

Presentation Policy

Do your best to present yourself to God as one approved, a worker who has no need to be ashamed, rightly handling the word of truth.

Timothy 2:15



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

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.

OUTCOMES OF PRESENTATION POLICY

- Children of all abilities are expected to, and 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 across the curriculum.
- Progression in presenting work between each class is evident and understood by all children and adults.

FOR TEACHERS

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.
- To model good presentation through marking, classroom environment and when using the whiteboard.
- To monitor standards of presentation in books across the year group.

EXPECTATIONS FOR 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.
- In EYFS, KS1 and 2, all handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat. Year 2 should model both printed and joined as appropriate. Year 1 should be mainly printed, but examples of joined writing should be used.
- When sticking work/labels/headings in books, ensure they are straight and cut to size. No pieces of paper should stick out of the sides of the book. **Keep use of worksheets to a minimum.**

EXPECTATIONS FOR CHILDREN

Use of pencils, pens and rubbers

- Pencils should be used in all Maths books.
- 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.
- Pens must be blue handwriting pens, provided by the school.
- Pencils must be HB.
- **Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper and stuck into books at the teacher's discretion.**
- Rubbers must not be used in written work. Mistakes should be crossed out with a single line, with a ruler.
- Rubbers will be available in Maths, art and for writing for displays at the teacher's discretion to rub out mistakes e.g. on graphs that cannot be easily crossed out.

HANDWRITING

- Teachers must follow the agreed scheme for teaching handwriting.
- Bubbles / hearts in place of full stops or dots above the letter 'i' are not acceptable.

CLASSROOM ORGANISATION AND RESOURCES

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, books.
- Each room has mini whiteboards, whiteboard pens available for all the children.

MONITORING OF PRESENTATION POLICY

- Regular work scrutiny by staff, including subject leaders, will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

LAYOUT IN EXERCISE BOOKS

- The previous piece of work should be ruled off.
- The date and the title should be underlined in pencil with the use of a ruler.
- Write the short date i.e. 17.12.13 in Maths and the long date i.e. 17th December 2013 in writing books
- All figures must be written neatly and clearly with one figure to each square in Maths.
- Each calculation must be clearly numbered with the number of the calculation in a circle to distinguish it from working figures.

DISPLAY PROTOCOL

Please ensure that all work displayed meets the following criteria:

- The work must be the children's, in every sense (uniform photocopied, predrawn images are not appropriate)
- Reflects a range of abilities, celebrating individuals' best efforts
- Is mounted
- Shows the child's first name
- Has a clear title and explanation which makes clear the learning that has taken place. Both typed and handwritten titles can be used
- Shows the year groups / classes which produced the work
- Think about the audience to ensure that, even those who do not know the school, understand the purpose and context of the work
- Use a range of media to ensure the display is eye-catching, colourful and displayed to best show the children's work
- Please monitor the display over the term to make sure it remains attractive and tidy.

REVIEW

This policy is reviewed annually.



Teaching and Learning Policy
September 2018

The implementation of this policy will be monitored by Miss Kelly Hannah in consultation with the Leadership Team.

This policy will be reviewed as appropriate by The Senior Leadership Team

Intended Policy Review Date – September 2019

Approved by _____ (Headteacher)

Date: _____

Approved by _____ (Governor)

Date: _____