



*“Creating excellence, embracing all.”*

## **Botley School**

### **PRESENTATION POLICY**

Chair of Governors: Sue Miller

Headteacher: Jo Reid

Policy determined 4<sup>th</sup> July 2023 Botley School governing board

Reviewed 1<sup>st</sup> October 2024

Reviewed 7<sup>th</sup> October 2025

### **Botley School Vision statement**

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

### **Botley School Values**

*Inclusivity*

*Teamwork*

*Kindness*

*Respect*

*Resilience*

*Creativity*



## **Intent**

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school by establishing high expectations and pride in our environment, in ourselves and in our school work. It also creates clear and consistent guidelines for the presentation of children's learning which all children and staff recognise, understand and follow.

These expectations are intended to apply to the vast majority of children in our school. However, exceptions will be made on an individual basis according to need. As pupils progress through the school they will be encouraged to develop an individual presentation style in their work in accordance with the expectations of the school.

## **Implementation**

Staff will ensure that presentation is actively taught and promoted as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year. Where possible, all staff should ensure that presentation is celebrated through:

- Displaying a range of abilities of work with a high standard of presentation with regard to the context of the pupil
- Celebrating work with a high standard of presentation in whole class situations
- Ensuring good presentation is rewarded in line with the whole school behaviour policy (praise, raffle tickets, head teacher awards)
- Recognising and celebrating when children are being good presentation role models and/or showing pride in themselves, in others and in their school
- Sharing of good work in whole school assemblies

## **Handwriting**

Handwriting will be taught in accordance with the guidance in the new Writing Framework 2025. The correct pencil grip will be taught from nursery. In EYFS children will be taught how to form both upper case and lower case letters correctly, with a finishing flick where appropriate. (see Appendix)

Handwriting will be taught in Key Stage 1 on a regular basis using the Letter-Join programme. The focus of these lessons will be consistent correct letter formation and cursive handwriting. (See appendix Handwriting letter formation.) For children in Key stage 2 who require additional teaching in developing their own legible and fluent style of cursive writing, appropriate support will be given. In KS1 the children write in pencil. In KS2 they will work towards gaining a 'pen licence' which, when awarded, enables them to use a pen. The expectation is that the majority of pupils will be writing in pen by year 5. In year 2 they will be working towards a pen licence in the summer term. Children who gain a 'pen-licence' will have their writing displayed in class and will continue to use a pen throughout their writing (not in maths)

## **Writing implements**

- Initially in EYFS, children will be encouraged to 'write' using a wide range of implements. This leads towards the use of pencil in written work

- As pupils progress through school, handwriting pens will be introduced where age appropriate leading to the use of specifically purchased handwriting pens in preparation for secondary education
- Children should use pencil crayons when illustrating work in books
- Felt tips and gel pens should never be used directly in exercise books - the use of these should be taught through art lessons etc
- Red pen is used from year 1 upwards to respond to feedback, self or peer edit or assess
- Tippex and correction pens are not to be used under any circumstances
- Children are not required to bring in pencil cases as all implements are provided for them in school (Covid 19 exceptions)

### **Presentation in school work**

The following guidelines should be used to support the development of a good presentation style

- Teachers should encourage a good standard of presentation overall
- Errors should be crossed out with a single line using a ruler where age appropriate
- Children should be encouraged to take responsibility for their exercise books and folders and should keep them clean, tidy and safe, returning them to where they are kept. (See appendix 1 for book list)
- No doodling or graffiti is permitted in any school book including draft books and reading records. Where children have doodled or graffitied in their books, they will be asked to purchase a new one if appropriate
- A different style of handwriting and presentation is acceptable in drafting and editing books in line with the books main purpose
- When using a red pen for self or peer editing or responding to feedback children will be neat
- Pupils will be taught to cut and stick increasingly accurately throughout school and there is an expectation that this will be done independently and to the best of the child's ability when in books.
- Dates should be written on work
- Dates are left aligned and underlined with a ruler. Titles and WALTS should be central aligned and underlined with a ruler. (For younger children, teachers are encouraged to work towards this standard as soon as they are able)
- Loose leaf work should be placed in the appropriate subject file or pasted carefully into the appropriate book
- Where children are using plain paper, they should be encouraged to use line guides as appropriate
- In Mathematics, pupils using squared paper should be encouraged to write one digit in each square and set out calculations carefully to facilitate accuracy
- Work in maths books is always in pencil.

