

## **Presentation Policy**

In order to have progression and continuity in the presentation of work it is essential there is a consistent approach. Therefore the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

### **Dates and Titles EYFS and KS1**

During their reception year the children will be taught to write their full names with increasing independence.

During Y1 the children will be taught to put the date, month and title on their work, initially using pre-drawn lines, progressing onto positioning these independently using line guides. It is expected that the vast majority of children will be able to do this successfully by the summer term in Y1.

During Y2 the children will be taught to place the date, month, miss a line and title/LO.

Pupils should start a new piece of work two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.

### **General guidelines KS2**

All work is dated and titled/LO.

Date and title is underlined in pencil, with a straight line using a ruler.

Photocopied sheets are trimmed by the teacher before being stuck neatly into books.

Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by year 4.

An incorrect word has a small line put through it with pencil.

Children are not allowed to doodle on their book covers which will be labelled using school printed labels. Poorly presented work is done again at an appropriate time.

Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents.

Incorrect work should have a straight line drawn through it.

Rulers are used by KS2 children to underline their work and draw margins

### **Pencils and Pens**

Pencils are to be used for all written work in all year groups until a child can join their writing in a well formed legible style. Then children will progress to using a pen. In addition Reception and Nursery will use any mark making tools.

### **Rubbers**

All children can use rubbers with supervision or at the teacher's discretion

Children are not to use Tippex or eraser pens to correct their work.

## **Maths EYFS / KS1**

Learning in Mathematics in EYFS is primarily practical.

Pupils record work / jottings on white boards / worksheets. When work is recorded, teacher should write the date whilst pupils trace / copy their names. Children have a maths book to record their work

In Reception class, by summer term, most pupils should be writing their own names and are encouraged to write numbers independently.

Children write the short date when appropriate.

If children are using cm squared paper – one numeral to be put in each square.

## **Maths KS2**

The date to be written in the short form

Titles evident – learning objectives shared verbally with class

The section and page number should be written at the top of the page if appropriate

One numeral in each square

Corrections are identified by a teacher and children correct using purple pen

General guidelines

Teachers should write pupils' names and subject title on the book cover or stick on a label.

Doodling is not permitted in or on exercise books.

Pupils should be discouraged from writing with a blunt pencil.

School black handwriting pens or the equivalent should be used by the pupils.

Letter and number formation to be taught and expected consistently in-line with our handwriting policy.

## **Guidelines for the marking of children's work**

Children must be made aware of the purpose of each task and focus for marking (Learning Objective). All teachers have consistently high expectations of children's work in every subject and will check that children are using grammar and spelling in their writing across all subjects accurately.

English Lead is responsible for providing a termly sample of 'best writing work', for each child, to foundation subject teachers to use as a benchmark for each child. It's important to ensure that foundation subjects are still marked against the subject specific expected outcomes, however presentation, handwriting, subject specific spelling and appropriate grammar expectations will also be picked up.

Refer to Appendix 2 (Expectations for cross-curricular writing)

The application of English and Maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

## **Early Years**

The Learning Journey is used as a record of each child's 'learning journey' in Nursery and Reception. Parents/carers can contribute. Assessment is primarily via oral feedback. Stickers and certificates are awarded for good work. Adults in EYFS may conduct observations without providing feedback to a child. This is incorporated into next steps planning and future enhanced provision.

Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Good work is praised.

Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat. A high emphasis is placed on securing basic skills in Early Years.

Green and pink highlighter pens may be introduced in the summer term in Reception. Feedback marking is only of value if comments are read and responded to/regarded.