

**LOVE, COURAGE & RESPECT**

Learning and Achieving Through Love, Courage and Respect

# **BRIGHSTONE C.E. PRIMARY SCHOOL**



## **PRESENTATION POLICY**

**Date Agreed:** May 2023

**Review Date:** May 2025

| Revision No. | Date Issued | Prepared by: | Approved by: | Comment    |
|--------------|-------------|--------------|--------------|------------|
| 1            | May 2023    | RL           | FGB          | New policy |
|              |             |              |              |            |

To be read in conjunction with the Teaching, Learning and Feedback Policy.

### Aims

To establish high expectations and pride in everything we do, both of ourselves and of the pupils, and to create a clear and consistent set of guidelines for classrooms and the presentation of pupils' learning.

### Objectives

- To motivate each individual to present their work in the best possible way.
- To enable pupils to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them, taking into account their age, ability and individual needs.
- To create consistency in standards of presentation across the school (taking into account children's age, ability and individual needs).
- To provide a baseline for judging acceptable standards of presentation.

### Expectations of Books and Classrooms for Staff

#### General

- Remember – you are the most important role model for presentation and high expectations! Use the resources available to you, e.g. on the whiteboard – lines and grids to model good practice;
- All handwriting which is on display for the pupils – on the interactive whiteboard, in books, on flip charts, on display – should be legible, consistently formed, neat and follow the school handwriting scheme;
- All pupils' work must be marked using the agreed marking policy (within the Teaching, Learning and Feedback policy);
- When sticking work/labels/headings in books, ensure they are straight and cut to size;
- Calibri font is the expected style for all worksheets and handouts. Sassoon Primary Infant may also be used;
- Make sure that pupils clear work surfaces and the floor before leaving the room to reduce waste of resources and to ensure health and safety.

#### Classroom Organisation and Resources

- Pupils should have easy access to the appropriate equipment, that is clearly labelled with words and visuals: rulers, pens, pencils, colouring pencils, concrete resources, word mats, speed sound mats, handwriting guides;
- Each room has individual whiteboards and pens available for all the pupils;
- Pupils and staff should check and tidy the floor and other surfaces before leaving the room; e.g. at break time, lunch time and home time;

- Surfaces, including teachers' desks, will be kept neat and tidy at all times to avoid cognitive and sensory overload;
- Learning walls and table-top displays will show current learning and useful resources/texts:
  - English Learning Wall:
    - current learning focus (learning journey)
    - purpose/audience/form
    - stepping stones with each stage identified
    - outcome of the learning journey with success criteria added to throughout the 'capture, sift and sort' part of the journey
    - appropriate tools for the genre/text type, with WAGOLL, different examples, useful work/pictures etc... built up throughout the learning journey
    - magpie words (on a large sheet of paper) and key vocabulary for the current learning
    - spelling learning wall with current learning, topical vocabulary, spelling patterns, common exception words and any useful tools/resources, inc. 'oops' spellings
    - small speed sound mats, word mats, dictionaries and thesauruses (age appropriate), whiteboards and pens, common exception words/HFW/topic words to be accessible in all year groups
    - RWI speed sounds charts to be displayed and added to with post-it notes when needed
  - Maths learning wall:
    - current learning focus
    - appropriate tools for the focus with good examples of current work
    - modelled examples, step by step
    - key vocabulary for the current learning
    - 'Can you... say it, make it, draw it, write it, explain it' signs
    - stem sentences for the current focus
    - number line (KS1 up to 100; KS2 up to 100 and up to 1000) and hundred square displayed
    - clearly labelled and accessible resources:
      - bead strings
      - place value cards
      - place value counters
      - place value arrow cards
      - number lines
      - counters
      - Dienes blocks (Base Ten)
      - money
  - Other learning walls:
    - All other learning walls should have the subject title, main focus/key question, stepping stones, key vocabulary (that may be added to as the learning journey progresses), useful information/examples of children's work, pictures and labels, parallel texts
    - Reflection table with prayer book, school prayer, prayer object, Bible
    - Visual timetable, using the widgets, along with the time (e.g. clocks) next to them. Each lesson/activity is removed once completed
    - Drawers for each child, labelled with Sassoon Primary Infant or Calibri (Rec and KS1) or Calibri font (KS2)
    - All drawers and equipment clearly labelled with pictures and using Sassoon Primary Infant or Calibri (Rec and KS1) or Calibri font (KS2)
    - Outdoor areas will reflect current learning as much as possible, and will be kept

clean and tidy

- Attractive and welcoming book corner/reading shelf, with parallel texts for the learning journeys;
- Backing paper will be in the same colour, and all borders will be in the same colour as each other;
- Classroom walls will be free of extraneous paper 'clutter' and only have on display information and resources that are used frequently, to avoid cognitive and sensory overload;
- Classrooms will be kept tidy and clutter-free, with tables cleared at the end of each day.

