

GRIFFITHSTOWN PRIMARY SCHOOL



Title	Presentation Policy
Date	September 2014
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INCLUSION IN THE HEART OF THE COMMUNITY

Presentation and Display Policy Griffithstown Primary School

Purpose:

The purpose of this policy is to ensure a consistent and corporate approach of presentation of pupil's work across the school.

Aim(s):

To raise standards in the presentation of pupils work at Griffithstown Primary by:

- Promoting a sense of pride in children's own and others' work
- Promote a consistency of approach in terms of high standards of presentation

Wider school aims/ethos:

The policy is underpinned by the school's vision, aims and values.

Consultation: this policy has been created by the Headteacher, in consultation with SLT and shared with staff in September 2014.

Procedures and practice to be followed by all staff and pupils

A. Children's work

1. Book covers should indicate:

- **Name** (on top line): Child's full name
- **Class** (on second line): Year Group and Subject, e.g. Y4 Topic
- When able, children must complete the front cover
- Children should not be allowed to doodle on front covers of books (or within them).

2. Date of work in books:

- Full written date in all books except numeracy when the digital date (short) will be appropriate.
- Full written date in Welsh in Welsh books only.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able
- Date is left aligned and underlined with a ruler

3. Title of work in books:

- Titles (where necessary): centre aligned and underlined
- It is necessary for children to write the learning objective WALT and LNF statement in their books for each piece of work, when they are able to do so.
- Staff must write WALT and LNF at the start of the work if pupils are unable to do so.
- WALT and LNF should be left aligned and underlined with a pencil/ruler.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

4. Finishing work:

- Children must not rule off on completion of a piece of work.
- Space should be left for teacher's comments and children's responses
- A new page should be started at the outset of a new piece of written work.

- All work should be completed, but if finishing piece of work is not in the control of the pupil i.e. timetabling issues then staff should ensure further time is given for a task to be completed.
- If pupils **refuse** to complete work, then parents should be notified and work should be completed at play times, lunch times and sent home **only** if parents are supportive of this action. (Parents must sign a note to be kept by the teacher to evidence parents support this action)

5. Handwriting

- All staff to teach from the agreed scheme introduced in Reception.
- All children should write in a fluent cursive style as soon as possible.
- All children should be introduced to pen in Year 3. However may be earlier dependant on the ability of the pupil.
- Pupils must only use Consortium handwriting pens – not biro.
- Children in Year 2 will be given a pen licence when they are ready to progress to pen.
- For numeracy all work must be completed in pencil in Foundation Phase.
- Consortium handwriting pens must be used for numeracy work from Year 3.

6. General presentation

- Children should use coloured pencil for high lighting
- Children must not use felt tip pens when illustrating work in books.
- Teachers / all adults should encourage a good standard of presentation at all times.
- Errors should be crossed out with a single pencil line drawn with a ruler or a small pencil cross next to the error.
- Children may use rubbers at the teachers' discretion
- Staff must not tear children's work out of the book as a response to unacceptable work.
- Wherever possible work should be completed in pupils' books and not on loose leaf paper, which can often be lost and results in pupils not having the same level of pride.
- ICT work should be stored in the pupils' electronic folders or a file. But all cross curricular ICT work where possible should be printed and stuck into the relevant subject book.
- Children should also work in their books as usually expected, even if a supply teacher is taking the class.
- If worksheets are occasionally used and then completed on loose paper (which is really not desired), this should always be trimmed by an adult and if appropriate stuck in a book with glue stick by the child. Do not use sellotape.
- In KS2 maths work pupils must put a digit in each box and fold their page in half and work down the page as two columns.
- In Foundation Phase maths should be completed in plain sheet exercise books until ready for squared paper during Year 2.
- Work should start next to a margin, on all lined paper. Margins must be drawn by the child if not present in the book.
- All drawings, diagrams, graphs should be given a heading and underlined in pencil with a ruler.

B. Teaching Boards (e.g. whiteboards and Interactive Whiteboards)

- Date: Full date and numerical date underneath – both underlined and left aligned
- Titles (where necessary): centre aligned and underlined
- WALT: left aligned and underlined
- LNF: left aligned and underlined
- Teachers' Handwriting: must model the appropriate cursive handwriting style whenever they are writing for the class

C. School Documentation

There is a 'House style' for School documentation. This applies to all formal documentation such as policies, Head teacher's report to governors, letters to parents, etc.

