



Leigh Academy

# Langley Park

## Presentation Policy

2024 - 2026

**Written:** July 2024  
**Review:** July 2026

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## Purpose

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 take pride in their work at all times. This policy is to be used in line with other teaching and learning policies (eg Feedback and Marking, Assessment, curriculum policies).

We aim to:

- Set high standards of expectation for the children in the presentation of their work.
- Instil 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 an important aspect of their work.

## 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).

## 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 for a good while 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.

Where possible, all staff should ensure that excellence in presentation is celebrated through:

- Displaying work with a high standard of presentation.
- Celebrating work with a high standard of presentation in whole class situations.
- Ensure good presentation is rewarded in line with the whole school behaviour policy.
- Sharing of good work in whole school assemblies.

## Handwriting

Handwriting will be taught in line with the Handwriting Policy. (See Handwriting Policy).

## Labelling and care of exercise books

**Book covers:** Exercise books will be labelled with a printed label, NOT the child's or teacher's handwriting.

**The format is:**

Full name of child e.g. Jo Sassienie (the name the child is usually known by but not a nickname, i.e. Jo rather than Joanna).

Name of book as per whole school agreement (see Appendix 1) e.g. Inquiry Book (both words capitalised).

Class Name and Year Group eg Jubilee Class, Year One.

If it is the second or subsequent book, the book number will be added, eg Inquiry Book 2

>>[example of book label](#)<<

Labels will be stuck onto the cover straight and will cover any printed lines on the front of the book as far as possible. The spelling of children's names should be checked very carefully. Covers of books should be scrupulously clean. They should NEVER be written or drawn on.

## Inside books

The utmost care should be taken to demonstrate to children good habits for taking care of their books. Teachers should consistently model good habits of neatness.

Children should not:

- doodle or draw pictures unless they are clear illustrations relating to the work done that lesson.
- fill in the centres of letters eg p and o.
- draw hearts, stars, bubble writing or fancy lettering unless this is a requirement of the task.
- write in the margin unless this is an agreed strategy for editing.
- make full stops or dots over the letter i that look like big blobs or footballs. A clear dot is the only acceptable full stop.
- draw lines down the centre crease of the book.

## Book Storage and Use

Avoiding books getting tatty corners and bent-up edges is important. Books should not be kept on work tables. There must be alternative places for them and all other resources so that tables can be cleared easily. Children should not fold books over to write. Teachers should ensure that children have enough space at their tables. It is especially important to consider the possibility of left-handed writers banging into right-handed writers and seat children accordingly.

Children must organise their work so as not to miss out pages. If the piece of work used less than half the page they should rule off under the work and start the next piece of work on the next line down. If nearly all the page has been used then they should start on the next page. Children should use the top line of the page but not write in the space above the top line or below the bottom one.

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 the work continued from then on with more care. If necessary, the piece of work should be started again.

Teachers must not give out a whole set of new books at any time during the academic year. Only when an exercise book has been filled should a child receive a new book. Teachers should notice that a child is

coming to the end of their book when they are marking, and have a new one labelled and ready to go. Spare exercise books are kept in whole school storage areas and not in classrooms.

## Teachers' Handwriting

This should be consistent with the Handwriting Policy and be as perfect as possible. This is not negotiable when writing in children's books or on the whiteboard or Flipchart.

## General rules for setting out work

- All drawings and diagrams should be in pencil.
- Pencils should be used in all Maths books and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- If a pen is used for writing, in accordance with the Handwriting policy, it must be a school black pen only.
- A black pen is used by all children who have earned their pen licence from Year 2 upwards.
- A green pen is used by all children for editing work and responding to feedback. Please refer to the [Feedback Policy](#) for further information.
- Felt pens are not used in exercise books.
- Gel pens should not be used in exercise books.
- Coloured pens will only be used for specific reasons by children for editing and marking.
- Coloured pencils should be used in exercise books.
- When children are writing their name on a piece of work on paper, a writing pencil should be used – not a colour.
- One single line is used to cross out mistakes.
- Absolutely no writing on covers or on the inside covers of books.
- No doodling on pages in books or on covers.
- Tippex and corrections pens are not used.

## Starting new work

Children should be taught where to begin a new piece of work. As a general rule children will start a new page when there are only a few lines left, otherwise they leave a line and use the same page.

