

All Saints' Church in Wales Primary School



Together Everyone Achieves More

Presentation Policy

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The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to:

Article 3: *Everyone who works with children should always do what is best for each child.*

Article 28: *Your right to learn and to go to school.*

Article 29: *Your right to become the best that you can be.*

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Presentation Policy

Presentation at All Saints' C/W Primary School is seen as an initial indication of a child's sense of pride in his / her work, values and self-worth.

Why is Presentation Important?

- To encourage the child to take a sense of pride in his / her achievements.
- To encourage the child to think about what they are doing and why.
- To nurture a respect for written communication.
- To make the marking of work easier for the teacher and clearer for the child.
- To give an opportunity to praise work without reference to the content.

How should work be presented?

Book Covers

The name, year group and type of book should be written neatly and clearly, by an adult, on the cover of each child's book (printed clearly in the Foundation Phase and joined handwriting, using the school's handwriting format, in Key Stage 2). In Year 6, this could be done by pupils at the discretion of the class teacher for second books. Note: the year group and book type should be written in Welsh, e.g.

Joe Blogs
Blwyddyn 4
Llyfr Saesneg

This is an excellent opportunity to provide a neat and clear model of writing for pupils. A staff member's writing must provide an excellent role model for pupils at all times.

If labels need to be word processed, for example, for Art Sketch Books, labels should be trimmed neatly and laminated, before being stuck onto book covers.

Project Books

A title page is needed for the start of each new enquiry of learning. These should either be drawn or word processed and stuck into pupils' books. These should be trimmed to fit the exercise book neatly.

Pencils / Pens

In the Foundation Phase, pupils will write using pencil. By the spring term Year 3, at the discretion of the class teacher, pupils should begin to use **blue** biros.

All pupils will use pencil for Mathematics work.

Date

In the Foundation Phase classes, the short date should be used, e.g. 28/05/21, at the beginning of each piece of work. This should be written on the top right hand side of the page. Where pupils are unable to write their own date, e.g. in the Reception class or pupils with specific additional needs, the date should be written by the teacher when marking. During the Summer term of Year 2, pupils should follow the same guidance used in Key Stage 2 classes – these are outlined as follows:

The full date (day, date, month – e.g. Monday 19th May) should be used for all written exercises. This should be written at the top of each new piece of work. The shortened version should be used for Mathematics work and tests, e.g. 10/05/15. This can be written on the right.

The date should always be underlined in pencil using a ruler.

In Years 5 and 6, pupils should write the date in Welsh – this should follow the same format as the English date.

Title

The title should be written on the line under the date in the centre of the page. This should also be underlined with a pencil using a ruler.

Margins

Margins should be used at all times where appropriate. Where they have to be drawn in, they should be as near to 2cm as possible and drawn in pencil using a ruler. Pupils should aim to do this independently by the end of the Foundation Phase.

Margins should contain the numbers of questions.

Mathematics

Pupils should write one digit in each square of their page. Where question numbers are used and followed by a full stop, pupils should leave a space of one square in order to differentiate between the question number and answer / calculation.

Diagrams

All diagrams should be drawn using a pencil. Labelling should be written in pencil and lines from the diagram to the labels should be drawn in pencil using a ruler.

Worksheets

Where worksheets are used, *Sassoon Primary Infant* font should be used in the Foundation Phase and Year 3 (unless a specific effect is sought by using a different font).

WALT (BYDSI) and WILF

Although WALT (BYDSI (*Byddaf Yn Dysgu Sut i*)) during Welsh lessons) and WILF are shared with pupils in each year group, learners are not required to write these in their work. This makes use of the maximum amount of time that pupils are on specific tasks to move their learning forward.

The WALT / BYDSI is referenced by the teacher / Teaching Assistant within the marking feedback.

Handwriting

All pupils follow the Cambridge *Penpals* scheme for handwriting. Pupils should aim to write using neat, clear and legible handwriting at all times. The school handwriting style should be used by staff on the whiteboard, within all pupils' books and in any displays around the classroom.

Corrections by pupils

If a pupil makes an error in his / her written work, they should draw a line through the error using a pencil and a ruler and write the correct version next to the error.

Presenting pupils' work for display.

- Classroom displays should be stimulating and represent a variety of curriculum areas.
- They should be related to the pupils' learning and represent the achievements of pupils in that class.
- **All** displays should be appropriately titled and have relevant labelling.
- Whenever possible, displays should be 3D and interactive.
- Displays around the school should provide representation of the high expectations set by teachers.
- Children's work should be mounted before being included on a classroom display.

See the school's Managing the Learning Environment Policy for further details.