1. Internal Documentation

- Font type/size: Arial - 12
- Cover: Use model cover (as used for this guidance) – master stored on school P:Drive and U drive in policies section
- Pages and sections: Number all pages – right aligned
- All headings left aligned and underlined
- Section headings in bold
- Date and author should also be included
- Vision slogan should also be included – 'Inclusion in the heart of the community'
- Header should contain policy / document name

2. Parent Correspondence

- All correspondence should be written on school letterhead and be sent to school office for checking of accuracy, distribution, for filing.
- No correspondence should be sent to parents without being on letterhead.
- All letters will then be added to school website
- All letters must be sent out to parents at the same time.

3. Year Group Specific Letters

- All year group specific letters should be emailed to office staff.
- Letters must be signed by the teacher/s
- The HT or DH must check letters before staff circulate letters to parents.

D. Display

- There should be an appropriate emphasis on current literacy and numeracy work on display in the classroom
- Displays should have clear titles and children's work should be named
- A range of borders, colours and styles is to be encouraged e.g. a balance of handwritten and computer fonts for titles.
- Displays should celebrate and reflect recent pupils work.
- Teachers should ensure that displays are changed regularly and reflect the current Cornerstones topic

- Classes / staff leading areas such as School Council & Criw Cymreig will be responsible for some boards in communal areas of the school
- Corridors should display a range of work from different year groups on boards or walls with appropriate fixing.
- The following areas should always feature within the displays within classrooms: English/Maths (Lit /Num); Welsh; Current topic theme; SEAL; Assessment for learning including pupil targets; celebration of pupils work; support for pupils in the curriculum e.g. key words, tables; school expectations/rewards/consequences.
- All teaching areas (e.g. withdrawal rooms) should display work/resources as tools to support teaching and learning.
- Display should also include electronic display of work where available, e.g. the screens in Y5 and Y6.
- All displays should be exciting of good quality and mounted
- Fixing of displays – no member of staff should drill or fix with permanent fittings
- Only use blu tac, or velcro to fix displays.
 - Staple may be used on new (non Velcro) boards but all staples must be removed before re-stapling on boards.
- Sellotape must not be used on walls or boards
- Window spaces can be used but avoid too much blocking of light when doing so
- Any permanent fittings must be requested/discussed with Mr Burroughs
- All backing paper and border to be purchased by individual year groups from their termly allowance. But check shared stocks to avoid duplication of resources.
- Planning for display should be an integral part of your classroom organisation. Think about:
 - the involvement of pupils;
 - getting parental help;
 - plan your display don't try and do too much at once;
 - include display as an objective of your lesson;
 - use of support staff to support in the creation, mounting and execution of the final product.

E. Roles and Responsibilities

1. Governors will review the policy as and when required and should have an understating of the policy when conducting their link governor role.
2. SLT will ensure the policy is adhered to and monitor and review.
3. Teachers must ensure they understand and carry out the policy. Any comments about the policy should be shared during the review process.
4. Pupils must be taught how they can follow the policy and ensure they aspire to be best standards of presentation.
5. Homework/Parent partnership:
The policy will be shared with parents via the school website, and may be discussed during parents consultations if pupils are not aspiring to the best possible standards of presentation. The policy should also be adhered to during all homework tasks set.

6. Equal opportunities

If a pupils presentation is affected by a disability or additional learning needs staff should make reasonable adjustment to the tasks to ensure they are able to maintain high standards of presentation.

7. Health and safety: Please see policy

8. Planning: All staff should plan to ensure the policy is taught to pupils and adhered to it in their every day work.

9. Teaching: All staff are responsible for the implementation and teaching of the expectations within the policy.

10. Organisation: Presentation policy is organised for the whole school and is age related at certain sections.

11. Resources: The policy should be available to all staff. It is the responsibility of staff that policy related resources such as pens, pencils ruler etc. are purchased in time to ensure plentiful supply so that presentation is not affected due to stock issues.

12. Assessment: Pupils' presentation will be assessed by classteachers through the assessment of skills.

13. Monitoring and Evaluation: Presentation will be monitored by the SLT and be part of the evaluation of performance. Any failure to follow this policy should be immediately reported to the Headteacher or Deputy Headteacher.

Governor approval date: Autumn 2014

Review date: Autumn 2015

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