



Presentation Policy

Aims

To establish 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.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

Remember – you are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB – lines, grids to model good practice.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings/ photos in books ensure they are straight and cut to size.
- Make sure that children clear work surfaces and the floor before leaving the room to reduce waste of resources.
- Year 5 and 6 books may have coloured stickers to denote prior attainment band in KS1, but these are being phased out as KS1 SATs no longer exist.
- If a child is away please ensure that their book is marked with 'absent'.

Expectations for Children

Use of pencils and pens

- 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 from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent. The expectation is that Year 5 and 6 will work in pen, however standards will be monitored if they slip.
- Pens provided by the school are to be used.
- Felt pens should not be used in exercise books for underlining or illustration although they can be used on paper at the teacher's discretion.

Expectations for Handwriting

- Handwriting should be neat and legible. Appropriate intervention will be provided if handwriting is underdeveloped.

Expectations for Layout

- The date should be written at the top on the left; the Learning Challenge on the next line on the left against the margin.
- The previous piece of work or gap task should be ruled off.
- Miss a line under the Learning Challenge and start at the margin.
- Mistakes should be corrected by one neat line (in pencil) through the mistake and start again – do not over-write.
- Write ON THE LINE. Do not write in the margin.

Layout in Mathematics

- The previous piece of work or gap task should be ruled off with the date written in figures on the line below.
- The (number) date and the Learning Challenge as above.
- All figures should be written neatly and clearly with one figure to each square.
- Each calculation should be clearly numbered to distinguish it from working figures.
- There should be at least one clear square between each calculation, both horizontally and vertically.
- For solving word problems the actual number sum should be set out. The answer should be written in a sentence where it clarifies a complex problem or where the focus is on maths vocabulary.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils and erasers.
- Each room must have whiteboards available for all the children.
- Children and staff should check the floor and other surfaces before leaving the room eg. at break time for spare equipment.

Outcomes of Presentation Policy

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

Monitoring of Presentation Policy

Presentation is reviewed during work trawls this ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

November 2021

Review 2024 or sooner should changes occur.

PRESENTATION IN MATHS



You should always:

<u>1 / 9 / 1 8</u>				
<u>LC. Can I add using the column method?</u>				
1	3	6	4	+
2	6	8	2	
1	1			
<hr/>				
4	0	4	6	
<u>B. I can add two four-digit numbers.</u>				

- Complete gap tasks in green pen
- Write neatly in pencil on the line
- Underline your date and learning challenge using a ruler
- Miss one line between questions
- Write one digit per square
- Clearly number your sums
- Remember to show the operation sign (+ - x ÷)
- Use a ruler to draw a line above and below your answer in column sums
- Do not write over the top of an incorrect digit (rub it out or cross it out)
- Correct your work that has been marked in green pen
- Your green pen comment should be as neat as your date and LC

For word problems you should:

- Show your calculation as a sum
- Answer the question using a sentence