



George Grenville Academy
Presentation Policy

September 2018

AIMS:

To establish clear and consistent expectations and guidelines for children's learning at George Grenville Academy.

To establish high expectations and pride in all aspects of work produced at George Grenville Academy.

Expectations for the staff:

All staff at George Grenville Academy are role models to the children. They should therefore look at how they are presenting themselves, the environment and any modelled work which will be visible to the pupils. This includes modelling how to use the resources available including grids for mathematics, rulers and line guides.

- All handwriting modelled by teachers at George Grenville Academy should be joined, legible and neat.
- If the teachers are modelling writing in Early Years or Year 1, writing can be un-joined but should be consistent in size and legible.
- All writing on displays should be big enough to read, joined if handwritten and neatly presented.
- When sticking in any work or labels, these will be cut to size and straight.
- All pieces of work in all books are marked using the school's marking policy.

Expectations of children

Pens and pencils

- All writing will be in pencil until a pen licence has been awarded.
- If a child is struggling with pressing too hard, a mechanical pencil can be used.
- Pens should be used as soon as possible in KS2; pen licences are awarded for consistent joined, neat and legible handwriting in all books used by a child at George Grenville.
- If a child struggled with a handwriting pen, a black biro can also be used.
- Pencils will always be used in maths books and for drawing lines including underlining headings and learning objectives.

Handwriting

- All children at George Grenville Academy are taught continuous cursive handwriting from the start of their school life.
- Wider lined books are used in KS1 and narrow lines are used in KS2 as a rule although this can be introduced quicker or more slowly due to the individual needs of a pupil.
- Children are encouraged to use the correct size font in their books including capital letters at the start of a sentence.

Layout

- All exercise books will be labelled using black pen in cursive joined writing. This will be done by the children in Year 4 upwards and by the teacher for the rest of the school. These must be spelt correctly and have the name on the top line, the subject on the line below and the year group on the bottom line.
- All pieces of work must have the date at the top. The full date is to be written which must be underlined.
- All pieces of work must have the learning objective written and underlined at the top underneath the date. A line must then be missed before the children begin their work.
- In KS1 and during the transition into KS2 children may have the date and learning objective stuck into their books. This must be in continuous cursive font with the words in dots for the children to trace over.
- If a piece of work has only taken up part of a page, a line should be missed and then a line drawn with a ruler before the date and learning objective are written for the next piece. Do not leave a blank page.
- When leaving a paragraph, pupils should miss a line in their books.
- Pupils should write on the lines in their books and not in the margin.
- Any mistakes must be crossed out with a single line. Rubbers can be used if needed when working with pencil.
- If a mistake is made, children should cross this out with a pencil using one clear horizontal line. Rubbing out is discouraged.

Layout in mathematics

- In KS2 children draw a margin in their numeracy books 3 squares into the left hand side of the page. If appropriate, pages can be divided in to two with a ruled line and a margin of 3 squares to the right of it.

- In maths books pupils should write one number in each square and write the number of the calculation in the margin. A line should be missed between each calculation. Lines should always be drawn with a ruler.
- All previous work must be ruled off before starting under it.
- Dates must be written numerically and underlined at the top of the page with the objective underlined on the line below.
- In KS1 and during KS2 transition the date and learning objective can be stuck in. This must be printed with continuous cursive type and the date must be in dots to allow number formation practice.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical/column layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations involving decimals should see the point written in the centre of the square between the squares used for the units and tenths digits.

If any work is not completed to the highest quality, pupils will be asked to redo their work on the next page.

If any books are defaced or ripped on purpose then parents/carers will be informed and a new book will need to be purchased.

Classroom Organisation and Resources

- All classrooms will have a clear resource station where children can self-select the resources needed for their lesson.
- Pencil blocks will be used in each classroom and a block for each table will be available.
- All resources needed for the lesson will be available and ready to use. For example sufficient sharpened pencils and rulers or whiteboards and rubbers.
- Drawers in the classroom will be clearly labelled containing any further resources needed.
- Art resources will be organised and accessible to the children.

- Each classroom should have sufficient daily maths resources needed to suit the needs of their pupils. For example number lines, hundred squares and numicon. These should be accessible and clearly labelled to promote self-selection when needed.
- All pupils and teaching staff are responsible for the day to day care of their environment. Resources should be put away and carpets and tables clear before exiting the classroom. Cloakrooms should also be checked throughout the day after break times to ensure nothing is on the floor. Each class should have allocated cloakroom monitors to check this.
- For further examples of classroom expectations please refer to the “Classroom Environment” handbook for staff.

Published Work for Display

- All work for display should be edited and spellings corrected before publishing.
- Handwriting should be consistent in size, joined and legible. In Early Years and KS1, letter formation, consistency and size should be the focus of the handwriting.
- Illustrations for published work should be carefully considered to ensure the high standards and expectations of presentation are evident.
- Felt tip pens and coloured pencils should not be used just to colour in.
- Art work should be taught as part of a lesson and if possible illustrate on the skills the pupils are focussing on during that term.
- High quality paper and line guides are to be used where appropriate.
- Work for displays should be mounted on backing paper before going on the wall.

Outcomes of Presentation Policy

All children and teachers have high expectations of work produced.

Standards of work produced by all children is consistent throughout the school.

Progression of presentation is evident throughout each year group.

Monitoring of Presentation Policy

All Team Leaders will monitor the presentation of work in their teams and Senior Leaders will monitor through the use of learning walks and regular book looks.

Effective feedback, peer coaching and staff training will lead to improved teaching and learning across the school.