work out clearly, in order for answers to be clearly seen e.g leaving a line in between column addition calculations.
- 7.6 Children should rule off before starting a new piece of work where appropriate.

## **SECTION EIGHT – MARKING AND CORRECTION**

- 8.1 The school has a separate marking and feedback policy.
- 8.2 Staff should mark children's work in pen, using a different colour to that which the children have written in,
- 8.3 Children should correct their work as close as possible to their original answer. The incorrect answer should not be rubbed out by staff or children. Where children make their own amendments this should be done in purple pen, this is usually referred to as 'purple pen work'.

## **SECTION NINE – DISPLAYS**

As well as displaying work in progress in classrooms, some examples of good presentation will also be displayed. This will reflect differing abilities within classes.

## **SECTION TEN – EQUAL OPPORTUNITIES**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **SECTION ELEVEN – CHILDREN IN CARE**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support Children in Care with their participation in physical activity.

## **SECTION TWELVE – MONITORING AND REVIEW**

The implementation of this policy is monitored by the Headteacher. This policy is reviewed very two years or sooner if required.