



St Leonard's

C of E Primary School

Presentation Policy

This policy was written in:	June 2025
To be reviewed:	June 2028
By:	Kay Proctor & Sally Walsh

'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

The purpose of this policy is to ensure that children at St Leonard's C.E. Primary School receive consistent messages about what is expected from them in relation to acceptable presentation of work. Standards are to be consistent no matter what the subject. Through high expectation of presentation, it is believed that the importance of the work that is produced will be enhanced, and help to raise self-esteem.

Aims

- To ensure that quality work is produced by children at all ages and stages
- To produce consistency of approach and standards, no matter who the teacher is or the year group being taught
- To inform parents of what is expected from their child and support the school in ensuring their child achieves, as far as possible, the required standards
- To encourage children to take pride in their work
- To ensure high standards of presentation is clear in every book/piece of work

Presentation guidelines for staff

The following agreed procedures for the presentation of children's work should be implemented by all staff:

- All children's books should have a clear sticker with their name and the subject name.
- No graffiti should be on these stickers or anywhere else in the book.
- The date should be recorded in all written work and underlined with a ruler (Year 1 – 6). In Reception, a date stamp may be used by the teacher in the Autumn and Spring term.

Subjects where the **long date** is to be used: English, Guided Reading (first session)

Subjects where the **short date** is to be used: maths, PSHE, art, DT, phonics, computing, science, French, music, geography, history, RE, Guided Reading (subsequent lessons).

Title/question – should be **short** and a summary of the learning. It should be underlined with a ruler.

Date then title/question – do not miss a line.

- Where a child has missed a lesson, the reason should be recorded in their books.
e.g. short date – Absent
short date – Left for an appointment
short date – Intervention
- All marking should follow the agreed Marking & Feedback Policy.
- An example exercise book may be used to model presentation.
- Staff should model the school handwriting policy when writing in children's books.
- All children's work should conform to the agreed handwriting style (unless a child has an identified significant weakness) (See handwriting policy)
- Any mistakes should be crossed out, with one straight line using a ruler.
- Rubbers should only be used by staff. Rubbing out does not allow for the monitoring of progression and it doesn't help the children with the progression to pen which cannot be rubbed out.

- Children in Year 5 and 6 can use a black biro pen (excluding maths). Children from R – Y4 will use pencil.
- Work should be ruled off work (using pencil and a ruler) and the next piece started underneath to save space in books. This needs to be modelled. Children and adults to use their discretion when deciding how much space is needed.
- Children should be taught and be encouraged to take pride in their work and ensure that it is neat and clear.
- In maths, one digit should be used in each box and in English all writing should start from the margin.
- On the rare occasion when a worksheet is used, children should be taught to stick sheets in so that the edges do not overhang the pages of the book. If children are unable to do this independently, adult support should be provided.
- Teachers' high expectation, persistence and consistency are the keys to improvement in children's progress both in presentation and achievement.
- Teachers should use their discretion according to the age, ability and individual needs of the children in relation to all of the above.

Monitoring and Evaluating

Samples of books will be brought to SLT meetings to check presentation policy is adhered to.

Teachers are responsible for and should ensure that their books are of a high standard.

Discussions will be encouraged with parents at events such as curriculum evenings, parents' evenings and parent workshops.

All staff will continually monitor their own practice and moderate across year groups during moderation sessions.