



Believing and Achieving Together

Adopted: July 2020

Review date: initial review July 2021/ 2022

Chair of governors:

Policy on Presentation

At Seaton Delaval First School we see presentation as being of paramount importance in the education of our children. We see it as being an early step towards self-discipline and an important aspect of training for gaining employment in an ever changing world.

Why is it essential that our staff develop children's pride in their work presentation?

- To develop individual children's self esteem
- It is fulfilling for children if they have a good piece of work to be proud of
- Our children need high standards for themselves and this can be encouraged by teachers with praise for effort to enable children to see what is expected of them
- Our children become aware of standards to gain praise from teachers every time and work readily towards this. Praise leads to motivation which leads to higher standards
- Work in terms of presentation which gains praise from a teacher will develop a good attitude and a positive outlook from the child

Why is a whole school consensus of attitude to presentation necessary?

- It enables all children to see that all teachers expect them to do their best whatever class they are in
- From Y1 upwards children will not have to change presentation yearly as all staff will be working to an agreed format. This is less confusing for the child and stress is avoided
- It brings about consistency, continuity and the situation whereby if the child is aware of teacher expectation they are more secure when producing their work
- New staff/visiting staff will be aware of expected presentation and the children will therefore not be subjected to different expectations on the part of staff

Why do we insist on good presentation?

- When children have pride in their work they experience fulfillment, satisfaction and therefore greater motivation
- To develop a good attitude and a positive attitude to learning
- So that work is continually attractive
- If work is well presented for example in terms of legibility its meaning is more easily communicated
- Work will not only fulfill its purpose but will also be attractive
- If work is to be displayed it will encourage pride in the classroom environment

As a staff our ideal (to aim for) presentation is:

- Good work done to the child's best ability with appropriate materials
- Work that is easily read and understood
- Well formed letters with nicely spaced words
- Heading/ title and date underlined with a ruler - Year 1 pupils to begin in Have a go Book in the Autumn Term and apply to other work in the Spring Term
- Neat, legible work with clear illustrations where appropriate
- Arrangement on the page - margin, date and title, leave a line and start work
- When work is complete leave line and rule off from margin

If a child makes a mistake teacher asks the child to indicate this by:

- If the child notes an incorrect spelling/number delete with a single line *in pencil*, writing the amended spelling/number next to it
- If the child attempts the spelling of the word on the 'have a go' approach he/she puts a circle around it

Use of rubbers

- Rubbers can smudge, make holes in the paper and destroy good pieces of work
- Rubbers **should not** be used as it is good practice for teachers to see errors
- A pencil line through mistakes is more acceptable as some children become inhibited by the appearance of their work and spend an entire lesson rubbing out

Mathematics Marking and Presentation

- Short date to be written in the top left hand corner of the page (written by child from Y1 upwards and an adult modelling in EYFS)
- Title to be shortened learning objective e.g. Column Addition or Take away
- One digit or symbol to be written in each box
- Correct number formation is expected, encouraged and corrected on all work
- Work must start one box in from the page edge
- Miss a line between each number sentence/question/investigation
- Work should not be numbered
- When using grid or column methods, all lines must be drawn with a ruler
- There is no need to draw boxes for answers etc.
- Worksheets should NOT be stuck in books (however aids can be stuck in, e.g. tables, maths investigation 'stories' to save copying out)
- Marking should relate to the lessons learning objective and success criteria
- Marking challenges need to be set to extend and further the learning [weekly]
- Always start a new page at the beginning of every lesson

- Crosses [X] are **never** to be written - incorrect answers have a dot [.] and children are expected to correct this. Marking will be a tick and a 'C' for correction - \sqrt{c}

English Marking and Presentation

- Short date to be written in the top left hand corner of the page (written by child from Y1 upwards and an adult in EYFS) and long date from Summer term Y2 upwards
- Underline title with ruler
- Always start a new page at the beginning of every lesson
- Title to be shortened learning objective e.g. Commas or Character Descriptions
- Worksheets should **NOT** be stuck in books (however aids can be stuck in)
- Marking comments to reflect Success Criteria with challenge
- Use agreed marking codes [see Marking Policy]

When children respond to a marking challenge by correcting an error, this must be done above the word or in the margin.

Pupils will have weekly opportunities to 'up level' their writing in response to teacher's marking. Each teacher has a specified colour to ensure pupil marking and 'up levelling' is clearly visible [Level up colours: are chosen by class teachers].

We respect that in terms of artistic variations teachers may wish to deviate from this agreed policy to make children's work more attractive. Exceptions are to be discussed and agreed with the Headteacher.

Please refer to 'Marking and Feedback Policy' September 2018.