

Queens Church of England Academy

*Learning and Growing
in the Love of God*

Presentation Policy

Adopted by the Leadership team

February 2024

Approved by full Governing Body

April 2024

Signed by Chair of Governors

Paul Allred

To be reviewed

February 2026



Intent

At Queens Church of England Academy we encourage pupils and staff to add 'OOMPH' to all they do, and to persevere – 'Fall down seven times, stand up 8' – when challenged.

The purpose of this policy is to ensure a consistently high standard of presentation of children's work and learning across the whole school which all children and staff recognise, understand and follow. The policy ensures that children add 'OOMPH' to, and take pride in, their work at all times – 'Dress to Impress'. This policy is to be used in line with other teaching and learning policies.

We aim to:

- Set high standards of expectation for the children in the presentation of their work.
- To enable pupils to recognise work that is presented to a high standard
- Instill in the children a sense of pride in their work by making explicit acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is a very important aspect of their work.
- Encourage pupils to persevere with tasks until completed and aesthetically pleasing.
- Ensure that pupils respect equipment they are given by using it with care.

Application:

These expectations are intended to apply to the vast majority of children in our school. Occasionally, a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g a child who has physical difficulties with writing).

Implementation

Making it a reality:

Staff will ensure that presentation of work is ACTIVELY TAUGHT as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to throughout the year. Teachers should take the time to make the expectations extremely clear to all children on the first day and a significant time after that. Teaching Assistants and all staff working with children have responsibility for encouraging children to take pride in their work and for enforcing the policy.

Roles, Expectations and Responsibilities:

There is a shared responsibility for ensuring that care is taken in presentation throughout the Academy.

Teachers and Teaching Assistants:

- Remember – **YOU** are the most important role model for presentation and high expectations! Use the resources available to you, e.g. lined and gridded flipchart paper to help model your expectations.
- All handwriting on display for the pupils – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed, neat and follow the school handwriting scheme.
- Have high expectations of pupils' work and the way it is presented without exception, unless allowances have been made.
- Where the TA is scribing for the pupil, they should model good presentation.
- Regularly remind pupils of expectations for presentation and finishing off work – this is an ongoing process.
- Encourage pupils to edit their own work and provide strategies to help them present it properly.
- Be aware of the presentation of their own work and the quality of the resources they use.
- All pupils' work must be marked using the agreed marking policy.

- When sticking work or labels in books, ensure they are straight, cut to size and stuck down neatly. If the children stick their own work in, they need to be taught how to do it properly.
- Celebrate, model and share work with a high standard of presentation including the use of visualisers and display boards.
- Teachers should not tear pages out of books – if a piece of work has been started with poor presentation, a marking comment should reflect this and then the work continued from then on with more care – this demonstrates PROGRESS! If necessary, the piece of work should be started again.
- Ensure the classroom learning environment, including pupil desks, is tidy thus modelling and encouraging a sense of pride.

Pupils:

- Do their best work at all times and take pride in it – ‘Dressing their work to Impress’.
- Complete work within the time given.
- Keep all books and work in a good condition with **NO** scribbling or graffiti including front covers and labels. Any work with graffiti will need to be rewritten.
- Respect the work of others like you would your own when peer assessing or working in groups.
- Listen to and follow instructions for presenting work neatly.
- Use the reminders stuck in your book/at the front of the class to remind you of the expectations (See Appendix 1)

Use of pens and pencils:

- Pencils will be used in Maths books.
- Margins in books will be drawn in pencil using a ruler
- When pupil handwriting is sufficiently neat and fluent , pupils may use pen for written work.
- All written work should be in blue pen once a pen license has been awarded by the teacher.

Expectations for Handwriting:

- Cursive style is the agreed scheme for teaching handwriting.
- Handwriting is taught/modelled for 40 minutes per week
- Handwriting guides in books need to be followed accurately (4mm for the majority of pupils, 6mm for those who find handwriting more difficult).

Expectations for layout:

- The date is written in words at the top of the page on the left; short date is used in Maths.
- The Learning Intention/Question is written on the left.
- The date and title must be underlined using a ruler and pencil.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Do not leave a blank page.
- Miss a line and start at the margin.
- Missing a line to represent paragraphs should be used as soon as pupils are confident to do so.
- If you make a mistake, draw one neat line through the mistake with a ruler and pencil and start again – do not over-write, eg. ~~when~~
- In Maths, one digit in one square.

Impact

Monitoring of Presentation Policy:

- All teaching staff will monitor the presentation and completion of work as part of their marking and assessment feedback.
- All teaching and support staff will monitor the presentation and completion of work as pupils are carrying out an activity to ensure early intervention.
- Subject Leaders will scrutinise presentation standards across their subject as part of their termly monitoring schedule.
- The Senior Leadership will include monitoring of presentation as part of their scrutiny of pupil work.
- Governors will look at the presentation of pupils' work as part of their monitoring visits.
- The Senior Leadership Team will review the policy, with all staff invited to comment.
- All teaching staff will share one example of good practice at the beginning of weekly staff meetings.

Outcomes of Presentation Policy:

- Pupils of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
 - There is consistency across the school in terms of the standard of presentation expected.
 - Progression in handwriting between each class is evident and understood by all pupils and adults.
- Appendix 1

Queens CofE Academy

Presentation Guide

I will write the date on the left hand side at the top of my work

I will then write the Learning Intention/Question on the left hand side on the next line.

I will underline the date and Learning Intention/Question using a pencil and a ruler.

I will not leave blank pages in my book.
When I start a new piece of work I will draw a line in pencil, missing a line, after the last piece of work.

Any lines or margins drawn in my book will be with a ruler and pencil.

If I make a mistake I will put one neat line through it, eg.
~~whent~~

I will use the handwriting lines in my book to write neatly as modelled by my teacher.

I will use pencil in my maths book.

I will keep my books clean and tidy – I will not doodle in my books or on book covers or labels.