



LONDON FIELDS
PRIMARY SCHOOL

Presentation Policy

Introduction

London Fields Primary School wants to support pupils to produce fantastic books that truly represent the children's hard work. As a school we take great pride in the presentation of our books. We want everyone to be clear on ways to ensure their books are the best they can be! To enable everyone to succeed at this, the School Council have written this *Presentation Policy*.

We aim to promote the following on a consistent basis throughout the school.

- **Pupils taking pride in their work**
- **Teachers and pupils working together to produce the best books**
- **Evidence of children's learning being clearly and neatly presented in their books**
- **The link between pride in one's presentation of their work and themselves as members of society**

By putting this policy in place we aim to make it very clear for everyone how they can show effort with their presentation. We understand that policies need constant refining, so we of the School Council will be reviewing the impact of this Policy on a frequent basis. This will enable us to make improvements and keep this document relevant.

What are the aims and objectives for the Presentation Policy?

Aims	Objectives
To oversee a rise in standards of presentation in all books	<ul style="list-style-type: none"> ● Providing teachers and children with specific guidelines and expectations of presentation ● A consistency across all year groups and subjects in how books are organised ● Provide all children with a means of showing they take pride in their work ● Supporting children with the fundamentals of good presentation
To promote a link between presentation in books and how we present ourselves as people	<ul style="list-style-type: none"> ● Encouraging all children to take pride in their uniform ● Provide children with a means with which to show this, i.e. tucking in their shirts ● Promoting good body language in class

How will we assess the effectiveness of this policy?

Members of the School Council will receive training in order to be able to scrutinise the books according to the aims of this policy. We will regularly monitor the books during which we will assess the progress of pupils with their presentation. School Council will be focussing on **effort** with presentation rather than this process being interpreted as simply 'who has the neatest handwriting.'

How will we assess the progression with presentation across the school?

In line with the new national curriculum guidelines of assessing without levels, we will assess progress according to band statements. These will provide a clear expectation of progression as the children move up through the school. It will also ensure that children are assessed according to age expectancy. So children in *Year 1* will only be expecting to be meeting the targets outlined in *Band 1*.

How will we feedback progress to the pupils?

School Council will reward children who are seen to have been making the most **effort** with their presentation. There will be tangible rewards, such as a School Council Star sticker, while also providing feedback and targets to the class teacher. Evidence of children making above and beyond efforts with their presentation will also be celebrated on the School Council display board at the front of school.

How will this look in the books?

We of the school Council have come up with these templates in terms of how books are laid out. These templates will provide a consistent base for all books for all year groups. We have taken feedback from pupils and teachers to inform our decisions. Please see the following images for guidance.