## Writing the date and title

- Teachers should have differentiated expectations about whether the child should write the date and title:
- Children who are fluent independent writers should be expected to write the date and title.
- Children who can write the date and title, but who take longer than expected should be asked to leave this task and complete it in their own time.
- Children who are not fluent independent writers should be permitted to write the short date in writing or an adult may write the date and title for the child.
- Learning objectives are not written in books, but they are always communicated with the children in some form.
- Titles are used for each piece of work, rather than Learning Objectives.
- From Year 2 these should be underlined once, using a ruler.

## Mistakes

Mistakes must be made in order for children to make progress and children should understand this and not be desperate to erase mistakes. Teachers need to see what children were thinking. They cannot do this if work – even a word – has been erased. For this reason we cross out mistakes with one pencil line. A ruler should be used if the mistake is longer than a word. No erasers are to be used. Teachers may keep a few good quality erasers on hand for best quality display work and fine illustrations or diagrams. A single letter can be crossed out with a diagonal line.

## Setting out work and the use of worksheets

Leigh Academy Langley Park is not a worksheet school. We encourage independence and creativity based on a commitment to a constructivist model of learning. Children should not be filling in boxes. Children should be taught how to present their work in different ways, increasing in complexity as they progress through the year groups. When proficient, in every class, they should usually have some degree of autonomy over how they present their work. In the main, they should be writing their own work, setting it out neatly on the lines on the pages. Occasionally teachers may need to model or scaffold some setting out, or provide a guide, eg a graph or table. At such times teachers may wish to provide a sheet that the child will stick into their book. Such sheets must be trimmed before they are offered to the children so that they are smaller than the page of the book. Sheets must be stuck in using Pritt glue, as PVA is too runny, and they must be perfectly straight and must not stick out beyond the pages of the book. This must be done by an adult –teacher or teaching assistant –unless children can do it perfectly. Well trained Year 1 children are perfectly capable of this, but they must be well trained and overseen.

## Modelling and examples

All classrooms are expected to display a model of the expectations for setting out work, in written work, and in maths books, together with the rules for presenting work well. This is available as a set of school standard posters. These are handwritten and enlarged so that children can see clearly what is expected at all times. At the beginning of the year, children should complete a piece of work focussing solely on neatness, which will then serve as a model in their books for future work. Examples of such pieces are available for teachers to use.

Teachers are expected to model setting out work at the beginning of the year, when new topics are introduced, or when work that is significantly different in terms of what is required for setting out is first introduced. Teaching of layout and how the work should look needs to be integral to the teaching of the content. For example, when using arrays to aid multiplication and division in maths in Years 1 and 2, children should make their arrays with concrete apparatus on the table and then on paper grids. They should then be shown how to represent their arrays in their books using the squares provided. They should be shown where to write number sentences or explanations alongside the pictorial representations.

## Monitoring

Presentation will be monitored by the Senior Leadership Team and subject leaders on a regular basis through:

- Work scrutiny
- Learning walks
- Lesson observations

- Pupil voice
- Curriculum reviews

## Expectations for all staff

Teachers and Learning Support Assistants are the most important role models for presentation and high expectations. It is therefore expected that they model good practice on lined or gridded paper. In EYFS, KS1 and KS2, all handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed, neat and joined from year 2 onwards. When sticking work/labels/headings in books, ensure they are straight and cut to size (smaller than the perimeter of the page). Keep use of worksheets to a minimum. All books should have the academy book labels on the front and be covered in plastic covers.

## Classroom organisation and resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, books.
- Each room has mini whiteboards, whiteboard pens and whiteboard rubbers available for all the children.
- Pencils should be regularly sharpened to promote good presentation.
- Resource trays should be labelled consistently, clearly and logically in order for children to access their resources easily.
- From Year 2 these should be underlined once, using a ruler.

## Layout in Mathematics

- In Upper KS2 and if appropriate, a margin 2 squares wide and drawn on the left hand side of each page.
- If appropriate, in KS2 pages can be divided into two with a ruled line and a margin of 2 squares to the right of it.
- The previous piece of work should be ruled off with the date written in figures on the line below.
- The date and the title should be underlined.
- All figures must be written neatly and clearly with one digit to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. Write the short date i.e. 01.09.2023
- Children should record in the margin an F (Fluency), R (Reasoning) or P (Problem Solving) to denote the focus for the learning.

## Presentation guide for EYFS

- I will use a writing pencil for my work.
- I will not draw on the front of my book.

