

Carnforth Christ Church C of E Primary School

PRESENTATION POLICY

Mission Statement

Christ Church C of E Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God.

Statement of Principles

At Christ Church C of E Primary School we are keen to establish high expectations and to encourage children to take pride in everything that they do. We aim to motivate each child to present their work in the best possible way in order to demonstrate their potential to its full effect.

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school and within all areas of the curriculum, and to ensure that each child knows the standard of presentation which is expected of them.

Policy Application

Staff will actively teach the children how to present their work to the required standard. It should be a key focus at the beginning of the year, and then revisited periodically throughout the year as necessary. All staff should ensure that good presentation of work is celebrated through:

- Displaying work to a high standard of presentation;
- Celebrating work with a high standard of presentation in whole class situations;
- Rewarding children who have presented work particularly well in line with whole school behaviour policy (house points, certificates etc.);
- Ensuring that handwriting is taught in line with the school handwriting policy.

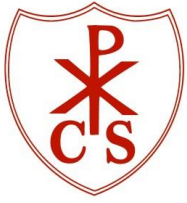
The expectations outlined within this policy are intended to apply to the vast majority of children in our school, however teachers may make the decision to 'personalise' presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress.

General Expectations

Children should be taught where to begin a new piece of work. For each new piece of work, a new page should be started. Where work continues from a previous piece, a neat ruled lined should be drawn (by an adult if necessary).

Foundation Stage

The numerical date and learning objective or aim will be written by an adult at the top of the page using pen. Children will write in pencil.



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Each piece of work should be headed with the lesson objective or aim, which will be written on the line immediately underneath the date, and aligned to the left-hand side. This should be clearly indicated by the use of 'Aim'.

Following the objective or title, one line should be left blank before written work is started.

Mistakes should be corrected neatly. An eraser can be used if the work is written in pencil. If pen has been used, a neat, straight line should be drawn through the mistake. When necessary, an adult will assist children in rubbing out mistakes. Correction fluid is not permitted.

Key Stage 1 and 2

Margins are used in all A5 or larger exercise books. If margins are not pre-printed in books, they should be drawn neatly with a ruler down the left-hand side of the page.

Each piece of work should begin with the date, written on the left-hand side of the page, against the margin. In mathematics, the date will be written numerically (short date) e.g. 10/11/23, whereas in other books the 'long' date will be written e.g. Thursday 5th September 2017. Children are encouraged to be responsible for writing the date themselves; however, in certain situations and adult will scribe on their behalf.

Each piece of work should be headed with the lesson objective or aim, which should be written on the same line as the numerical date, or two lines below the 'long' date, and should be aligned to the left-hand side against the margin. This should be clearly indicated by the use of LO/aim.

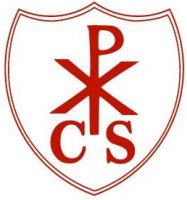
Where work requires a title, it should be written two lines below underneath the LO/aim, and aligned to the centre.

Following the objective or title, one line should be left blank before written work is started.

In Key Stage One, the date and aim may be written by an adult or be stuck into the child's book on a sticker. By the summer term of Year Two, all children (with the exception of those with specific SEND) should be writing the date and aim independently.

Mistakes should be corrected neatly. An eraser can be used if the work is written in pencil. If pen has been used, a neat, straight line should be drawn through the mistake. When necessary, an adult will assist children in rubbing out mistakes. Correction fluid is not permitted.

Pens may be used within upper Key Stage 2 at the teacher's discretion. Children may be given a pen if they have consistently demonstrated a fluent, cursive writing style. Children should only use pens issued by school and not ones which they have brought in from home. All children must use pencil in mathematics books. Pens may be temporarily removed from children whose work does not meet the required expectations in relation to presentation. These children will revert back to using pencil until they prove to their teacher that their work is of a consistently high enough standard to go back to using a pen.



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Handwriting

A cursive handwriting style is introduced in the Foundation Stage where children are taught how to form lead in/on. From Year 1 upwards, children are introduced to full, fluent, cursive style and it is expected that by the end of Key Stage 1, pupils can apply this to all of their writing across the curriculum.

All diagrams should be drawn in pencil. Children are only permitted to use pencil crayons in their books, not felt tip.

Children are not permitted to doodle on the cover or pages of the book, or on any writing frames / guides that they might be using.

If work is glued into books, this should be done neatly so that all of the edges of the page fit within the book cover (i.e. no 'overhang').

