

PRESENTATION POLICY



Review Details:

Next review due:	October 2027
Committee responsible:	Full Governing Body
Document location	Teachers Shared J:Drive - Policies

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Presentation Policy	DATE:	October 2026
EIA CARRIED OUT BY:	S Pavey	EIA APPROVED BY:	S Pavey

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A

Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual, transgender; actual or perceived)		X

Presentation Policy

(See also Marking and Feedback policy and Handwriting policy)

1 Introduction

- 1.1 Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

2 Objectives

- 2.1 The objectives of high quality presentation of work at North Road are:
- to encourage the children to take a pride in their work through setting them clear guidelines so that they know what is expected of them;
 - to ensure that the children's work is clear so that its audience is able to access it easily;
 - to provide appropriate resources so that they can produce their best quality work;
 - to provide a variety of audiences so that they are encouraged to present good quality work at all times;
 - to encourage the children to look after their work and keep it clean at all times.

3 Guidelines

- 3.1 **Use of pen and pencil** - Almost all children in KS2 will use a pen for writing. This will start to be introduced in Year 3 with the aim of all children using a pen by the start of Year 4. Writing will be in the cursive style agreed in the school handwriting policy. Pencil will be used for maths, underlining date and title and for drawing (art work, diagrams, tables);
- 3.2 **Mistakes** - It is important that we are able to reflect on the mistakes that children may make and to promote with them that making mistakes is an important part of learning. If a child makes a mistake they must put **one line** neatly through the mistake. A rubber should not be used to erase mistakes or jottings when carrying out calculations. A rubber may be used for mistakes when using a pencil for drawing.
- 3.3 **Date** – for all work the date should be written numerically i.e. 22.04.25, This should be aligned to the left and underlined once (from Year 4 onwards). Roman Numerals should not be written as a date. This must sit on a line;

- 3.4 **Learning Focus** – this is abbreviated to LF: followed by what it is. This is written below the date and underlined (from Year 4 onwards);
- 3.5 **Stickers** - The school recognises that when children are in KS1 writing the date, learning focus and context can take a considerable amount of time and detract from the main purpose of the work. Therefore, pre-printed stickers may be used to record this in the children's books. If this is the case, the stickers must be placed neatly (straight) and aligned to the left-hand margin/side of the page. This will be phased out in Year 2.
- 3.6 **Ruling off previous work** – Not all new pieces of work need to start on a new page. Where this is the case in maths, the last piece of work will be ruled off at the start of the following lesson leaving one blank row of squares above and below the line; this will start in Term 6 in Year 2. In writing and curriculum subjects we leave 3 blank lines but do not rule off the last piece of work.
- 3.7 **Space for spellings and feedback** –When a spelling has been identified, 'sp' goes in the margin if it is a known spelling. If it is not a known spelling, these must be put at the end of the piece of work and allow the child to write the spellings underneath each word i.e. in columns. You must make sure that there are 3 lines underneath the word so that the child does not go below the last line or onto the top line of the next page. Feedback comments must come after the spellings so that there is not limited space for the child's response.
- 3.8 **Moderation Marking** – In Year 6 writing books and from January, teachers are expected to write in the margin different objectives found in a child's piece of work that are from the exemplification and KPIs.
- 3.9 **Layout of maths work** – Numbers are written one digit per square, even when recording fractions. Decimal points should be written in the middle of the line between the two digits. Question numbers are written one square in from the edge of the page. The number of the questions should be followed by a dot e.g. 10. , and not be circled. There should be a clear square between the question number and the question/answer.
- 3.10 From Year 1 to Year 6, all pupils will write on every other line in their Writing books so that they have enough space to proofread and edit their work.
- 3.11 **Use of margins** – If the page has a margin it must be used to place numbers if used as part of work i.e. numbering questions. Spellings must not be placed in the margin.
- 3.12 **Top and bottom lines** – Children must only write on the top line of a page if writing the date. This must not be written on for anything else. Children must not write below the bottom line. In addition, this must not be written by adults who need space to complete a written comment.

4 General

- 4.1 **Doodling** – Doodling in any form is not acceptable. If a child doodles on a piece of work then they must write it out again in their own time i.e. breaktime or lunchtime.
- 4.2 **Writing** – In line with the schools handwriting policy, all children are expected to write in a neat cursive style at all times unless the piece of work requires otherwise. This expectation is the same when children respond to feedback. If you believe that the child has not presented their work to the best of their ability, the work should be done again in their own time.
- 4.3 **Carelessness** – if there is evidence in a child's book that they can present their work to an acceptable standard and then they choose not to, this work will have a diagonal line put through it and they are asked to do it again. This will either be at breaktime or lunchtime.

5 Inclusion

- 5.1 We recognise that some children have particular identified difficulties i.e. under developed fine motor skills or dyspraxia that may impact on the quality of their presentation skills. In these cases, such children are encouraged to present their work to the best of their ability.
- 5.2 Handwriting sheets may be sent home at teacher's discretion to help improve presentation in lessons.

6 Monitoring and review

- 6.1 Presentation will be monitored as part of general book looks by subject leaders, the SLT and during governor monitoring visits should that be the focus.

Signed by Chair of Curriculum Committee

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