BEARSDEN PRIMARY SCHOOL

PRESENTATION POLICY

**Aims**

* The purpose of this policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow.
* To establish high expectations and pride in everything we do – both of ourselves and of the children.

**Objectives**

* To motivate each individual to present their work in the best possible way.
* To enable children to recognise work that is presented to a high standard.
* To ensure each child knows the standard of presentation that is expected of them.

**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 will rule off immediately after their last piece of work and use the same page. Children will miss 1 line before beginning their work for that day.

**Jotters**

Appropriate jotters to be used at specific stages and for specific curricular areas as agreed

**Standards for Literacy/Literacy across the curriculum**

* Your own handwriting should be an example for pupils to follow and a standard for pupils to aspire to.
* The short or long date will be used as appropriate to pupil stage and curricular area
* The appropriate date will be written on the first line/part of page

01.02.14

* Any number or letter used to denote an answer shall be written in the margin.

Thursday 11th December 2014

Nelson Spelling Book 4 Unit 3

1a

**Standards for Numeracy Presentation**

* The date is written in numerical form from left to right: e.g. 17.01.14.
* The title will be written in the centre of the same line.
* ‘Skip’ a line before starting work.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 7 | . | 0 | 1 | . | 1 | 4 |  |  | S | H | M | 3 |  | P | 6 | 4 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1a) | 1 | 0 | + | 1 | 5 | = | 2 | 5 |  | 1b) | 1 | 0 |  | 1c) | 1 | + | 1 | = | 1 |  |
|  |  |  |  |  |  |  |  |  |  | + | 1 | 5 |  |  | 2 |  | 2 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | 2 | 5 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* With appropriately sized jotters, pupils will write one digit/symbol/decimal/operation per square – this includes fractions.
* Question numbers and letters shall be written in one box. E.g. 1a
* A sharp pencil is used throughout exercise books.
* Rulers are used for all straight lines.
* Space on the page is used appropriately (without lots of empty spaces).
* Corrections – a ‘tick’ for a correct answer, a ‘dot’ for a correction, and the ‘dot’ becomes a ‘C’ if corrected.

**Marking**

* Use of formative assessment should be evidenced regularly in varying forms e.g. 2 stars and a wish, traffic lights, self/peer assessment, etc.
* Children peer marking should do so respectfully and neatly
* Children self-marking should be briefly checked by teacher
* Self and peer marking should form part of the assessment procedure but should not be used excessively
* All work should be marked by issuing teacher. If for some reason the teacher has not marked, this should be noted eg *supply teacher*
* Comments should be actioned eg ‘date?’ child or teacher must add date
* ***Learning conversations and oral feedback are extremely valuable and should form the basis for next steps***

**Display**

* Most classroom display should be of the children’s work (75% pupil, 25% teacher). Display should be a mixture of photos, 3D work and paper work.
* The ideal situation is that if every child in the class has work displayed in or out of the classroom.
* Children should be encouraged to have a go with written work and this is to be celebrated.
* Language work displayed should be correct if the spelling or punctuation has been taught but if the child has used ambitious spelling etc it is possible that this will be incorrect and this should not stop it from being displayed.
* In the upper school written work should be redrafted for display.
* Maths work should be displayed if it is good for that child – incorrect maths can be shown as long as it is marked as incorrect.