# Presentation Guide for Key Stage 1

## General

- I will write the date on the left hand side at the top of my work.
- In Year 2, I will miss a line before I write my title.
- I will write the title in the middle of the line
- In Year 2, I will underline the date and title using a ruler in pencil.
- I will not leave blank pages in my books.
- At the beginning of year 1, I will start a new piece of work on a clean page. By Summer Term of year 1 I will start a new piece of work by drawing a line under the last piece of work, and starting on a new line. By year 2, children should be drawing their own lines.
- If I make a mistake I will put one neat line through it **in pencil**.
- I will not draw on the front of my book.
- I will not draw pictures in my book unless I have been given plain paper to draw on. I will only use pencil for drawings.
- I will use the lines or squares in my books to help me stick any loose paper in straight and neatly.

## Maths Work

- I will use pencil in my maths book.
- I will write the short date in Maths e.g. 01.09.23
- I will write one digit in each square in my maths book.

## Written Work

- I will write on the lines in my book.
- I will always start writing next to the margin.
- I will write the long date i.e. Friday 1st September 2023 starting on the left of the page.
- I will use pencil in my books unless I have earned my handwriting pen, but I will not use felt pens in my books.

# Presentation Guide for Key Stage 2

## General

- I will write the date on the left hand side at the top of my work.
- I will miss a line before I write my title.
- I will write the title in the middle of the line.
- I will underline the date and title using a pencil and ruler.
- I will not leave blank pages in my books. If I start new work, I will leave a line and draw a line using a ruler and pencil.
- If I make a mistake I will put one neat line through it **in pencil**.

## Maths Books

- I will write the short date i.e. 01.09.23.

- I will use pencil in my maths book.
- When appropriate, I will divide my page into two with a ruled line and a margin of 2 squares to the right of it.
- I will write one digit in each square in my maths book.

## Written Work

- I will write the long date i.e. Friday 1st September 2023 starting on the left of the page.
- I will write on the lines in my book.
- I will always start to write next to the margin.
- I can use a black pen in books, but only when my teacher tells me to but I will not use felt pens in my books.
- I will only use pencil for drawing, labelling and underlining.
- I will not draw on the front of my book.

## Appendix 1 - Exercise Book Overview

<b>Maths</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Purpose</b>
<b>Year 1</b>	20mm	10mm	10mm	<b>All learning related to maths.</b>
<b>Year 2</b>	10mm	10mm	10mm	
<b>Year 3</b>	10mm	10mm	7mm	
<b>Year 4</b>	7mm	7mm	7mm	
<b>Year 5</b>	7mm	7mm	7mm	
<b>Year 6</b>	7mm	7mm	7mm	

<b>Skills</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Purpose</b>
<b>Year 1</b>	15mm	10mm	10mm	<b>Phonics Skills</b> <b>Reading Skills</b> <b>GPAS Skills</b> <b>Writing that is not linked to inquiry learning</b>
<b>Year 2</b>	10mm	10mm	10mm	
<b>Year 3</b>	10mm	10mm	8mm	
<b>Year 4</b>	8mm	8mm	8mm	
<b>Year 5</b>	8mm	8mm	8mm	
<b>Year 6</b>	8mm	8mm	8mm	

<b>Inquiry</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Purpose</b>
<b>Year 1</b>	15mm	10mm	10mm	<b>All learning that is related to the Unit of Inquiry;</b> - Key subject driver learning - Writing linked to inquiry
<b>Year 2</b>	10mm	10mm	10mm	
<b>Year 3</b>	10mm	10mm	8mm	
<b>Year 4</b>	8mm	8mm	8mm	
<b>Year 5</b>	8mm	8mm	8mm	
<b>Year 6</b>	8mm	8mm	8mm	

<b>Subject Study</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Purpose</b>
<b>Year 1</b>	15mm	10mm	10mm	<b>Learning of curriculum subjects that are not linked directly to the Unit of Inquiry and therefore are being covered in a disciplinary approach.</b> <b>Curriculum subject should be identified in the margin for each piece of work.</b>
<b>Year 2</b>	10mm	10mm	10mm	
<b>Year 3</b>	10mm	10mm	8mm	
<b>Year 4</b>	8mm	8mm	8mm	
<b>Year 5</b>	8mm	8mm	8mm	
<b>Year 6</b>	8mm	8mm	8mm	