**Hutton Rudby Primary School**

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**Presentation Policy**

**December 2017**

**Aims:**

* To establish high expectations and pride in everything we do – of both ourselves, and of the children
* To provide a clear and consistent set of guidelines for the presentation of children’s learning.

**Objectives:**

* To motivate each individual to present their work to the very best of their ability.
* To enable children to recognise work that is presented to a high standard.
* To ensure each children knows, understands and recognises the HRPS Golden Standards for presentation.

**For all staff:**

* To be consistent in standards of presentation across the school.
* To provide a baseline for judging acceptable standards of presentation.

**Expectations for teaching staff:**

REMEMBER, you are the most important role model for presentation and high expectations.

* All adult handwriting which is on display for the children should be joined, legibly, consistently formed and neat following the Letter Join style (ie. On whiteboards, interactive whiteboards, flipcharts, display, working walls, etc.).
* All children’s work must be marked using the HRPS Golden Standards, and the marking policy; children should be given time to reflect on this marking.
* When sticking in any sheets of paper into books, ensure they are straight, cut to size and do not overlap the page of the book.

**Expectations for children in Maths:**

* All dates, objectives and titles should be underlined with a ruler. In KS1, learning objectives can be stuck into books (where possible, Y2 should be given the opportunity to handwrite these).
* A 6-digit, short date should be used; it should be written in the top left-hand corner of the page, for example: 27.11.17. Each newly date piece of work will start on a fresh, clean page.
* If work needs to be corrected, it should either be crossed with a neat line using a ruler, or erased with a rubber. Where possible, encourage children to cross out their mistakes so the whole learning process is evident.
* Maths work should always be completed with a sharpened HB pencil.
* Question numbers should be demarcated to the left-hand side of a question with a dot in the same box and at a least one square to the right missed before the response is written, for example:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 2 | 4 | ÷ | 6 | = | 4 |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

* A ruler should always be used for any mathematical drawings, including lines, shapes, angles, graphs, etc).
* Calculations involving decimals will have the decimals point on the line in the centre between the ones and the tenths, for example:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 2 | 4 | 5 | 8 |  |  |  |
|  |  | + |  | 1 | 2 | 3 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

* When using the formal, vertical layout (above), the answer should have a straight ruler line drawn in-line with the horizontal line in the book, and the operation should be drawn to the left in a separate column (see example above).
* All responses to the HRPS Golden Standards and any EBIs, should be completed in purple pen (Year 1 to use purple pencil).

**Expectations for handwriting:**

* The Letter Join scheme is the agreed scheme for teaching handwriting from Reception to Year 6.
* Letters should be formed in the correct size, including correctly sized (not overly exaggerated) capital letters at the start of sentences, proper nouns and the date.
* A Hutton Rudby, we expect that children will be using a joined, cursive Letter Join style by the end of Key Stage 1.

**Expectations for children in English or other written work:**

* In all work (apart from Mathematics), the date will be written in full on the top line of the page and underlined with a single line using a ruler. Care must be taken not to form oversized letters just because the top line is wider, e.g. Monday 27th November. All new work should begin on a fresh, clean page.
* A single line should be missed after the date and the learning objective should be written using the abbreviated L.O and introduced with a colon, for example:

Monday 27th November

L.O: To understand how to punctuate parenthesis.

* If the work includes a title, a single line should be missed under the L.O. *The exception to this would be when the final edit of writing is put into books. As the child’s written work goes on the right-hand side, a centred title on the top line should introduce this work.*
* Once the L.O and/or title has been written, a single line should be missed and the work should start at the margin. *The exception to this would be for narrative work where an indentation is required (indentations should be no more than 2cm approximately from the margin).*
* New paragraphs should be indicated by missing a single line in non-narrative and non-fiction work. *If indentations for narratives are used, then they should be used consistently throughout the whole piece of writing. Children should be taught the difference and the reasons why.*
* If a mistake is made, a neat line is to be drawn through the mistake using a ruler. This is applicable to all year groups and will prepare children for editing mistakes when writing in pen in Y5 and Y6.
* In Reception to Year 4, children will write in sharpened pencil. During the LSK2 phase, children will work towards earning a handwriting pen.
* In Years 5 and 6, all children will use a handwriting pen for all written work, except in Mathematics.
* In all curriculum and English books, diagrams, lines, tables, charts must be drawn in pencil; the labels/written information for these will be written in pen once a children has obtained a pen licence.
* If they make a mistake, children should write the correct word or phrase next to the mistake in their purple pen.
* Any work which requires a question number should have the question number indicate in the margin with a dot next to it. Responses will be to the right of the margin on the same line.
* A line should be missed between each response/answer.
* If a whole piece of work not completed to the best of the child’s ability or upholding the HRPS Golden Standards, then a piece of work should be re-done on the next page, and the child will tick the purple R box on the HRPS Golden Standards sticker to indicate they have understood why.
* If any of the books provided by the school are defaced or ripped purposely a letter will be sent home and a new exercise book will need to be purchased by the parent/carer.

**Outcomes and impact of the presentation policy:**

* Children of all abilities are 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. All classroom will have the HRPS Golden Standards poster displayed and each book will have the small explanatory version on the front of books.
* Progression in presenting work between each year group is evident and understood by all children and adults.

**Monitoring of the presentation policy:**

* The Senior Leadership Team will look at examples of children’s work alongside during work scrunities on a termly basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practise in facilitating effective teaching, learning and feedback.

*Possible examples of excellent layout to be added to this after the introduction of the HRPS Golden Standards*

Policy completed by E Hopkin (English Lead): November 2017

Policy reviewed: December 2018