EYFS

Handwriting is introduced as part of the pupils' phonics sessions where the children are taught lead in/on for each letter or sound taught and will practise this through writing in the air and on whiteboards. Early writing and mark making opportunities are incorporated into continuous provision learning. In the summer term of EYFS, designated handwriting sessions are introduced in readiness for the transition to Key Stage 1. Children are taught to recognise handwriting families which will be built on as they move through school.

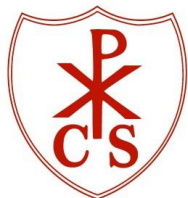
Key Stage 1

Weekly handwriting sessions are introduced where children are taught how to progress into full cursive style. Children will be provided with sheets to write over to practise letter formation. Handwriting is practised on template sheets.

Key Stage 2

By the end of Key Stage 2, children will be practising handwriting in designated sessions four times a week. Children will use handwriting books to set out their work.

The school will use resources purchased from Twinkl as a programme of study. See appendix 1 for letter formation used in school.



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Resources

All central resources are stored in the school's central stock rooms.
Exercise books to be used by pupils are as follows:

Subject	Foundation Stage	Key Stage 1	Key Stage 2
English	A4 12mm feint ½ page (purple)	A4 12mm feint and margin (blue)	A4 8mm feint and margin (green)
Reading Journal	-	A5 12mm feint and margin (purple)	A5 8mm feint and margin (purple)
Spelling/Vocabulary	12mm infant workbbok (red)	12mm infant workbbok (red)	7mm feint vocab book (orange)
Mathematics	A4 landscape 20mm sq (blue)	A5 10mm square (blue)	A4 10mm sq (red) Y3/4 A4 7mm sq (red) Y5/6
Religious Education	A4+ 12mm feint ½ page (purple)	A4+ 12mm feint ½ page (purple)	A4 8mm feint and margin 32pg (blue)
Science	-	A4 12mm feint and margin (blue)	A4 8mm feint and margin 32pg (blue)
Topic	A4+ alternate lined and feint (purple)	A4+ alternate lined and feint (purple)	A4+ alternate lined and feint (purple)
Drawing	-	A4 laminated sketch book (black)	A4 laminated sketch book (black)
Languages	-	-	Manilla Folder

School Displays

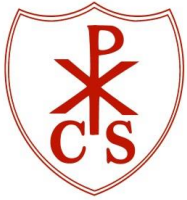
At Carnforth Christ Church C of E Primary School, our displays play a key role in fostering enthusiasm for learning and as such, must reflect the same high standards of presentation as we expect from children's work.

Classroom displays should reflect the age of pupils and inform, support and celebrate learning. Where possible, interactive displays using real artefacts, puzzles, questions and books should be used to help stimulate learning.

Communal displays in cloakrooms, corridors or the hall should celebrate pupils' work and provide a glimpse of the learning which is taking place currently in the child's class.

Display Expectations

- Display boards should be backed and have a border in good condition.
- All displays should have a title which can be word-processed.
- All displays should be labelled with a hand-written explanation using sentence strips.
- Communal displays should incorporate an appropriately linked Bible verse, hymn or poem.



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- On celebration display boards, pupils' work should be neatly mounted and, where appropriate, named.
- Pupils' work should be neatly presented, demonstrating ability or age appropriate standards.
- Displays should be changed at least termly to reflect new learning in the classroom. When changing displays, pupils' work must be returned to the pupils' work books.

Health and Safety

- When erecting displays, all members of staff must work safely and appropriately, ensuring that the terms of the school's Health and Safety policy are met.
- If necessary, the school's foot stool must be used when working at a higher level. Chairs and tables must not be used for standing on.
- If a ladder is required, an appropriate member of staff is permitted to use the ladder but there must always be another adult working alongside them.

Monitoring

Presentation of work will be regularly monitored by the Headteacher / Subject Leaders through:

- Work scrutiny
- Lesson observations
- Walk-throughs

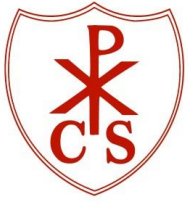
Policy written: September 2017

Reviewed: November 2017 with addition of handwriting structure

September 2020 with alterations of layout of work and recording of date and aim

September 2023 – minor alterations to exercise books used

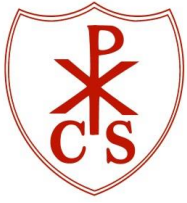
To be reviewed: September 2026, or as required



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APPENDIX 1: Handwriting Formation



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Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz