

APPLEGARTH PRIMARY SCHOOL



Presentation policy

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Date of Policy Adoption by Governing Body	01/05/25	Signed	

Intent

Statement of Intent

At Applegarth Primary School, it is our intention to ensure that all of our pupils are provided with the essential tools and opportunities to present their work to the very best of their ability. We aim to ensure that a sense of pride is instilled in our learners. Through high expectations of presentation, it is our aim that the importance of the work which is produced will be enhanced, and will therefore help to raise our learners' confidence and self-esteem.

The purpose of this policy is to ensure that children at Applegarth Primary School receive consistent messages about what is expected from them in relation to acceptable presentation of work. Standards are to be consistent across school no matter what the subject.

The organisation of the learning environments is essential for promoting high expectations of presentation. Clear, consistent expectations for presentation should be visible in all learning environments and should be consistently present in all learning resources wherever possible.

Aims

In having consistent approaches to the presentation of work visible throughout the whole school, we will be able to ensure that:

- All children have a clear understanding of the expectations staff have of the work they produce;
- The standards of work produced will be raised;
- Children are afforded opportunities for success which will result in better self-esteem;
- Quality work is produced by children at all ages and abilities, no matter the teacher or subject.

Implementation

As a school, we will follow the **Applegarth Primary School Golden Standards for Presentation** also known as the APS Golden Standards for Presentation (see appendix 1).

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

1. Exercise Books

- 1.1 All exercise books should be in the correct, corresponding subject colour ([English](#), [Maths Journal](#), [Science](#) and [Foundation Subjects](#) – see appendix 3).
- 1.2 Every child's exercise book should have the correct subject name label stuck onto the front (see appendix 3).
- 1.3 Only the child's first name should be written on the front of the exercise book. For those children with the same name as a peer in their class or phase, only the first initial of their surname should be written. This is to ensure we are compliant with GDPR regulations.
- 1.4 If children are writing their own names on the labels, teachers should ensure that these have been spelt and capitalised correctly, otherwise they should be typed on.
- 1.5 The Applegarth Primary School Golden Standards Child Agreement should be stuck into every exercise book on the first, clean page (staff should ensure that the correct subject expectation is stuck in – see appendix 2). The expectations outlined on this page should be shared with the children each time a new book is started. Where age appropriate, the children should sign the APS Golden Standards to show that they have understood what is expected of them.
- 1.6 There should be no graffiti on any book.

2. Presenting Work

- 2.1 Every new piece of work will start on a fresh, clean page; new work should not be started after ruling a line under the previous piece.

- 2.2 All children's work must be dated and underlined. The long date should be used for all English, science and foundation subject work, for example: Wednesday 22nd April. The date should be written on the left-hand side next to the ruled margin. The short date should be written for work completed in mathematics, for example: 23.04.2025.
- 2.3 A single line should be missed after the date and the learning objective should be written clearly and underlined. The learning objective should be pre-faced as with the subject, for example: History: To... An example of how a learning objective may be written is: Connect: To use expanded noun phrases in my introduction.
- 2.4 If the date and/or learning objective is typed for the children, then the school's handwriting font should be used Letter Join (see appendix 4).
- 2.5 Any question numbers/letters should be written with a single dot after and placed in the margin. In maths journals, where no margin is present, the question number/letter should be written in the first full square to the left and then one full square should be missed before an answer is written. It should be made clear to children that the reason for this is so the value of numbers cannot be misinterpreted (see appendix 4).
- 2.6 One line should always be missed after an answer to a question has been written.
- 2.7 How digits and numbers are written in mathematical work will differ dependent upon the methods or strategies being used. Please refer to the calculations policy and maths guidance.
- 2.8 Mistakes are part of learning and this presentation policy should not be used in a way which inhibits children making mistakes. If mistakes are made, then a single, ruled lined should be put through the error.
- 2.9 The use of rubbers should be limited; this is to encourage children to show their (neatly, ruled) errors to their teacher. Mistakes can often be a part of a teacher's assessment of understanding the process a child has gone through to get their answer. Ideally, rubbers should only be used to rectify errors in drawings or diagrams.
- 2.10 Any worksheets stuck into books should be cut to size and stuck in straight. Folded and flapping sheets should be avoided. If a sheet does need to be folded, care should be taken to ensure it has only one fold, and folds out of the book, not covering other work.
- 2.11 Any worksheets created for children should be exciting and interesting to look at; staff should ensure all learning styles are catered for and use appropriate images, colours, borders, etc. to support learning.
- 2.12 Paragraphs should be demarcated according to the text type. If writing a narrative piece, then an indentation from the margin should be used. If writing a non-narrative piece, then a single line should be missed before beginning the next paragraph, not an indentation.

3. Writing Tools

- 3.1 In KS2, once confident in using a pen, children will write in black pen for English, science and foundation subject work. We do not give out pen licences. Use of pen is about a pupil's control and choice.
- 3.2 HB pencils should be used in mathematics and for any drawings/diagrams/label lines.
- 3.3 All children in reception and KS1 will write in pencil.
- 3.4 Pencil should be used for all drawings and diagrams in any subject. If completing drawings or diagrams in anything other than mathematics, then the labels should be written in black pen with a ruled pencil line used for diagram label lines.
- 3.5 Left-handed writing tools, specialised grips, wobble boards, writing boards etc. should be provided for those children who need them to support them in presenting their work to the very best of their ability.
- 3.6 Children will respond to feedback from their teacher in purple pen (KS2) or pencil (KS1).
- 3.7 If children are required to using colour directly into their books, then coloured pencils should be used (this does not apply to sketch books).
- 3.8 Highlighters may be used by children to help them pick out key information, these colours should not clash with marking colours, therefore children should ideally not be using green or pink highlighters.

4. Feedback on Presentation

- 4.1 Handwriting, spelling and overall presentation will be acknowledged by teachers using the APS Golden Standards box (see appendix 5) which will be stuck into teacher's feedback and assessment book.
- 4.2 Collective and direct feedback will be given during the feed-forward part of the lesson. If there is anything to be rectified in regard to handwriting, presentation or spelling, then this will be completed in purple pen before the children responds to their constructive, specific feedback for the session (see Feedback Policy).

5. Expectations of Staff

As a staff, we should remember that we are the most important role models for presentation and high expectations.

- 5.1 All handwriting completed by staff, which is on display for the children, should be joined, legible, consistently formed and neat. If we are not neat, it is not fair to expect the children to be neat.
- 5.2 All children's work must be marked using the agreed Feedback Policy.
- 5.3 If adults are sticking work in for children, we should ensure it is cut to size and stuck in straight as outlined in the presentation expectations on page 2 of this policy.

6. Presenting Work

If a child is away or absent, this should be acknowledged on the feedback sheet for that lesson.

IMPACT

By having high standards of presentation at Applegarth Primary School, we are aiming to impact the standards of work by increasing confidence and self-esteem. Teachers should use the presentation box in their feedback marking to identify children who are to be celebrated for their presentation and individual improvements made. This box can also be used to help track common misconceptions and will, in turn, support the development of this policy so that it works best for everyone.

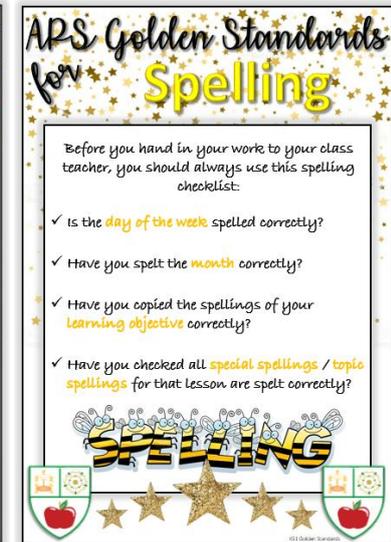
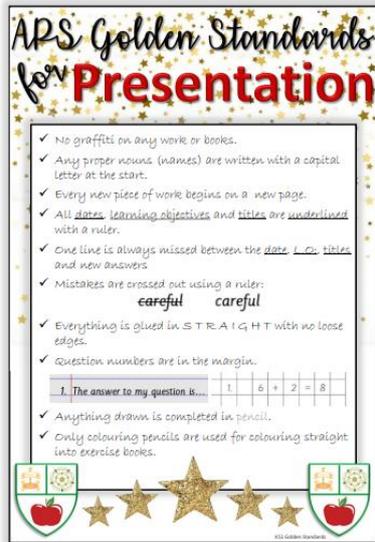
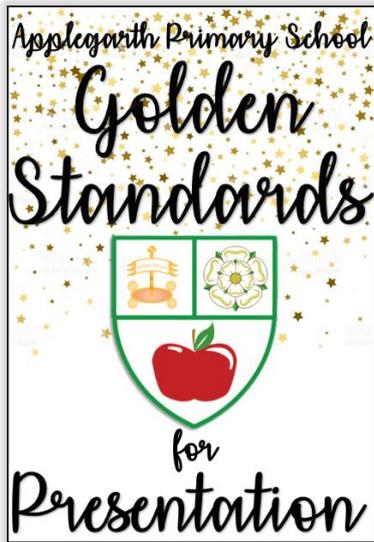
In adopting the APS Golden Standards for Presentation, we are aiming to ensure that the profile of high standards remains high whilst not detracting from the necessary, subject and session specific feedback children need to move their learning forward.

By the time our children leave us in KS2, they are expected to write legibly in a joined format and be spelling most of the NC statutory words correctly. By continually raising the profile of handwriting and spellings through our APS Golden Standards, we are aiming to ensure that children are given the tools to support them in better achieving these strands.

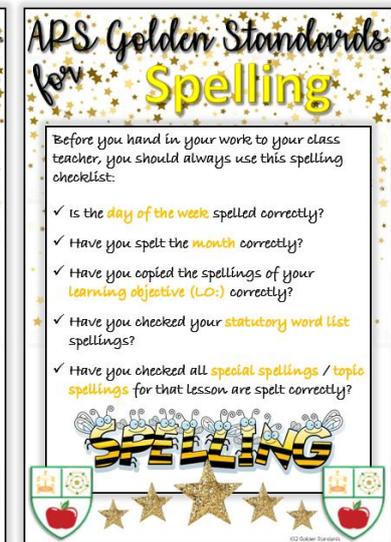
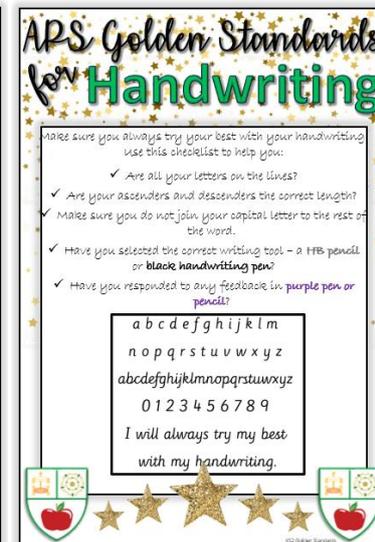
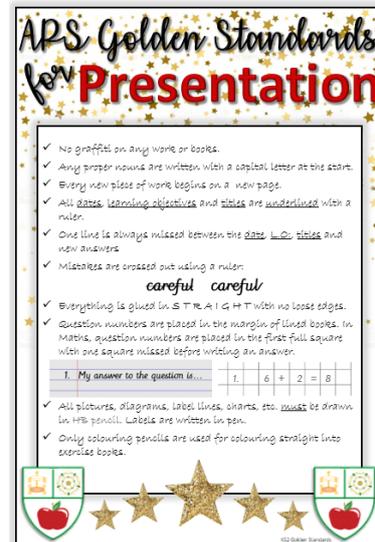
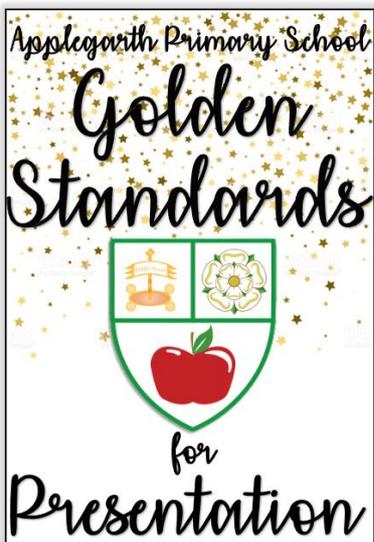
APPENDICES

