



Short Heath Federation

Presentation Policy September 2017

Date Policy Accepted	
Headteacher's signature	
Chair of Governors' signature	
Date for policy review	

SHORT HEATH FEDERATION

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Presentation Policy

Aims

- To establish high expectations and pride both in the learning environment and in the presentation of all work.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

For children

- To motivate each child to present their work to the best of their ability.
- To ensure each child knows the standard of presentation that is expected of them.
- To enable children to recognise work that is presented to a high standard.
- To achieve in line with statutory guidance:
 - Y2 Expected Standard - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters.
 - Y6 Expected Standard - maintain legibility in joined handwriting when writing at speed. (The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined')

For staff

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.
- To demonstrate high standards of presentation.
- To create a high quality, well presented learning environment which is highly conducive to children's learning, attractive and stimulating.

Success Criteria

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence, self-esteem and pride in their work.
- 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.
- Classrooms and other teaching areas around school are tidy, well organised and resources are appropriately managed, of good quality and well presented.
- High quality displays are used consistently throughout school to celebrate children's work, scaffold children's learning and promote thinking.

Expectations for Teaching and Learning

Remember – we are the most important role model for presentation and high expectations!

- Kinetic Letters is the preferred handwriting font across KS1 and KS2. (See English Policy)
- Where appropriate, examples of neat and accurate handwriting should be modelled across the curriculum. Resources should be used to model good practice e.g. Flip charts, large sheets of paper, the IWB (but only if your writing is presentable on here) – lines/grids and a visualiser.
- In handwriting lessons, computer generated writing should not be used for children to copy. Children should see the teacher writing by hand.
- At Key Stage One, where children are still learning to form their letters, they should see more handwritten words than computer generated words on worksheets, through shared writing, on the walls etc.
- From Year Two, different types of handwriting may be modelled, and reasons discussed. E.g. Note taking – needs to be legible but may be written more quickly.
- All handwriting, which is on display for the children on the interactive whiteboard, books, flip charts, display, should be legible, consistently formed and neat and where appropriate it should be joined.
- When sticking work/labels/headings in books, the teacher must ensure they are straight and cut to size. Worksheets placed into exercise books must be trimmed to fit.
- If a child is away, books should be marked with 'absent'. The date and WALT should also be added.

- If there are margins in books, the margin should be used for numbering in etc. There is no need to add a margin if there isn't one there.
- Pencils should be used in all books. From Year 5, if the teacher judges the child's handwriting to be sufficiently neat and fluent, pens may be used for written work. No ballpoint, biro or felt pens should be used.
- In UKS2 a blue handwriting pen should be used in all books, except for Maths where a sharp pencil is to be used.
- One line only to be put through mistakes using a ruler and drawing a neat horizontal line.
- Green pens may be used for self-assessment. Pink pens may be used for completing 'Pink to think' comments. Writing using these pens must be well presented too.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
- Different colours can be used when appropriate to underline or highlight for revision purposes.
- All diagrams to be drawn using a sharp pencil.
- The front of exercise books should be kept clear and not defaced.
- All exercise books and folders to display a named label. These should be handwritten in the child's best writing in KS2 and handwritten by an adult in KS1 when children have new books following policy date. This will model correct formation for younger children and gives older children an opportunity to show what they can do.
- On the spine of English Skills and Maths books must be a coloured label showing the child's previous Key Stage level and a purple spot for indication of PP entitlement.
- Specific guidance on how to improve the presentation should be given to pupils via verbal feedback or intervention, when appropriate. All children's work must be marked using the agreed Marking Policy.
- Where children self-mark, the quality of their presentation and handwriting should be just as good as at any other time.
- When marking or writing comments, members of staff should use the handwriting style that they expect the children to use. Kinetic Letters handwriting should be used as and when appropriate.
- At the discretion of the teacher, some specific work may need to be rewritten.
- Children of all abilities can present their work to the highest possible standard increasing their confidence, self-esteem and pride in their work.

Handwriting Principles

Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the child. To achieve this, the school has chosen the Kinetic Letters handwriting programme.

The programme has four threads.

- Making bodies stronger
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- Flow and fluency

The key principles of the programme are:

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
- EYFS children are not expected to write but focus on ensuring that they have good gross motor skills to refine fine motor when ready.
- The different components of writing are mastered individually before being used in combination.
- Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.
- Correct pencil hold is taught from the start (i.e. as soon as a tri-pod grip is developmentally appropriate).
- Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development.

Handwriting from Year 2 onwards

Children will continue a pre-cursive script from Autumn, leading to cursive script from February or earlier if pupils are developmentally ready in Year 2. Handwriting sessions will take place at least 3 times a week for 10 minutes until handwriting is fluent and legible. Thereafter time allocation to maintain handwriting development and increase speed and flow, will be regular but at the discretion of the class teacher so long as appropriate progression continues to be

made. In KS2, children are expected to have mastered the cursive script and present work which is legible. If a child needs to continue to practise the cursive script, a small intervention group will take place in an afternoon.

