

# The British School

Working together for our children's future



## The British School Presentation Policy

May 2023

### **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 work.

### **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 that each child knows the standard of presentation that is expected of them.
- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

### **Expectations for teaching staff**

Teaching staff are the most important role model for presentation and high expectations and will be sure to always model good practice.

- All handwriting which is on display for the children - for example on the interactive whiteboard, in children's books, on flip charts and on display - should be well-presented, legible and joined (where applicable).
- All children's work must be marked according to the school's agreed marking and feedback policy.

- All children's corrections, revising and editing should be written in purple.
- When sticking work/labels/headings in books, ensure they are straight and cut to size.
- Doodling on the cover of books or on work is not acceptable.

### **Expectations for children**

#### **Use of pencils and pens**

- Children will use a pencil or handwriting pen for their written work.
- Children will be awarded pen licences from year 3 upwards, at the point where the teacher judges the child's handwriting to be sufficiently neat, fluent and cursive.
- Only pencil should be used in maths books.
- Felt-tipped pens must not be used in exercise books.

#### **Expectations for layout**

- In EYFS and KS1, the learning intention and date will be typed up, stuck into children's books and discussed at the start of the lesson.
- In KS2, children will use the acronym "DUMTUM" when presenting the date and title of their work.
- The previous piece of work should be ruled off, or a new page started.
- If children make a mistake, they will draw one neat line through the mistake with a ruler and start again, rather than over-writing.
- When children start a new paragraph, they will miss a line.

#### **Layout in mathematics**

- The previous piece of work should be ruled off, or a new page started.
- The acronym DUMTUM will be used when writing the date and title of the work.
- The date should be underlined with a ruler.
- All figures must be written neatly and clearly, with one digit per box.
- There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical/column layout for calculation, the answer should have ruler lines above and below, with the operation sign to the left.
- In calculations involving decimals, the decimal points should be aligned.

- Calculations involving carrying/regrouping should see the relevant digit written beneath the bottom line.
- Calculations involving decomposition should see the digit remaining after exchange being written above the original digit.

### **Classroom organisation and resources**

- In Key Stage 1 and Lower Key Stage 2, all necessary equipment (rulers, pens, pencils, rubbers, colouring pencils) will be provided for children on their tables.
- In Upper Key Stage 2, children are expected to take responsibility for bringing their own set of resources to school - this includes a pencil, handwriting pen, ruler, rubber, glue stick and scissors. The aim of this is to prepare them for their transition to secondary school.
- Each classroom will have a class set of whiteboards, pens and rubbers.
- Each classroom will have a selection of curriculum-appropriate maths resources, which can be accessed independently by pupils.
- Children and staff should check that equipment is put away, and that nothing is left on the floor and other surfaces, before leaving the room at break times and at the end of the day.

### **Outcomes of the presentation policy**

- Expectations regarding presentation are understood by all children and adults.
- Expectations regarding presentation are consistently communicated by all staff to all pupils.
- Children of all abilities are encouraged and supported to present their work to the highest possible standard, increasing their confidence, self-esteem and feelings of pride.
- 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 the presentation policy**

The Senior Leadership Team will look at examples of children's work on a regular basis to ensure that this policy is being implemented consistently. Presentation will then be monitored as part of our regular monitoring and evaluation schedule.

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