

Anchorsholme Academy



Presentation Policy

Whilst content of pupils' work is very important, the way it is displayed and laid out is also of significance because it shows that the pupils are developing self ownership skills (process presentation, personal pride and a sense of personal value and responsibility). This policy supports the child's development by giving consistent scaffold strategies. We should encourage well presented work, both in writing and on digital formats.

Front Covers

The front cover of a book gives an important first impression. Hence,

- Pupil's name should be written clearly
- Every book should be set out as shown
- Book covers should be clear of drawings and jottings



<u>Name</u>
<u>Subject</u>
<u>Class</u>

Dates

All work should be dated. Early Years staff to write/stamp all dates and headings. This makes it obvious how much work has been achieved, the intervals between pieces of work and will help subject leaders monitor progress and continuity.

- The date should begin at the left hand edge and, for English, contain elements of the day and date as appropriate to the child's age and ability. E.g. **Thursday, 10th January, 2015:**
- A mathematical date is acceptable in maths, science and foundation subjects and is appropriate for Rec / Y1 children where time could be spent on writing dates rather on the task itself. Dates must be underlined (pencil unless for authorial intent).

Titles

Work should be titled where appropriate. Titles should be centred and underlined in pencil. Advice should be given as to where to start. An empty line should be left between the title and the first line of the work.

Indents

Where appropriate, pupils should be encouraged to keep these approximately 1-2cm in from the page edge (finger width).

Numbering

1.		5	7
	+	4	6
	1	0	3
	<i>1</i>	<i>1</i>	

Where answers are to be numbered, these should be demarcated with a full stop. 1 square should be left between the number and the sum. The function symbol should be written.

Mistakes and Erasers

Should be neatly crossed through with a single straight line. Mistakes can be used as powerful learning prompts. Staff are to allow the use of erasers sparingly, or when a child is completing a final outcome.

However, children must be reminded of the need to see and use their mistakes in order to learn from them.

Handwriting

Pupils are taught and expected to write in our cursive handwriting style to the best of their ability across all subjects. It should be a feature of every piece whether for display or in their book, independent task or guided, unless otherwise directed for effect. Formation of numerals must be legible and in accordance with our agreed style.

Mounting Work

Work can be mounted in order to highlight achievement and enhance work. Appropriate tasks in books may be mounted for impact. Work can be displayed without mounting if it is part of a learning wall.

Use of Pen

The use of pen is to be an incentive and children should 'earn' the right to use a pen. It should be encouraged and will depend on pupil readiness/ appropriateness of the task. The pens are the pupils' responsibility. Pen licenses are awarded in the Spring Term of Year 5.

Display and Layout.

Thought should be given to the many different layouts that can be used to enhance pupils' work and to show variety. The purpose of mounting is to enhance the work, and not to be the focus of the work. Displays should be varied to teach, show process, creativity as well as effort. Whilst overuse of pre-prepared display material is not recommended, a variety of methods should be used. Additional interactive styles of display are useful and allow pupils to be part of the classroom environment. It is also expected that there be a range of subject areas on display as well as items such as:

- merit mark chart
- school rules
- anchors code
- class visual timetable
- monitor chart
- pupil targets
- teacher timetable and plans
- reward systems

Mathematics.

The layout of maths work is vitally important in enabling pupils to put numbers in appropriate columns in order to reflect place value and to structure their activities to lead to greater accuracy. See '**Numbering**'.

Drawn graphs, tables and charts.

They should have a title to indicate clearly what they show. Each axis should be clearly labelled. Wherever possible, there should be some interpretation, or conclusion, of the data. Lines should always be drawn in sharpened pencil to ensure neatness.

Learner Absence

For partial absence (eg music lesson, withdrawal intervention), the adult must record the absence eg music, Lexia, in the book.

Completed Books

All children's books for the year are to be kept in the classroom unless being marked at home. When completed they should be stored in the classroom until the end of the year. All English and Maths books will be kept for one year and a selection of books will be retained for evidence of work produced that year (UA, MA, LA) in foundation subject areas. The remainder can be sent home.