### Expectations for Pupils' Books

#### Use of pencils, pens and rubbers

- Pencils should be used at all times unless given permission to use other writing equipment;
- Specific handwriting pens may be used for written work in Year 6 at the point where the teacher judges the pupil's handwriting to be sufficiently neat and fluent;
- When an error has been made, the error will be crossed out neatly with one line;
- Rubbers won't be used unless absolutely necessary (for example, in Maths where crossing out may make the workings too difficult to understand);
- Pupils will use pencil when editing or correcting their own work, and use purple polishing pens when responding to feedback;
- Pupils are not allowed to scribble or draw on the front of or inside their books.

#### Expectations for handwriting

- The Scholastic scheme is the agreed scheme for teaching handwriting;
- Use the right size letters: capital letters at the start of sentences and for proper nouns;
- Handwriting is taught each week in designated handwriting lessons and as an integral part of spelling and phonics lessons;
- Children's handwriting and presentation will be expected to be as neat as possible according to age, ability and any individual needs (scaffolding and resources will be used where there is an identified need).

#### Expectations for layout

- The date is written (or typed on the LO) at the top on the left:
  - Long date for English
  - Short number date for Maths and every other subject
- The title or learning objective (or both) is written or glued centrally on the next line. The LO is to be printed and stuck in (not written) at the top of each piece of work, with the title of the activity, a brief explanation/sentence of the activity, and the three levels of challenge if appropriate, which the adult or the children tick;
- The date and title must be underlined using a ruler;
- Where possible, a new piece of work will start on a new page;
- If a new piece of work starts on a previous page, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page;
- Miss a line under the title and start at the margin;
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write;
- Neat handwriting should be used at all times;
- Learning journey title pages will be used in books at the start of each learning journey;
- Class title pages will be used in books at the start of each year.

- Layout in Mathematics:
  - Where possible, a new piece of work will start on a new page;
  - If a new piece of work starts on a previous page, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page unless told to do so;
  - The short number date and the objective/title should be underlined;
  - All figures must be written neatly and clearly with one digit or symbol to each square;
  - Each calculation and subsequent answer must be clearly numbered but also distinguishable from workings out/notes.

### Personal and behavioural presentation






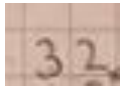
- Children will wear the appropriate school uniform with socks and hair accessories in the school colours, and shirts tucked in (all staff will remind children when necessary);
- All children will walk in the corridors quietly (and **silently** to and from CW);
- When lining up outside and walking back to class after playtime and lunchtime, children must be in single file and quiet;
- Children must walk down steps instead of jumping. They must go back and walk down them properly if necessary;
- Children must show respect to all adults and use 'please', 'thank you' and 'excuse me'. They should knock on doors before entering;
- Children must have the responsibility to keep their classrooms and cloakrooms tidy at all times, and make sure that tidying up is done before they leave the classroom. Room inspections by senior leaders will take place periodically;
- RWI and BSL **silent** signals will be used in all classes by all members of staff;
- Electrical equipment (e.g. lights, Smartboards, speakers, laptops) will be turned off when not in use, and especially at the end of each day.

### Outcomes of Presentation Policy

- Pupils of all abilities are able to present their work to their 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 pupils and adults.

### Monitoring of Presentation Policy

- The Headteacher will monitor through learning walks;
- Regular work scrutiny by staff, including subject leaders, will ensure the policy is being adhered to.

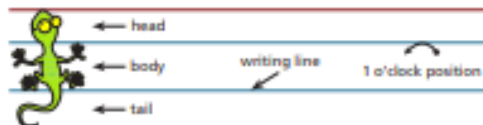
| <b><u>Presentation Guide</u></b>   |  |
|--|--|
| I will write the date on the left hand side at the top of my work:   |  |
| <ul style="list-style-type: none"> <li>• Long date for English: <i>Monday 22<sup>nd</sup> May 2023</i></li> <li>• Short number date for every other subject: <b>22.5.23</b></li> </ul> |  |
| I will underline the date and the title using a ruler.   |     |
| I will glue my work in neatly and as straight as possible.   |     |
| I will not leave blank pages in my book. When I start a new piece of work, I will start on the next new page.  |  |
| I will use my neatest handwriting at all times, with the right size letters, ascenders and descenders. <i>This is my neat handwriting.</i>   |  |
| I will keep my books clean and tidy.   |  x |
| When I make a mistake, I will draw a neat line through it. <del>which</del>  |  |
| I will use pencil when correcting my own errors or editing my own work.  |   |
| I will use purple polishing pen when responding to an adult's feedback.  |   |
| In my Maths books, I will write one digit or symbol in each square.  |   |

Your child will be following the *Scholastic English Skills: Handwriting series*.