Appendix 1: APS Golden Standards

Key Stage One



Key Stage Two



Appendix 2: APS Golden Standards child agreements

Example child agreements

These will be discussed with children whenever they begin a new book as an introduction/refresher of the APS Golden Standards. The children will 'sign' (write their name) and date the sheets to show they have understood what is being expected of them in regards to the Golden Standards.

The examples below have been taken from the KS1 Child Agreement pack.

APS Golden Standards for English Work

I will always try my best with:

- ✓ My **presentation**
- ✓ My **handwriting**
- ✓ My **spellings**

An example:

Monday 2nd September _____

PVGP: To use adjectives before nouns.

1. a huge, blue ball _____

2. the dark, green emerald _____

Signed: _____

Date: _____



APS Golden Standards for Foundation Work

I will always try my best with:

- ✓ My **presentation**
- ✓ My **handwriting**
- ✓ My **spellings**

An example:

Monday 2nd September _____

Geography: To draw a simple map and use a key.

1. Today, I have drawn a map of my dinosaur world. _____

2. I have used symbols to create a key. _____

Signed: _____

Date: _____



Appendix 3: Setting up exercise books

The colours for the different subject books are as follows:

English – Green lined (width of line dependent on year group)

Maths Journals – Blue squared (mm² dependent on year group)

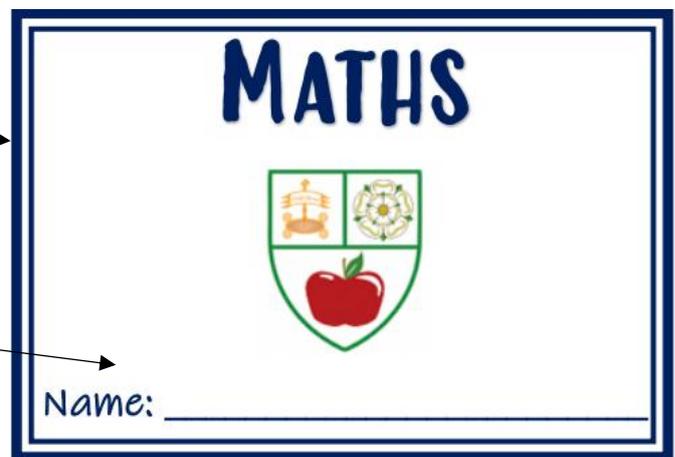
Science – Orange lined (width of line dependent on year group)

Foundation Subjects – Purple lined (width of line dependent on year group)

All name labels stuck onto the front of the books should be consistent across school. An example is given below:

All stickers will match the colour of the subject's book. stickers will be printed onto the 4 per page sticker sheets.

Each document is set up ready to write the children's name on (first name only; first initial if more than one child has the same name in a class)



Appendix 4: Expectations for the presentation of work

For typed dates, learning objectives and teacher comments staff will use the appropriate Letter Join font for their class.

- Letter Join No Lead 16
- Letter Join Plus 16
- Letter Join Air No Lead 16
- Letter Join Air Plus 16

Example worksheet from KS2:

The typed date and learning objective is in Letter Join and set out as would be expected of the children.

Monday 8th January

Retrieval: To use evidence to make inferences.

The Girl of Ink and Stars
By Kiran Millwood Hargrave

Activity
Using only the front cover, can you make an inferences about what this book will be about?
Top tip: remember to use evidence from the front cover.

