



Policy for the presentation of pupils' work

Date: Spring 2021

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EARLEY ST PETER'S C OF E PRIMARY SCHOOL

POLICY FOR THE PRESENTATION OF PUPIL'S WORK

1 - Aims

The aims of this policy are to

- i. Clarify for staff and parents the school's expectations of how pupils will present and set out their work so that these expectations are consistent throughout the school;
- ii. Provide a clear statement for Governors, parents and other interested parties describing our expectations;
- iii. Provide a framework that will encourage pupils to take pride in their work.

2 Introduction

Encouraging our pupils to take pride in their work is consistent with our expectation that they will do their best in all areas of school life.

We believe that placing an emphasis on neat and clear presentation is an important aspect of teaching our pupils to communicate effectively – there is little point in encouraging pupils to be creative, reflective and logical in their approach to work if their ideas cannot be understood. Neat and clear presentation acknowledges that each piece of work will have an 'audience'.

Similarly, it is important that the pupils themselves can understand their work when they go back to it (for example, when revising for a test or producing a piece of homework).

3 Key Points

(i) Handwriting

All handwriting that the children do should be in the school's agreed, style which is based on the 'Penpals' scheme. Staff must follow the lessons and aspects of the scheme appropriate to the year group they are teaching. These are in the teacher's book for each year group. Staff should also model this style in their handwriting on boards and in pupil's books.

Key Stage 1 pupils use pencil for their written work. Key Stage 2 pupils switch to using black school pens as soon as possible. Other pens, especially biro, and other colours should not be allowed.

(ii) Mistakes

If a pupil makes a mistake in a piece of writing they should cross through the mistake with a single pencil drawn line, using a ruler. Free hand scribbling out looks very untidy. The **only**

exception to this rule is when pupils are taking/making rough notes for subsequently turning into finished work.

(iii) Dates and Titles

All work should be both dated and titled. Dates and titles should be underlined, using a ruler.

(iv) Spaces

Unless there is a specific reason to do so (i.e. a new piece of work needs to be started before the previous piece is finished) pupils should not leave spaces in their books and should not start each piece of work on a new page.

(v) Margins

Using a ruler, pupils should draw a margin on any page that does not already have one – writing should not start directly next to the edge of the page.

(vi) Diagrams and drawings

All diagrams and drawing should be in pencil, not pen, allowing mistakes to be altered by the child.

(vii) Work in Maths books

Pupils must use a ruler whenever appropriate – for example when producing tables of results, graphs, diagrams and spaces for answers. Whenever appropriate for the size of the squares, the ‘one number only in each square’ rule should be applied.

(viii) Cutting out and ‘sticking in’

Until or unless they can do so neatly pupils should not cut out and stick work into books unsupervised/unaided. Sheets and pictures that have been ‘folded over’ or which have been ‘hacked’ rather than cut look very untidy.

For each piece of work Staff also need to consider if there are alternatives to giving sheets and pictures that need to be stuck in – i.e. pupils write their own calculations/sentences and draw their own pictures rather than being given photocopies.

(ix) Covers of books

Unless teachers are confident about the handwriting and spelling of a pupil, the pupil should not write their own name and subject on the cover of their books – spelling mistakes,

crossing out and untidy handwriting on the cover creates a very bad impression, no matter how good the quality of work inside. Teachers should either write names and titles on themselves or create name labels to stick on.

Pupils must be encouraged to treat their books with respect – again, dog eared pages, scribble and ‘graffiti’ anywhere on a book create a very poor impression.

Monitoring and evaluation

This policy will be monitored by the Headteacher/Leadership and Management team and by the Governors.