



QUEEN VICTORIA PRIMARY SCHOOL

Presentation Policy

Policy Number:	School Policy
Approved by:	Full Governing Body
Date:	28 th June 2023

Rationale:

The purpose of this policy is to ensure that the children of Queen Vic receive consistent messages about what is expected of them in relation to acceptable presentation of their work. Standards are to be consistent no matter what the subject.

Aims:

To establish high expectations and pride in everything we do - both of ourselves and of the pupils.

To create a clear and consistent set of guidelines for the presentation of pupil'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 expected of them.

Expectations for all Teaching Staff at Queen Vic:

Create a consistent standard in the presentation of work and be able to support children to achieve this by:

- Remember you are the best, most important role model for presentation. Set high expectations! Use the resources available to you like lines and grids to model good practice.
- All handwriting on display for pupils including that in books, on whiteboards, flip charts, displays - should be legible, consistently formed, neat and follow the school handwriting policy.
- All pupil's work must be marked in accordance with the school's Feedback Policy.
- When sticking working/labels/sheets into books ensure these are straight and cut to size.
- Always make sure that children have space on their desks, a decent pencil and sit correctly when writing.
- Always make sure that classroom floors, tables and work surfaces are cleared before leaving the room to reduce wasting resources.

Expectations for the Pupils of Queen Vic:

Use of pencils/pens:

- Always use a sharp pencil or a school pen.
- Pencils should always be used in Maths books.
- Margins, chotting lines, and underlining should always be completed in pencil and with a ruler.
- Pens should be used for written work as soon as possible from Year 4 onwards once judged by SLT that the handwriting is sufficiently neat and fluent.
- Red pens are used for editing, self-correcting, peer and self-assessments.

Expectations for Handwriting:

- At Queen Vic we follow the Nelson Handwriting Scheme.
- The Nelson font is preferred style for all worksheets and handouts.
- Children should be able to join letters as they leave Year 2.
- Good examples of handwriting should be praised and shared if appropriate, as a reference for everyone.
- Good early habits for handwriting and misconceptions with letter formation should be addressed quickly through intervention practices.

Handwriting is taught for up to 30 minutes a week, and also is modelled and misconceptions corrected through all subjects but in particular during Reading and Writing sessions.

Expectations for what work should look like:

Remember we have to teach our children how to do this and re-model it continuously

- The date is written on the top line if a new page is started. Expectations that day of the week and months of the year clearly show a capital letter at the start of the word.
- A line is missed before the LOI is written starting from the margin on the next line.
- The date and LOI must be underlined with a ruler neatly.
- Always remember to rule off after a piece of work has been finished. Don't start a new page. (unless in Writing)
- Children's writing should start on the left hand side close to the margin. Use highlighter pens, modelling and templates to support children who stray from the margin.
- If you make a mistake please draw one clean line through the mistake and start again - do not over write or scribble out.

- Maths; use the number date, and underline titles/LOI. All figures should be clearly written and use one number one square. All work in Maths should be in pencil.

Classroom Organisation:

- All children should have easy access to equipment- pens, pencils, coloured pencils, rulers. Every child should know within their room where these things are kept and taught how to access them.
- Each classroom have a complete class set of whiteboards and ensure that there are functioning pens available.
- Children and staff should check the floor and other surfaces at the end of the morning and end of the day to check for any resources or spare equipment.

Inclusion:

These expectations apply to the vast majority of the children in our school. Sometimes a more personalised approach may be needed to support a child who is experiencing a barrier to their progress. The use of a variety of interventions and/or specific equipment can be used. Examples include yellow highlighted paper, bubble paper, pencil grips, sloping writing boards.

Monitoring of Presentation:

- Regular work scrutinies by curriculum leaders, Phase Leaders and SLT will ensure the policy is being adhered to.
- Pen awards, HT Stickers for exemplary work, and purple dots will also form part of the Head Teacher's monitoring.

By following this policy pupils of all abilities at Queen Vic will be able to present their work to the highest possible standard increasing their confidence and self-esteem. Having a consistent approach will ensure that there is progression between year groups, which is understood by both adults and pupils. Resulting in everyone having high expectations for their work and presentation.

Specific Progression

EYFS:

- Children are taught correct letter and number formation, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- Children are encouraged to write in a straight line from left to right.
- Use of rulers for labelling is modelled by teachers and rulers are available for child initiated learning.
- Children are taught how to write on the line.

Years 1+2

- Children will maintain regular size and shape of letters and spaces between words leading to starting to join.
- Children develop a fluency with their handwriting.
- Children are all taught to write on the line.
- Children are taught to underline neatly.

Years 3+4

- This should see a transition between pencil and pen.
- Children work on securing joins, and improving fluency.
- Children are expected and taught how to use a ruler to draw lines including underlining, labelling and diagrams.

Years 5+6

- All children should gain their pen licence. (All Y6 write in pen)
- All children are expected to be able to draw lines with a ruler including diagrams, labelling, underlining and crossing out.
- Teaching of handwriting develops an efficient writing speed, but must remain legible.