This will:

- Get your child ready for writing using activities to strengthen their motor skills and patterning exercises.
- Introduce individual letters one at a time with consolidation pages so they start to print words.
- Move your child on to joining once they are able to form the individual letters.
- Support spelling strategies.

The series uses a character named Lenny Lizard, who appears in short stories and animation to reinforce the different letter shapes. He also appears on tramlines to support letter formation, his 'head', 'body' and 'tail' act as a reminder of where the letter is formed.



### Terminology

The specific terminology used within this series includes:

- **Straight down shapes (i, j, l, t, u, y)** – all of these letters are formed by starting with a 'straight down' stroke.
- **Down, up and over shapes (b, h, k, m, n, p, r)** – all of these letters are formed by drawing down, tracing back up along the line and then arching over to the right.
- **Up, backwards and around shapes (a, c, d, e, f, g, o, q, s)** – all of these letters are formed by starting at 1 o'clock and going up, backwards and around, with the exception of 'e' which starts in the middle and then goes round and through 1 o'clock.

● **Zooming shapes (v, w, x, z)** – all of these letters are formed with straight zooming (zig-zag) lines.

● **End-low (a, b, c, d, e, f, g, h, i, j, k, l, m, n, p, q, s, t, u, x, y, z)** – all of these letters end on or below the writing line.

● **End-high (o, r, v, w)** – all of these letters end above the writing line.

● **Diagonal joins** – these joins are when you take your pen from the end of a letter diagonally up to the next letter. They can be formed with end-low or end-high letters.

● **Drop-on joins** – these joins are when you join to an Up, backwards and around shape, dropping your pen onto to the 1 o'clock position. They can be formed with end-low or end-high letters.

● **Horizontal joins** – these joins are when you go straight across to the next letter. They are only formed with end-high letters.