Expectations for Handwriting

- Handwriting should be modelled accurately in the style expected of the child, using capital letters at the start of sentences and for proper nouns.
- All pencils should be sharpened daily by monitors and replaced promptly when they are too short to be used effectively.

Layout in English skills books

- Children should work on the right-hand page. The left-hand page should be used for self-assessment and marking purposes only – all writing should be of a good standard on both pages.
- The long date should be written at the top on the left; the WALT on the next line on the left against the margin, then underlined (except in the case when the WALT and date are pre-printed – mostly KS1.)
- A line should be left under the WALT and children should start writing at the margin.
- Question numbers are to be written in the margin. The importance of taking a new line should be stressed, rather than work continuing into the margin of the next page.
- If children make a single word mistake, one neat line should be drawn through the mistake. If the mistake is a group of words, a sentence or a whole paragraph brackets should be drawn around it and a small cross placed next to it. Children should never over-write or scribble out.
- Loose worksheets are neatly stuck into books and are labelled and trimmed to fit the page.
- New pieces of work will be started on the next available page or ruled off as appropriate.

Layout in Learning Journey/Science/RE/PSHE/French books

- Children should use both pages for recording their work.
- The date and WALT should be clearly visible for each piece of work. In French books these should be written in French.
- A line should be left under the WALT and children should start writing at the margin.
- Question numbers are to be written in the margin. The importance of taking a new line should be stressed, rather than work continuing into the margin of the next page.
- If children make a single word mistake, one neat line should be drawn through the mistake. If the mistake is a group of words, a sentence or a whole paragraph brackets should be drawn around it and a small cross placed next to it. Children should never over-write or scribble out.
- Loose worksheets are neatly stuck into books and are labelled and trimmed to fit the page.
- New pieces of work will be started on the next available page or ruled off as appropriate.
- Children should use a line guide to support their writing on plain pages.
- Diagrams will be included on the lined pages.
- New pieces of work will be started on the next available page or ruled off as appropriate.

Layout in Mathematics books

- The previous piece of work should be ruled off with the short date written in figures on the line below.
- The WALT should be written on the next line on the left-hand side.
- Question numbers are to be written in the margin. The importance of taking a new line should be stressed, rather than work continuing into the margin of the next page
- All figures must be written neatly and clearly with one figure to each square.
- All work will be completed in pencil.
- Calculations should start on the left side. There should be at least one clear square between and underneath each calculation.
- When using a ruler, children must use the grids in the book as a guide for their line.
- For solving word problems, the actual calculation should be set out.
- In Group Maths books, the date and WALT must be clearly visible for each piece of work.
- In 'Have a Go' Books, the children should record the number date alongside their working out.
- If children make a mistake, one neat line should be drawn through the mistake. If the mistake is a group of words, a sentence or a whole calculation then brackets should be drawn around it and a small cross placed next to it. Children should never over-write or scribble out.
- Loose worksheets are neatly stuck into books and are labelled and trimmed to fit the page.

- New pieces of work will be started on the next available page or ruled off as appropriate.

The Learning Environment

A consistently high standard approach to the organisation of the learning environment is a key element in our progress towards our vision of being a high-quality learning community where expectations are high and children make good progress.

Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range. All resources should be clean, tidy, of good quality and replaced as required.

Classroom Organisation and Resources

- Classrooms and teaching areas should be tidy and well organised. Work spaces should not be cluttered. Surfaces should only ever be covered with labelled resources or 3D display.
- Pupils should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils etc and should be encouraged to access resources independently.
- All pupil resources should be clearly labelled using computer generated labels of agreed fonts, images or handwritten labels.
- Each wall in every classroom should have examples clearly on display of neat, tidy, correctly formed handwriting, either as labels on displays or as examples. Children should always be able to see a good model.
- Each classroom should have whiteboards and pens available for all the children. They must be clean and working.
- Children should be encouraged to take responsibility for tidying away their own equipment and all classrooms and shared areas such as cloakrooms must be left tidy by children at the end of the day.
- Furniture use should fit the purpose (e.g. for whole class shared writing all pupils should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with pupils trained on how to safely and efficiently reorganise furniture as required.
- All classrooms will have a colourful, enticing and comfortable reading corner/space.
- At the end of the school day classroom will be left ready for cleaners to vacuum and clean surfaces.

Displays

Purpose of displays: -

Displays should be used to promote thinking, scaffold learning and celebrate children's work. Where appropriate, displays should be accessible to the children e.g. to add words/ideas. They should also be cross curricular and show maths links where possible e.g. multiplication and finding area of a shape. They should be interactive, attractive, tidy and appealing to both children and visitors in school. They should be by children, for children, rather than artistic masterpieces created by adults.