Image 1- All lessons with 1 SC sticker

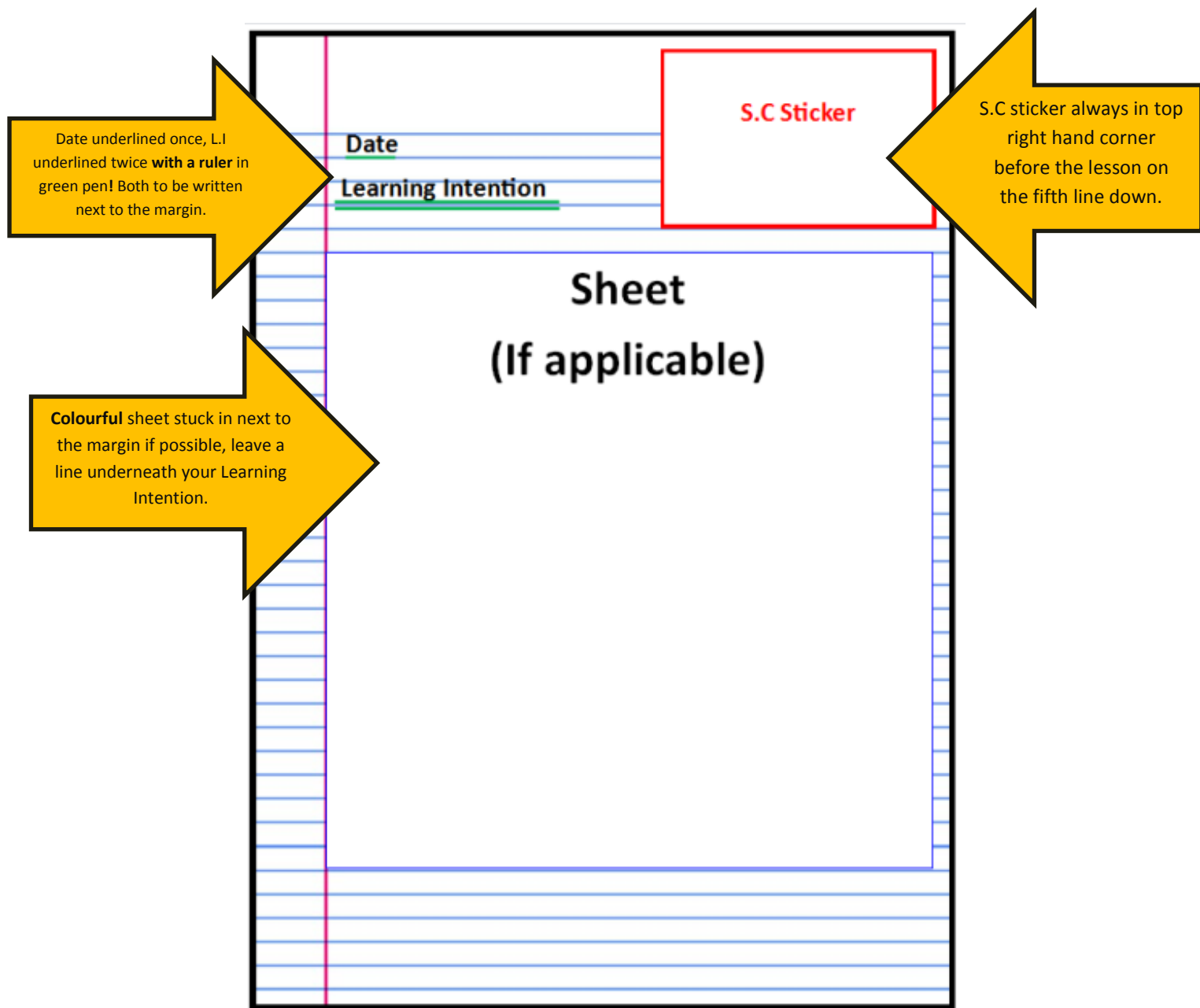


Image 2- Writing tasks with more than 1 SC sticker

The diagram shows a writing page with a vertical pink margin line on the left and horizontal blue lines. The text 'Date' is underlined once, and 'Learning Intention' is underlined twice. Two boxes are placed below the Learning Intention: a green 'Extra sticker' box on the left and a red 'S.C Sticker' box on the right. A yellow arrow points from the 'Date' and 'Learning Intention' text to a yellow box containing the text: 'Date underlined once, L.I underlined twice **with a ruler** in green pen! Both to be written next to the margin.' Another yellow arrow points from the 'Extra sticker' box to a yellow box containing the text: 'Prompt stickers on the left. Leave 4 lines from top of the page.' A third yellow arrow points from the 'S.C Sticker' box to a yellow box containing the text: 'S.C sticker always on the right.' Below the stickers, the text 'Leave a line then start writing next to the margin.' is written.

Date underlined once, L.I underlined twice **with a ruler** in green pen! Both to be written next to the margin.

Date

Learning Intention

Extra sticker

S.C Sticker

Prompt stickers on the left. Leave 4 lines from top of the page.

S.C sticker always on the right.

Leave a line then start writing next to the margin.

Image 3- Lessons with sticker prompts KS1

The diagram shows a page with horizontal blue lines and a vertical pink margin line on the left. At the top, there are two boxes: a blue one on the left containing the text "Date" and "L.I" below it, and a red one on the right containing the text "S.C Sticker". Below these boxes, the text "New Vocabulary or Picture Prompt" is centered. To the left of the page, a yellow arrow points to the top boxes with the text: "Date and L.I on a blue sticker, stuck on the fifth line down. Ensure that the 2 stickers are evenly spaced." To the right, another yellow arrow points to the red box with the text: "S.C sticker always in top right hand corner before the lesson on the fifth line down." Below the first prompt box, the text "Write underneath the sticker, next to the margin!" is written. Below this, a second "New Vocabulary or Picture Prompt" box is centered. Below the second prompt box, the text "Always write underneath the sticker, next to the margin!" is written. A third yellow arrow on the left points to the second prompt box with the text: "Vocabulary or picture prompt sticker in the centre of the page."

Image 4- Lessons with sticker prompts KS2

The diagram shows a page of lined paper with a pink margin line on the left. At the top, the word "Date" is underlined once, and "Learning Intention" is underlined twice. A red box labeled "S.C Sticker" is in the top right corner. Below these are three boxes, each containing "New Vocabulary or Picture Prompt" and a corresponding instruction: "Write next to the sticker, not underneath!", "Still write next to the sticker, not underneath!", and "Always write next to the sticker, not underneath!".

Date
Learning Intention

S.C Sticker

New Vocabulary or Picture Prompt Write next to the sticker, not underneath!

New Vocabulary or Picture Prompt Still write next to the sticker, not underneath!

New Vocabulary or Picture Prompt Always write next to the sticker, not underneath!

Callout 1 (left): Date underlined once, L.I underlined twice **with a ruler** in green pen! Both to be written next to the margin.

Callout 2 (right): S.C sticker always in top right hand corner before the lesson on the fifth line down.

Callout 3 (left): Vocabulary or picture prompt sticker next to the margin. Leave **two lines** between each sticker.

