Rationale

The purpose of this policy is to set out expectations for the presentation of pupil work at Woodburn Primary School to ensure a consistent approach. It identifies the expected standards of presentation of pupils’ work and links their understanding to real situations they will encounter. This policy should be read in conjunction with other policies e.g. the Feedback and Marking Policy and Handwriting Policy.

## Statement of Intent

At Woodburn we place importance on the presentation of pupils’ work. Presentation is an important aspect of children’s learning. The quality of the presentation reflects the effort and pride a child has taken in their work.

## Aims

The aims of this presentation policy are:

* To ensure shared high expectations for the presentation of work.
* To ensure pupils work is presented in a way that clearly informs the reader of its purpose and content.
* To ensure consistency and progression throughout the school.
* For pupils to be proud of their achievements, by doing their best work and presenting it to the best of their ability.
* For pupils to value every activity.
* For pupils to persevere with tasks until they are completed and well set out.
* For all pupils to be aware of the standards expected of them and know that this will apply whichever class or adult they are working with.

## Guidelines for the Presentation of Literacy and English

* Each piece of work must be dated on the left and in a margin if there is one. This should be the short date e.g. 09.11.09. Initially this will be adult scribed or date stamped.
* The title of the piece of work should be written on the same line as the date.
* When children are ready they should underline the title with a ruler.
* One line is omitted before the children write a title for the work.
* Line guides are used when pupils are writing on a plain page.
* One complete line is left to indicate the start of a new paragraph.
* If numbering/labelling an answer this should be in the margin and brackets used e.g. a) 1) 1a)

Guidelines for the Presentation of Numeracy and Maths

* The short version of the date, with ‘dots’ is to be used e.g. 09.11.09.
* Each piece of work should have a title. The title should indicate the resource e.g. Teejay 4 Page 26.
* When children are ready they should underline the title with a ruler.
* All lines must be drawn using a ruler, this includes lines for vertical calculations, tables, graphs and straight sided shapes.
* In preparation for High School, pupils in P7 will work in two columns down the page.
* No margins are to be used in Maths books, but pages can be folded in half to allow for two columns of calculations.
* For pupils using squared pages, each digit should be written in a separate box to assist with understanding place value.
* When writing in Numeracy books, squares are ignored.
* Finished work including teacher’s comments, should be ruled off using a ruler. If there are 4 or less lines available on a page, a new piece of work should be started on a new page.
* All question numbers should be noted and shown as a bracket as dots can be confused with decimal points.

Appearance of Books

* All books have the pupil’s first and family name, curricular area/s and class name on the front cover.
* Titles on the front cover are correctly spelt and legible.
* Covers are be clean with no graffiti.
* Pages of work should not be ‘doodled’ upon.
* Both sides of the paper are written on and each page filled before turning to the next.
* From Primary 4, the end of one piece of work must be clearly shown by a line drawn across the page using a ruler.
* If there is work to be stuck in to a book it must be trimmed and neatly stuck in. It is important that work produced on an iPad is stuck in to support evidence of pupil learning and progress.

Folders of Work

* Work which does not need to be stuck into a book should be stored in a named ring binder.
* The ring binder should be divided into three sections:
	1. Literacy and English
	2. Numeracy and Maths
	3. Learning Across the Curriculum

Use of Pens

* Only handwriting pens are used.
* The use of pen is encouraged for presenting final prices, from Primary 6 upwards, or earlier if pupils are ready.
* In pupil books, only colouring pencils should be used to colour in. Felt tip pens should not be used to colour in any exercise books.
* Diagrams, graphs and tables should be drawn in pencil with the aid of a ruler.

Use of Rubbers

* The use of rubbers should be discouraged. A straight line should be drawn through mistakes instead of erasing them. In this way more careful presentation will be encouraged and mistakes viewed as a learning opportunity.

Use of Rulers

* The skill of using a ruler will be introduced at Primary 1.
* Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is a sketch.

Responsibilities

There is a shared responsibility for ensuring that care is taken in presentation throughout the school.

Teachers’ / Adult Supports’ Responsibilities

* To ensure that the learning environment provides the resources the children will require.
* To have high expectations of pupils’ work and the way it is presented.
* Regularly remind children of expectations for presentation and finishing off work. This includes sharing these expectations with the pupils at the start of the academic year.
* Encourage children to edit their own work and provide strategies for presenting it properly.
* To model the high expectations and procedures required from pupils.

Pupils’ Responsibilities

* To do their best work all the time and take pride in it.
* Complete work.
* Not to scribble on books or deface them.
* Respect the work of others.
* To ensure that books are carried to and from school with care.
* Listen to and follow instructions for presenting work correctly.

Monitoring and Evaluation

This policy will be reviewed by the Senior Leadership Team and School Staff. Presentation will be monitored through normal sampling of pupil work and through specific sampling with a presentation focus.