### **Presentation in the School Environment**

- Children will have shirts/tops tucked in, and be neatly presented
- Children will wear the appropriate and correct PE kit
- Children will ensure that their trays are neat and tidy and emptied regularly
- Children will ensure that their tables and shared areas are neat and tidy at the end of every day
- Teachers will support children in knowing the expectations for neatness in their classroom
- Staff will be good role models for the children in terms of tidiness and presentation
- Displays of work and supporting material will be kept to a high standard
- Cloakrooms will be kept neat and tidy; children will only bring bookbags and PE kits in small appropriate bags
- We are all responsible for our whole school, so we will all make sure that the hall, outside areas, the Chill Zone, corridors and toilets are kept neat and tidy, with equipment put smartly away
- At dinner time we all eat carefully and smartly and try not to spill or drop anything on the floor. If we are packed lunch we take our rubbish home, so parents know what we have eaten

- Children enter the classrooms and shared areas sensibly and quietly and show we are ready to learn, and staff will be in class or shared areas ready to receive the children
- Children and staff move around school quietly and sensibly, showing respect for other classes or groups who are learning
- When children enter and exit the hall for assembly they are silent and listen to the music playing (if appropriate), and when they are in the assembly they sit smartly and keep their hands and feet to themselves, and only speak when answering a question.

## **IMPACT**

### **Monitoring**

Presentation will be monitored by all staff on a regular basis. Some specific monitoring of presentation will be monitored by the leadership team and subject leaders through:

- Work scrutinies
- Learning walks
- Lesson observations
- Pupil interviews

The impact of our presentation policy will enable us to have a holistic pride in ourselves, our school and all our achievements. Being smart and ready to learn will increase the time we can devote to our learning and give children a sense of self-belief and belonging as part of the Botley School community.

## Appendix

### Handwriting Progression

At Botley School we follow the 'Letter-Join' handwriting scheme. This is a commercial scheme with cursive script which the school senior leaders have committed

In EYFS the focus is on correctly identifying and forming the letters whilst holding the writing implement correctly and comfortably with the right amount of pressure.

Lower case pre-cursive alphabet used in school:



Fully cursive alphabet used in school.

The majority of children leaving KS1 should be using this cursive style.



Throughout year 1 and year 2 children will be learning how to develop the pre-cursive letters into the cursive style. Children will be joining as soon as they are able. Work will continue to ensure that children hold the writing implement correctly and comfortably with the correct pressure used, and that the letters are spaced, sized and sat on the line correctly.

### Layout of written work – KS1

- Use the long date in English books and the short date in all other books. Writing the date every day is an important part of learning.
- The date should be written on the left side of the page, on the top line.
- Leave a line space between the date and the WALT.
- The WALT can be written on the left side of the page on the next line or can be stuck in with a label by the teacher.
- For display work the title should be in the middle of the page.
- Always leave a line space before starting your work.
- Titles and sub-headings must be underlined with a ruler and a pencil.
- In number work, digits should be written with 1 digit per box to support place value and avoid simple errors.
- Mistakes should be crossed through with a neat line or rubbed out at the teacher's discretion
- Self-editing should be completed in red pen

### Presentation of written work – KS2

- Use the long date in all books, except for Mathematics.
- Date should be written on the left side of the page, on the top line.
- Leave a line space between the date and the WALT
- The WALT should be written on the left side of the page.
- For display work the title should be in the middle of the page.

- Always leave a line space before starting your work.
- Titles and sub-headings must be underlined with a ruler and a pencil.
- In number work, digits should be written with 1 digit per box to support place value and avoid simple errors.
- Handwriting should be joined and legible.
- By Year 4 most pupils should be writing in blue pen if writing is joined and legible
- Maths work and graphs used in other subjects (Science/Geography etc) should always be in pencil
- A ruler should be used for all lines, graphs and tables in books. These should be drawn in pencil.
- Mistakes should be crossed through with a neat single line and a correction written above in red pen.
- Self-editing should be neat and in read pen.