



# **Eastbrook Primary School**

## **Presentation Policy**

Revised: September 2020

## **Rationale behind our presentation policy**

This policy has two main **aims**:

1. to establish high expectations for the presentation of our pupils' learning.
2. to ensure a consistent approach towards presentation is followed by all members of the school community.

## **This policy has many outcomes**

- develops pupils' pride in their learning.
- improves pupils' self-esteem.
- strengthens pupils' perseverance.
- enables pupils to demonstrate the acquisition of knowledge and skills.
- provides evidence of pupils' thinking which can be used as assessment of learning
- develops a wide range of pupils' communication skills.
- demonstrates that the school values the recording and transmission of knowledge.

## **Presentation in all books (except maths books)**

- The short date is written in the margin with dots between the numbers.
- Each piece of work has a title. Although the teacher discusses the learning objective with pupils, they do not record this in their books. Instead, pupils record a one or two-word title to indicate what they are learning.
- The title is written at the top of the piece of writing in the middle of the page and underlined with a ruler.
- At the start of a block of work a learning ladder is stuck in, below the date. This is stuck in parallel to the margin, but not on it.
- Each line of writing is begun next to the margin, except for a new paragraph (from Year Three).
- When a mistake is made, it is crossed out with one straight line – we do not use rubbers.
- Any drawings are completed on plain paper and then stuck neatly into the book.
- Any sheets stuck into books are carefully trimmed and stuck in firmly and squarely, so that they fit within the page and do not hang out of books.
- Teacher's writing is a good, clear example of cursive writing modelling the Nelson handwriting scheme.
- Children use cursive writing at all times following the Nelson handwriting scheme.
- Children write in pencil in Reception, Year One and Year Two.
- From Year Three onwards, when a child writes consistently in neat, clearly-formed cursive writing, a 'pen licence' is awarded. Once a pen licence is awarded children *write in black pen at all times*.
- All children in Year Six write in pen.
- A ruler is used to rule off the last piece of work.

Presentation expectations for all subjects (except maths)

**Date in the margin** → 7.9.20

**Title is written in the middle of the page, underlined with a ruler** → Presentation

**We start writing next the margin** → We underline the title with a ruler.

We write the short date in the margin.

We make sure our writing starts next to the margin.

When we write, we always use cursive writing.

If we make a mistake, we cross it out with one line.  
(We do not use rubbers.)

Information sheets are stuck in neatly.

Before starting a new piece of work, we underline the last ~~peace~~ piece using a ruler.

**Cursive writing is used throughout**

**A ruler is always used to underline or rule off** →

**Mistakes are crossed out with one line** →

**This is how we present our work.**

## **Presentation in maths books**

- The short date is written at the left of the page.
- Each piece of work has a title. Although the teacher discusses the learning objective with pupils, they do not record this in their books. Instead, pupils record a one or two-word title to indicate what they are learning.
- The title is written at the top of the piece of writing in the middle of the page and underlined with a ruler.
- No margin is drawn in maths books.
- At the start of a block of work a learning ladder is stuck in, below the date. This is stuck in parallel to the margin, but not on it.
- One digit should be written in one box.
- Calculations should go down the page and space left to the right of the calculation, in case corrections need to be made.
- When a mistake is made, it is crossed out with one straight line - we do not use rubbers)
- Any sheets stuck into books are carefully trimmed and stuck in firmly and squarely, so that it fits within the page and does not hang out of the book.
- Teacher's writing is a good, clear example of cursive writing modelling the Nelson handwriting font.
- Children use cursive writing at all times following the Nelson font.
- Children write in pencil in all year groups.
- Grammar and spelling mistakes are marked in maths books.
- When children are problem solving, they should use 'tags' – to show the distinct steps taken to solve the problem. e.g. total distance jogged, Mean distance jogged each day.
- A ruler is used to rule off the last piece of work.

## **Implementation of policy at the start of term**

- In the first week, teacher should share the Presentation Policy with the class and refer to the prompt display. This will need extra attention because of the disruption to education caused by Covid-19.
- In the first English lessons each child should copy a piece of prose work modelled by the teacher (this will act as a prompt for later). The writing should be practised on lined paper and checked by the teacher, *before* it is recorded in the exercise book.
- In the first maths lesson the teacher should model the recording of a maths problem on the visualiser. Pupils should copy this neatly into their maths book.
- There should be a continued focus on the presentation of recorded work throughout the first two weeks.
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- In the second and third weeks the teacher should model how to stick-in and use the marking ladders.

**Presentation expectations for maths books**

9.9.20 Mean (average).

1)

Day	Distance
Monday	1.2 km
Tuesday	2.0 km
Wednesday	1.6 km
Thursday	2.4 km
Friday	1.5 km

Total distance jogged

$$\begin{array}{r} 1.2 \\ 2.0 \\ 1.6 \\ 2.4 \\ 1.5 \\ \hline 8.7 \end{array} \text{ km}$$

Mean distance jogged

$$\begin{array}{r} 1.74 \\ 5 \overline{) 8.720} \\ \underline{50} \phantom{0} \\ 37 \phantom{0} \\ \underline{35} \phantom{0} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

The mean distance jogged each day is ~~1.7~~ 1.74 km

Date and title are underlined

Title is written in the middle of the page.

Question numbers are written with a bracket in the first full square from the left.

Tag is used when problem solving to show the distinct steps taken

Cursive writing is used throughout

Mistakes are crossed out with one line

A ruler is always used to underline or rule off

**This is how we present our maths work.**