



Presentation Policy

The Mission Statement of Holbrook Primary School is: to inspire, nurture and challenge every child to achieve their full potential.

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.
- To challenge pupils to improve their presentation.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable pupils to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations of Teaching Staff

- Remember – you are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB – lines, grids to model good practice.
- All pupils need to be taught the skills of high quality presentation.
- All handwriting on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- All members of staff must use the handwriting guidelines (see Appendix One)
- All children's work must be marked using the agreed marking policy.
- All teachers will ensure pupils take responsibility for their pens and pencils.
- When sticking work/labels/headings in books, ensure they are straight and cut to size.
- Teachers must assess the necessity of using worksheets. Only worksheets that are essential should be stuck in books. Inessential worksheets should not be used in the first place.
- Ensure pupils are sitting properly to write, with correct posture and with sufficient space at a table.
- Make sure that pupils clear work surfaces and the floor before leaving the room to reduce waste.



- Posters, notices and messages on boards and windows should be of good quality. Out of date notices should be removed.

Expectations of Pupils- Use of pencils, pens and rubbers

- Pencils should be used in all Maths books.
- Use of rubbers should be discouraged. Pupils should cross through incorrect work.
- Pencils should be used to draw all diagrams and illustrations.
- Pens should be used for written work as soon as possible from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pens must be high quality. No biros should be used. Felt tip pens should not be used for writing.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
- All Y6 pupils must use the cartridge pen provided by the school.
- In FS pupils will be taught to hold their pencil correctly; teachers will insist on the use of the typical tripod grip at all times.

Expectations for Handwriting

- The Nelson scheme is the agreed scheme for teaching handwriting.
- Nelson font is the preferred style for all worksheets and hand-outs.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting is taught daily in FS, Y1 and Y2. It is taught 3 times a week in Y3 and Y4 and for at least 15 minutes per week in Y5 and Y6. Teachers will use all cross curricular opportunities to reinforce handwriting, e.g. as an integral part of spelling and phonics lessons.
- Teachers will make judgements about the need to increase the frequency of handwriting practice based on quality of handwriting in their classes.
- Bubbles in place of full stops or dots above the letter 'i' are not acceptable.
- Whiteboards are not effective resources for teaching good handwriting.

Expectations for Layout

- All work should be dated. Date stamps can be used for FS pupils.
- The date is written at the top on the left. The short date will be used in Mathematics (17.05.12)
- The date, including the day, should be written in words on all other work (Thursday 17th May 2012)
- KS2 pupils will write the learning objective/intention or title of the work at the top of the piece of the work. KS1 pupils work towards this and must be ready by the end of Y2.
- A line space should be left after the title.
- Pupils must be taught to use the whole line when writing, starting at the margin.
- When starting a new piece of work, miss a line under the last piece of work, rule



off and start on a new line. Don't leave a blank page. Do not start each new piece of work on a new page.

- Pupils must be taught: 'If you make a mistake, draw one neat line through the mistake and start again –do not over-write'.
- Pupils should write on the line. Pupils should not write in the margin.

Layout in Mathematics

- The previous piece of work should be ruled off with the date written in figures on the line below.
- All figures must be written neatly and clearly with one figure to each square.
- There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with an operation sign to the left or right in a separate column.
- Each calculation must be clearly numbered with the number in the margin/number in brackets to distinguish it from working figures.

Expectations of pupils with Special Educational Needs

- Pupils with SEND are required to present their work in as neat a way as possible and with correct layout.
- Pupils with fine motor skill difficulties will require additional support, e.g. line guides, lined paper, thicker or triangular pencils, ICT support.
- Some pupils may spend more time on ICT skills than handwriting if this is more beneficial. IEPs will make reference to these requirements.
- KS2 pupils with poor handwriting will be provided with additional support to help them reach a minimum acceptable standard.

Expectations of pupils in ICT

- Pupils will be taught conventions of good layout when word processing (see Appendix Two)
- Teachers will teach pupils good keyboard skills to enable them to achieve high quality layout in their work, e.g. centring, underlining, italicising, spacing, paragraphing.
- Teachers will provide specific feedback on presentation, taking due regard of punctuation, spelling and layout.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, learning journals/draft books.
- Each room has small whiteboards available for all the children.
- Children and staff should check the floor and other surfaces before leaving the Room, e.g. at play time, for spare equipment.



Display

- Classroom displays must be changed at least once every two terms.
- There must be a display of children's writing and mathematical work at all times.
- Key vocabulary, questions, explanations, information and targets should be displayed.
- High quality display materials will be provided.
- Children should be involved in preparing work for display but must be taught the necessary skills, e.g. trimming, gluing, mounting.
- Due consideration should be given to the reader/viewer of the display. Handy angles should be avoided and written work must be displayed at a height where it can be read.
- Poor quality displays will be removed.
- At any given time, there should be at least one piece of work for each child on display in the classroom.
- Colleagues with higher levels of skill and enthusiasm for display are available to help less confident colleagues.

Outcomes of Presentation Policy

- Children 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 presenting work between each class is evident and understood by all children and adults.
- Poor presentation is never allowed to pass without comment.

Monitoring of Presentation Policy

- The Headteacher will monitor via the awarding of Headteacher's stickers for good work.
- Regular work scrutiny by SLT and teaching staff, including subject co-ordinators, will ensure the policy is being adhered to.
- Governors will form a view on the quality of presentation through learning walks and monitoring visits and will report these findings.