Aims

- To give children a sense of enjoyment and pride in their work and to celebrate and value the work of all pupils
- To promote questioning and learning through interactive/informative displays.
- To create a bright, stimulating, attractive learning environment.
- To develop the skills needed for presentation through their technology work.
- To give children opportunities to appreciate the standard of work of other children within the school.
- To arouse curiosity and promote ideas for their own work from seeing what others have produced or from what has been on display.
- To display relevant artefacts that stimulates children's work.
- To reflect the cultural diversity of contemporary British society and the global dimension of the curriculum.

The learning Environment – Working walls

The classroom learning environment for literacy and maths is based on the working wall approach where teachers' modelling and prompts are displayed as ongoing learning in each classroom.

The classroom English and maths wall evolves as each day progresses. It is the public display of the learning process. It clearly displays the long-term learning objectives as well as short term intentions. The 'Remember to' is developed with the children and is displayed. It is used to demonstrate to pupils how they will be able to achieve the Wait.

Key vocabulary is also displayed. Mind mapping, modelled examples, re-drafting and pupils' examples are regular features of a working wall.

Every classroom should have a writing wall, showing a half termly extended piece of writing for every child that demonstrated their progress over time, being passed on throughout their school career.

The learning environment – display as celebration

Celebration of work is displayed in corridors, shared areas and the school entrances. It is not the focus of the classroom learning environment. The current year group theme should be evident in each room through books, artefacts and relevant teaching materials

Each shared celebration display should have

- A title or heading – Bold and clearly visible
- A WALT
- Captions to explain the learning process or provide contextual information
- Questions to promote curiosity and encourage interaction.
- Work (written work, captions and questions as well as paintings and photographs) should be mounted neatly.
- Borders should be used to frame the display board– please staple in place securely as these are easily ripped as children pass by.
- The use of artefacts, drapes or plants can be used to enhance a display. They must all be in good condition. Using boxes and other devices to make a display 3D are recommended
- Displays are a celebration of pupils' work and as such should change regularly.
- Please think about careful presentation, such as thoughtful use of colour, shape, texture and the imaginative arrangement of work to achieve the best effect.
- Vertical and horizontal lines look better aligned if possible – please stand back and check work is straight before stapling
- Displays should always belong to the children and must not be window dressing. They provide one of the best ways of demonstrating a child is valued and a range of abilities should be evident. This is then time well spent.
- Displays and resources should always reflect the diversity and values of our school community as well as the wider world.
- Finished work displayed should always be the best that an individual can achieve, and it should be largely free from errors. Emergent writing and work in progress are also valuable for display and need to be labelled as such so the context is understood.
- A good display will stimulate discussion - think of your target audience - Stand back and evaluate the display. Has it worked? Are the children using it? Talking about it? Is it a useful tool for teaching? Does it celebrate work effectively? Has it made you feel proud? Has it made the children feel proud?

To ensure consistency across KS1 and KS2, in each classroom there be:

- clear written fire drill/evacuation procedures
- Staff responsible for first aid
- a display of Golden Rules, in KS2 this will include the 'Good to be Green'.
- The Federation Prayer
- Federation Ethos
- an age-relevant number line and a 100 square and or multiplication square
- Clock - analogue and digital
- Examples of calculations and problem solving - in line with the calculation policy
- Modelled current learning from flipchart teaching
- Best pieces showcased to share achievements and publishing skills
- A CPOW display in KS1 and an EGPS display in each KS2 classroom, updated in every writing lesson with new ideas
- Colourful semantics board
- Yellow timeline (yellow with Makaton signs and words in black)
- Subject words for SEN must be red backed (seek advice from SENCO)
- Standardised room identification will indicate class name, name of teacher & TA
- Attendance daily %
- In KS2, the name of the class text

Classrooms will also contain displays based on our values and notice boards detailing timetables and events. Display boards will be maintained and changed regularly. They will be organised to promote active learning and independence. Pupils will be encouraged to take responsibility for their environment and take care of resources. In shared areas, display boards will be maintained by allocated year groups and updated regularly to reflect learning in a range of curriculum

areas. Files of the following to be kept on a classroom shelf: - Individual pupil writing files which are updated each half term; a class file and a SEND/Inclusion file.

Inclusion

At Short Heath it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. For further details, see separate policies: Special Educational Needs; SEND Information Report; Equality Policy. As a federation we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur.

Monitoring

Presentation will be monitored by the Senior Leadership Team on a regular basis through:

- Work Scrutiny
- Standard's Reviews
- Lesson Observations
- Pupil interviews

The learning environment and presentation of children's work (in books and on display) will be monitored each half term. Feedback will be given to staff on strengths, which will be shared across the school/federation, and also development points that will ensure high expectations for the presentation of children's learning.

Date for Review: September 2018