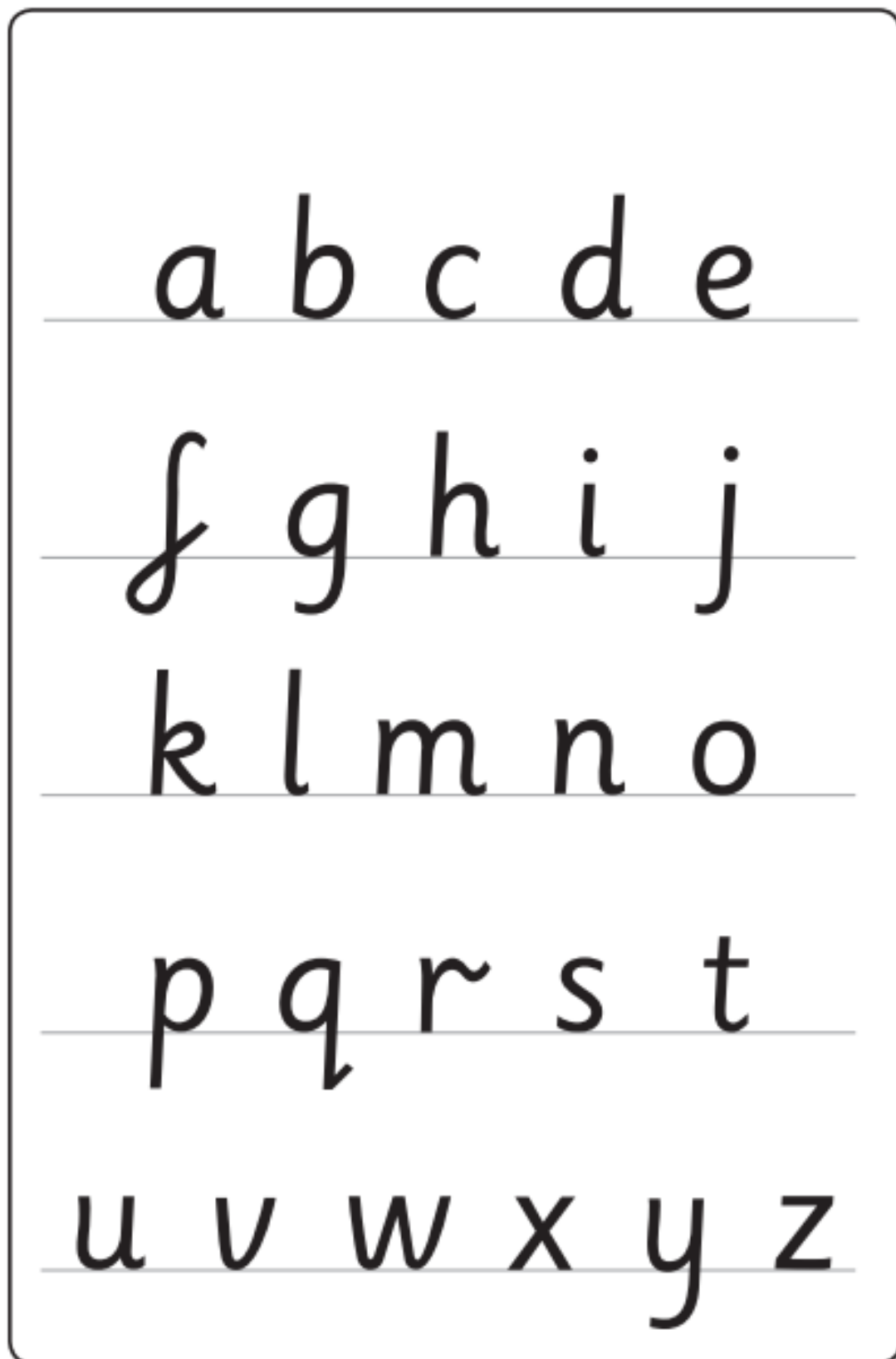
### Handedness

This series will support your child whether they are right handed or left handed. For left-handed children, we suggest that they adopt a slightly more italic style of script than that of the right-handed children so that it is more comfortable for them. So long as left-handed children are supported and taught how to form letters correctly, they should not experience any problems later on.

Attached are:

- A sample right- and left-handed alphabet for your information.
- Illustrations of the correct sitting position and an efficient grip and paper slant (for both left and right handers).

For more information about the Handwriting series and exercises you can do to support your child's writing development, please speak to your child's teacher.





# Good handwriting practice

## How to sit



Both right- and left-handers should have the same sitting position:

- **Feet** – flat on the floor.
- **Arms** – resting on the forearms without the shoulders being forced upwards. Forearms should ideally be positioned 45 degrees to the table edge away from the body in order to support the shoulder girdle (approximately the same slant as the paper, see below).
- **Back** – should be almost straight (but slightly leaning forwards).
- **Head** – upright without the neck poking forwards.
- **Body weight** – evenly distributed between feet and forearms.
- **Non-writing hand** – should support the work at the top corner furthest away from the writing hand. This allows the forearm to support the body enabling the writing arm to move lightly across the page. Children who support their work elsewhere on the page risk their supporting arm hindering their writing arm as they move down.
- Left-handers may wish to use a sloped surface to write on to enable them to see their writing.

## How to hold a pencil



Right-handers



Left-handers

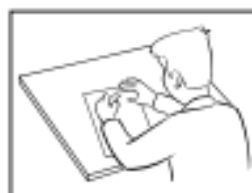
We advocate a 'dynamic tripod' grip, where the pen is held with the thumb and index fingers and rested on the middle finger. With good finger strength, the dynamic tripod grip allows the writer to manipulate fluidly, and speedily, around letter curves.

To help avoid a tight-fisted grip, left-handers should hold their pencil further away from the point than right-handers (about 2cm). Wrapping a rubber band around the pencil can help left-handers to judge this. Left-handers should not 'hook' their hand around.

## Where to put your paper



Right-handers should position the paper towards their right side within their body range, not too far or too close. As they move down the page, they should move the paper up in the same line using their left hand, to maintain the correct body posture. The aim is to keep the right arm in the same position to avoid the elbow being cramped by the chest. Moving the paper away from the body also prevents writing becoming cramped at the foot of the page.



Left-handers should position their paper towards the left side, within their body range, not too far or close to their body. As they move down the page while writing, they should use their right hand to move the paper up in the same line, to maintain the correct body posture and also prevent writing becoming cramped at the foot of the page. The aim is to keep the left arm close to the same position at all times to avoid the elbow being cramped by the chest.