

Broomhill First School

Presentation Policy

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.

Expectations for Teaching Staff

Teaching staff should act as a positive role model for presentation and high expectations. They should use the resources available e.g. on the IWB – lines, grids to model good practice.

- ❖ All handwriting used when teaching children – on the interactive whiteboard, books, flip charts – should be legible, consistently formed in line with our handwriting scheme and neat.
- ❖ All children's work must be marked using the agreed marking policy.
- ❖ When sticking work/labels/headings in books ensure they are straight and cut to size.
- ❖ If a child is away please ensure that their book is marked with 'absent' and write the short date.

Expectations for Children

Use of pencils and pens:

- ❖ Pencils should be used in all books in Reception and Key Stage 1, apart from handwriting books when pens should be used where the teacher judges a child is ready to use one.
- ❖ Pens should be used for written work in English books 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. Pencil should be used in all other books, apart from handwriting.

- ❖ Pens must be fibre tip. No ballpoint, biros or felt pens should be used.
- ❖ Felt pens should not be used in exercise books.

Expectations for Handwriting

- ❖ The Cambridge Penpals scheme is the agreed scheme for teaching handwriting.
- ❖ Sassoon Primary Infant or Comic Sans fonts are the preferred style for worksheets and hand-outs.
- ❖ A handwriting session should take place every week and handwriting is also an integral part of spelling and phonics lessons.

Expectations for Layout

- ❖ All work must be dated, with the date written at the top of each piece of work on the left hand side.
- ❖ The learning objective or title is written on the next line.
- ❖ In Key Stage 2, at the start of a new piece of work, children will miss a line under the last piece of work, rule off and start on a new line.
- ❖ Leave one line between each paragraph.
- ❖ Children should be taught to draw one neat line through a mistake and start again – do not over-write (adults should also model this when writing in books). Rubbers should not generally be used by children.
- ❖ Rulers should be used by children (and adults) when drawing lines in books.

Layout in Mathematics

- ❖ The short date should be used eg 2.9.15.
- ❖ If appropriate, the textbook page number should be clearly indicated.
- ❖ All numbers must be written neatly and clearly with one digit to each square.
- ❖ If calculations are numbered, a full stop should be written after it to distinguish it from working figures.
- ❖ When using vertical layout, the answer should have lines above and below an answer with the operation sign to the left or right in a separate column.

Outcomes of 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.
- ❖ Progression in presenting work between each class is evident and understood by all children and adults.

Monitoring of Presentation Policy

The Headteacher and relevant coordinators will monitor a sample of children's work on a termly basis to ensure that the policy is being implemented consistently.

Parental Support (See Appendix A for specific parental information)

Parents are encouraged to help support their children develop their handwriting at appropriate meetings during the school year. This policy is also published on the school website as a point of reference for parents

Appendix A - Handwriting Information for Parents

Letter Formation

It is important that children are taught correct formation from the start, and that teachers and parents both do the same thing. When helping your child with letter formation, please make sure you form the letters as taught at school. Please see your child's class teacher for a letter formation sheet.

When helping your child with letter formation in the early stages, focus on lower case letters. To begin with, only introduce capital letters for the first letter of names. Explain that we do not normally use capitals within words.

Later on, when children are beginning to write in sentences, encourage them to use capital letters at the beginning, and for the first letter of names of people and places.

Progression at School

Much of our handwriting practice is linked with the teaching of sounds and spelling. In Reception Class children learn the formation of individual letters as they learn the sounds they make during daily phonics teaching sessions. In Key Stage 1, children will begin to join letters in simple two-letter words once their hand-control is sufficiently developed. They will then progress to longer words, linked with spelling patterns.

It is important that children are taught to join the letters in one particular way. If you wish to help your child with joining letters, please check with his/her teacher to see whether she/he feels your child is ready to do so, and, if so, how you can help.

Please remember to join letters in the way the children are taught at school.

Note: Capital letters are not joined. The break letters are b, g, j, p, q, x, y and z. No join is made after these letters. No joins are made to or from the letter z.

Writing Equipment

Children need a varied selection of tools and materials to experiment with. They will benefit from using paper of different textures, shapes and sizes, both lined and unlined, pencils of different thickness and colours, pens, felt pens, paintbrushes, chalks and crayons. They can be encouraged to form letters with play-dough or plasticine and in sand.

Left-handed Children

Don't automatically equate left-handedness with problems, but it helps to remember that left-handed children have different needs from right-handers. It is important that left-handed children can see what they are writing. They should sit where elbows

do not bump right-handers and where they are not in their own shadow. Encourage them to hold their writing tool away from the point so that their thumb does not get in the way. It also helps to use free-flowing pens that don't smudge. Particular care should be taken with anti-clockwise letters in the letter family: c, o, d, g, q, e.

Responding To Children's Writing

All children will come to school with some previous knowledge and experience of writing. As well as teaching sounds and letter-formation, we also encourage children to see themselves as real writers and writing as a means of communication. We will encourage children to have a go at many different types of writing, for example, captions, stories, messages, lists and notes. We will praise children's efforts, and perhaps focus on one thing that needs to be improved upon. This may be in connection with handwriting, spelling, or ideas. We ask that you, as parents, also praise your child's efforts, and focus only on one particular aspect of their handwriting that needs improvement at a time. In this way children's confidence can be steadily built upon at the same time as their learning is being developed.

Please see your child's class teacher should you require any further information.