

Waterthorpe Nursery Infant School



Presentation of work Policy

November 2017

Approved by: Curriculum Committee

Date: 11th December 2017

Next Review Date: Autumn 2020

Presentation Policy

Aims:

For all pupils to be:

- taught the importance of clear and neat presentation in order to communicate their meaning effectively
- encouraged to develop a sense of pride in the presentation of their work

Mark Making/Handwriting:

At Waterthorpe we will teach a cursive style of writing, known as 'smiley writing' to the children. As the children are taught the correct formation of each letter they will be expected to use this in their writing.

Teachers and other school staff are expected to use smiley writing in marking of books; this should be of a good level of presentation.

Writing: In the summer term of Foundation Stage 2 (FS2) children who are expected to end the FS as exceeding Early Learning Goals (ELG) will begin to use books with wide lines for writing. These books will be taken up into Year One (Y1) with them. In the first half term of Y1 all children will use writing books with wide lines. In the second half term of Y1, the children who have a correct pencil hold position and are able to form letters with reasonable control will move onto narrow lined books. Other children will do this at a point that the teacher deems appropriate. Children in Year Two (Y2) Y2 will use narrow lined books for writing with the exception of SEN children where fine motor control is an identified need.

Mathematics: Teachers will use lined books in the first term of Y1 and will then move onto squared books with large squares. Children in Y2 will move onto small squares in books with the exception of those that the teacher deems to not have appropriate fine motor control.

Children will use pencils to produce work in their books. Felt-tip pens will not be used in books. Where children have difficulty, with fine motor skills and letter formation specialist writing implements may be used to support pencil grip. Children will be expected to produce their best mark making and writing, with appropriately sized writing (size appropriateness linked to the children's fine motor skills) and control of letters.

Setting out:

When using loose sheets of paper, children will write their name on the page.

In Key Stage 1 (KS1), each piece of work should have a Learning Objective with 'success criteria'. In KS1 children will be expected to underline any titles they write. Any underlining of titles should be done with a ruler. The short date should be written at the top of each new piece of work.

When completing illustrations children will be expected to use appropriate colours and detail for their stage of development.

Children will be taught to use rubbers. If a pencil is used, and a mistake is made, this can be rubbed out. It may be useful to leave mistakes, and children will be encouraged to do this if appropriate, and make corrections next to the mistake (this may be done in a different coloured pencil).

Children will be taught to use a fresh page for each new piece of work. They will be taught to check that they have not missed out pages in their books. Where this does happen they should go back and use the pages missed.

In books there will be the appropriate use of the lines, squares and blank spaces for pictures and writing. In mathematics children will be taught to use each square for a number or symbol.

There will be no doodling or drawing on books. Children will be taught the importance of caring for their books and having pride in their work.

Learning objectives and success criteria will be stuck on each page. Children will be taught where and how to do this.

Where pieces of work are stuck into books these should all be folded or trimmed so that they do not protrude past the page edge. An adult will supervise children doing this. Where children are not able to stick in work neatly themselves, an adult will do this for them.

The use of photocopiable worksheets, and cutting/sticking worksheets into books, will be kept to a minimum. Where cutting activities take place, children will be taught the correct scissors to use and how to cut accurately and carefully.

Teachers should have high expectations of all children in terms of all presentation e.g. mark making, handwriting, illustrations etc.

Journals:

These are used as an assessment tool in the Early Years Foundation Stage (EYFS) and through KS1 they continue to show the progress that children have made. These books are given to parents/carers at the end of KS1 and should therefore reflect the highest standard of presentation. Teachers are responsible for ensuring this. In the Foundation Stage Journals will include annotated photos of children that are dated. These will be linked to the EYFS assessment statements. In Key Stage One Journals will include a heading for each topic, 'I can' statements for each half term, one piece of writing for each half term and photos that evidence the children's activity and achievements.

Review:

This policy reflects current practice and will be monitored and reviewed.

Next planned review: Autumn 2020

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Presentation Policy	21/11/17

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Curriculum Committee members

<p>What are the aims of the policy or project? For all pupils to be:</p> <ul style="list-style-type: none"> • taught the importance of clear and neat presentation in order to communicate their meaning effectively • encouraged to develop a sense of pride in the presentation of their work
<p>Who is the intended customer/service user of this project or policy? Staff and children</p>
<p>What are the desired outcomes from this project or policy? Consistent expectations or presentation of work</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Marking policy, Assessment, Recording and Reporting policy</p>

What are the racial, disability and gender equality implications of the policy or project?	
None	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	N/A

Action to take :			
If you have indicated there is a negative impact, can it be justified?	N/A	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	N/A	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the form):	Date: 21/11/19
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