Presentation Policy

Appendix One: Handwriting Guidelines

Foundation Stage

Children will be taught to:

- Sit in a comfortable position, position paper and hold and grip a pencil correctly, using appropriate pressure and control. The typical tripod grip will be taught.
- Use a variety of writing implements.
- Make patterns with letter shapes and copy over writing patterns and tracings.
- Use handwriting patterns with a variety of writing implements.
- Practice writing letters in the air.
- Trace over letters and make letters with dough, pasta, etc.
- Sit correctly to write.
- Form lower case letters correctly in an adapted version of the preparatory cursive style at an appropriate stage in their development.
- Begin writing on lines.
- Use correct terminology: capital letter; lower case letter; bold print etc

Foundation Stage and Key Stage One

As they develop pupils are taught to:

- Position paper and grip their pencil correctly using appropriate pressure and control.
- To write on the line and use finger spaces to differentiate between words.
- Regulate the size and shape of letters.
- Form all lower case letters correctly in the adopted handwriting style, clearly distinguishing between ascenders and descenders.
- Form capital letters, and understand that upper and lower case letters are not mixed in words.
- Begin joining letters at an appropriate stage in their development.
- Use wide lined exercise books (Y1) and narrow lined exercise books (Y2).

Key Stage One and Key Stage Two

As they progress and throughout Key Stage 2, pupils are taught to:

- Refine the formation of upper and lower case letters using the Nelson handwriting style.
- Join letters in cursive script.
- Improve awareness of the presentation and legibility of their work.
- Improve the fluency and speed of their handwriting.
- Maintain the correct posture for writing.

All children should be allowed to use unlined paper from time to time so that they can apply their skills and consider issues of presentation and aesthetics.



In Key Stage 2 children progress to using a pen as/when their teacher assesses they are ready. Pens will be presented in celebration assembly. In Year Six, all pupils will use a cartridge pen provided by the school.

Order of teaching- Use of Nelson Handwriting Scheme

Foundation Stage and Year 1

Use Nelson Handwriting workbooks when children are ready (FS)

Use Nelson Handwriting workbooks (Y1)

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Year 2

Use Nelson Handwriting Red, then Yellow books.

Introduction of the four handwriting joins

- First join: un um ig id ed eg an or ing ung
- Second join: ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join: od pg re ve oon oom
- Fourth join: wl vl of ff fl flo
- Practise the break letters: b p g q y j z
- Practise capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering



See Nelson Handwriting Teacher's Book p30 for learning outcomes and further information

Year 3

Use Nelson Handwriting Book 1

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

See Nelson Handwriting Teacher's Book p54 for learning outcomes and further information

Year 4

Use Nelson Handwriting Book 2

Build up speed particularly for note-taking and draft

Use a range of presentational skills:

- Print script for captions, sub-headings and labels
- Capital letters for posters, titles, headings
- A range of computer generated fonts and point sizes



By Year 4 most pupils are expected to use a joined handwriting style at all times unless other specific forms are needed, e.g. printing labels for a diagram.

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

See Nelson Handwriting Teacher's Book p78 for learning outcomes and further information

Years 5 and 6

Use Nelson Handwriting Books 3 and 4

For children who have not achieved a fluent, joined style, use the range of Nelson Handwriting books to allow children to cover the skills and gain the practice required.

Once a fluent, joined style has been developed, children in Years 5 and 6 are encouraged to develop their own style of handwriting

Teachers in Key Stage 2 should write in the agreed joined handwriting script. This will provide a model for the children as well as providing opportunities for children to read writing written in a joined style.

See Nelson Handwriting Teacher's Book pp102/126/150 for learning outcomes, activities and further information



Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

- Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Assessment

Key Stage Leaders and subject leaders should monitor children's writing and presentation in books regularly. Monitoring of presentation will also form part of the SLT work scrutiny.

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?

Teachers should observe pupils as they write during handwriting lessons – the teacher must circulate, monitor and intervene.



The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently?
- Is the writing easily legible?



Presentation Policy

Appendix Two: Presentation in ICT Guidelines

When using ICT to present work, standards should be consistently high. These standards should match those in writing.

All pupils should have at least one piece of writing in their ICT folders each term.

ICT writing in Key Stage Two should contain a WALT and date.

Year One

Children will be expected to:

- Sit properly at a table with the laptop/computer in a comfortable position in front of them. The keyboard should be at a comfortable arm's length – they should not have to reach to type.
- Use the space bar to leave **one** space between each word and after a full stop.
- Use the delete/backspace button to correct mistakes.
- Use the return/enter button to start a new line.
- Correctly punctuate sentences they write, using the shift key for capital letters. Work that is printed or saved **must** have capital letters and full stops in the right places.
- Check that the spelling of words they have typed is in line with spelling expectations for their age group/level.

Year Two

Building on this, children will be expected to:

- Begin to use both hands when typing on the keyboard.
- Use the spacing and layout tools to centre work on the page for titles etc.
- Change the size and colour of text as appropriate.
- Change the font used as appropriate (something readable!).
- Check and edit work as appropriate: adding or deleting spaces; correcting spelling mistakes of known words; checking sentences make sense and adding missing words.

Year Three

In addition to this children will be expected to:

- Choose relevant images to add to work; changing the size as needed.
- Make effective choices about the layout of text and images.
- Use word processing skills to write texts of different genres; following the presentation rules as in writing (e.g. spacing of address etc. in a letter).



Year Four

Following on from these skills children will be expected to:

- Use spellcheck consistently.
- Ensure that images used from the internet can be enlarged/shrunk without the quality being affected (images should not be blurry).
- Use **two** spaces after a full stop and **one** after a comma.

Year Five and Six

Children will be expected to build on previous skills by showing a greater awareness of audience and purpose and making choices about presentation to address this.

They should be able to produce a Powerpoint presentation that: conveys information and demonstrates obvious choices in font, size and colour of text; and contains images that are well-placed and of appropriate size and quality.