Image 5- Maths KS1

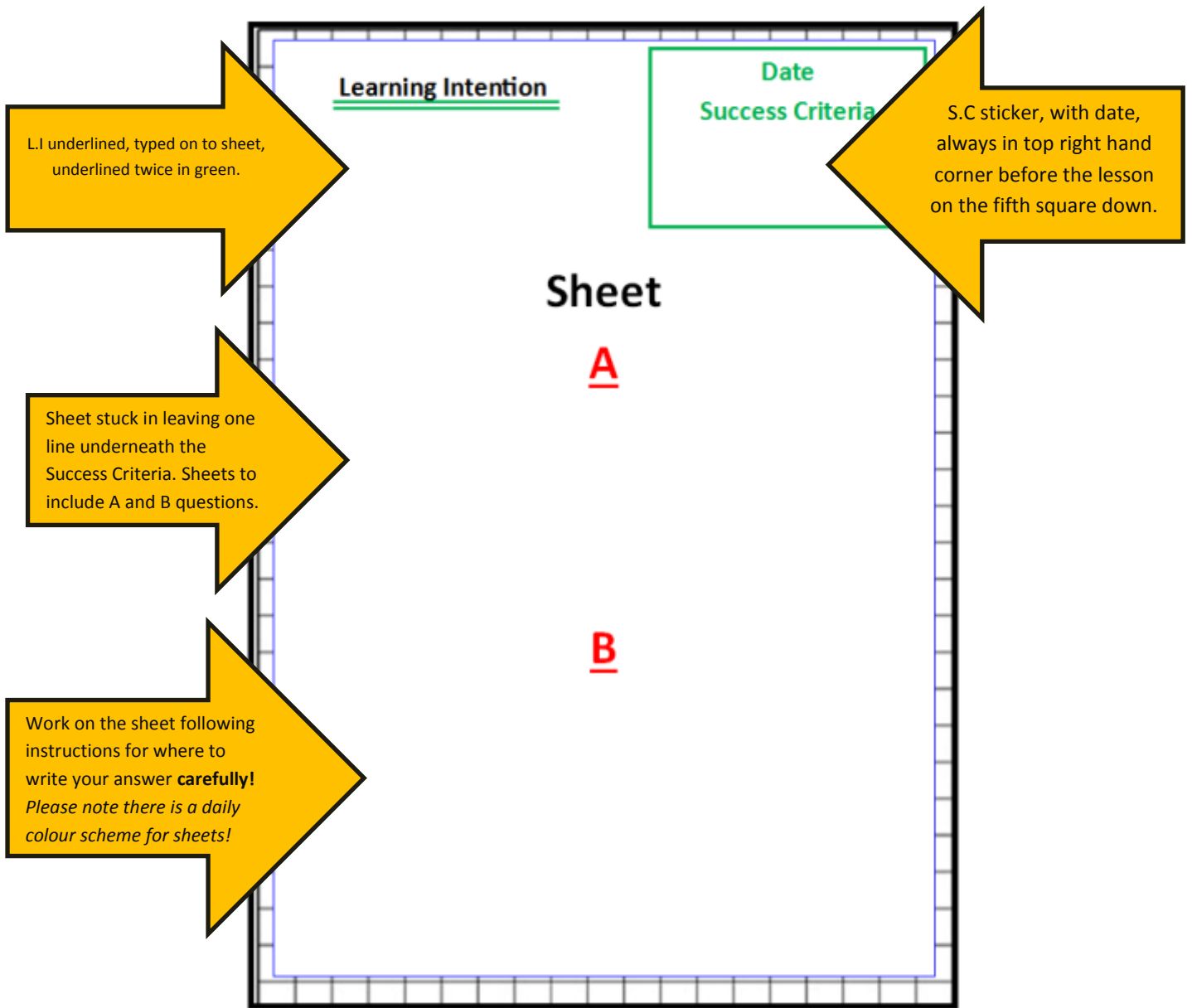


Image 6- Maths KS2

Learning Intention

Date
S.C Sticker

Sheet

A B

1. 1 3 5 + 2 5 = 1 6 0

$$\begin{array}{r} 135 \\ + 25 \\ \hline 160 \\ 1 \end{array}$$

L.I underlined, twice **with a ruler** in green pen, written next to the margin. The margin is to be 2 squares wide

S.C sticker, with date, always in top right hand corner before the lesson on the fifth square down.

Sheet stuck in leaving one line underneath the Success Criteria. Sheets to include A and B questions.

Write out the question with your answer and show your working underneath! Always write one number in each square!

Presentation pointers:

- Use a ruler for **ALL** lines.
- Always write with the appropriate implement.
- When completing patterns in handwriting only use red, blue, green, purple, orange or pink.
- Mind maps to be shaded lightly in one direction with a dark border.
- Do not fold your books in half because it will break the spine.
- When writing your learning intention or title it should start with a capital letter.
- If you make a mistake, cross it out neatly ~~once~~.
- Apply what you are learning in handwriting to all pieces of writing.
- Write next to the margin, on the line or in the answer box provided.
- Make sure your sheet is always next to the margin if it fits.
- Answer all **Red Pen Questions** in green pen.
- Make sure all new vocabulary is copied correctly.