



MINERVA ACADEMY SAFEGUARDING POLICY





Presentation Policy

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.

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.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

- Remember – you are the most important role model for presentation and high expectations! Use the resources available to you eg. on the IWB – lines, grids to model good practice.
- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- Make sure that children clear work surfaces and the floor before leaving the room to reduce waste of resources.

Expectations for Children

Use of pencils and pens

- 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.
- Pens should be used for written work as soon as possible from Year 4 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pens must be fibre tip. No ballpoint, biro or felt pens should be used.
- 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.

Expectations for Handwriting

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- The Nelson scheme is the agreed scheme for teaching handwriting.
- Nelson font is the preferred style for all worksheets and handouts.
- Use the right size letters when you need to - capital letters at the start of sentences and for proper nouns.
- Handwriting is taught for at least 15 minutes per day and as an integral part of spelling and phonics lessons.
- Bubbles in place of full stops or dots above the letter 'I' are not acceptable.

Expectations for Layout

- Learning Target stickers with success criteria, date and traffic lights should be neatly stuck in at the top of the page.
- Don't leave a blank page.
- Miss a line under the Learning Target sticker and start at the margin.
- Paragraph indentation should be used as soon as the children are confident to do so.
- If you make a mistake, draw one neat line through the mistake and start again - do not over-write.
- Write ON THE LINE. Do not write in the margin.

Layout in Mathematics

- The previous piece of work should be ruled off with the Learning Target Sticker stuck in neatly underneath
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered (with the number in the margin to distinguish it from working figures in KS2).
- In KS2 a margin 2 squares wide and drawn on the left hand side of each page should be drawn.
- If appropriate pages can be divided in to two with a ruled line and a margin of 2 squares to the right of it.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, VCOP cards and practical maths resources
- Each room has mini- whiteboards available for all the children.
- Children and staff should check the floor and other surfaces before leaving the room eg at break time for spare equipment

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.

Monitoring of Presentation Policy

- The SLT will monitor via the evidence of learning monitoring to ensure it is adhered to