

Policy for Presentation and display



St Stephen's Church of England School Tockholes

Policy Checked by: Curriculum Committee

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This policy is a working document which generates and informs good practice throughout the whole school.

Refer to Marking Policy ,Teaching and Learning, Handwriting Scheme and Policy and Behaviour Policy

At St Stephen's Tockholes we:

Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.

Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.

Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.

Influence children in best presentation, personal organisation and general tidiness.

Celebrate achievement and raise self-esteem for all and motivate and inspire all children to achieve their best work.

Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

Presentation Guidelines for Foundation and Key Stages 1 and 2

All children are encouraged to work to a high standard and as such great emphasis is placed on setting out work correctly and neatly. Each year group and Key Stage agrees to the strategies they will use. Throughout the whole school there is continuity and progression in terms of marking and presentation. This is especially so in the case of presentation, as the basic skills learnt in Foundation and Key Stage 1 are built upon and reinforced in later years.

There are certain strategies that are common to all year groups for both presentation and marking:

- Materials of the highest quality are used with children.
- Children do not write anything on the covers .
- Books will be labelled by teachers with name, year group and subject sticker.
- Staff write to a high standard in the form of cursive handwriting relevant to a particular year group on whiteboards, wipe boards, easels, books and worksheets.

Presentation

The following objectives reflect end of year expectations for each of the year groups. They can be used to support planning to ensure that children make the expected progress over the year and across years.

Throughout their time at our School children will learn to:

- Develop a clear and fluent joined handwriting style.
- Practice handwriting on a regular basis.

Expectations of standards at end of Key Stages are as follows

Foundation Stage

- Fine motor Skill development alongside phonic teaching introducing cursive handwriting style.

Key stage 1

Working towards the expected standard

- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Key stage 2

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- producing legible joined handwriting.

Working at the expected standard

- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

[No additional requirements for spelling or handwriting.]

Presentation general and generic points

- Work is always in pencil in mathematics
- Work is always in pencil in all other written work until Key Stage 2 when children are gradually introduced to working in school handwriting pens when clear ascenders and descenders are in place. (dependant on Special Educational Needs).
- Children are not to be encouraged to bring writing equipment from home and are not permitted to use pens or pencils other than those provided by school.
- Only the long date format is always used in written work eg **Monday 20th November 2016**, the short date format is used in mathematics **12/12/06**. In Foundation Stage work is dated by an adult when marked. In Key Stage 1 adults can pre populate the children's books with the date and objective.
- Maths-one number per. square is used as a standard of recording work from the time that squared exercise books are introduced except when children are writing number lines.
- When margins are introduced in books later in the school then numbers for answers are written in the margin with a dot after the digit, for example 1.2.3.
- Last piece of work is ruled off with a ruler leaving a line in writing books or a line of squares on mathematics books.
- Rulers are used for all underlining and for = signs on vertical equations.
- DUTUMS procedure is gradually developed with the children from Year 2 until it is fully in place from Year 4.

DUTUMS

D ate

U nderline

T itle (or learning objective)

- U nderline
- M iss a line
- S tart (See appendix A)

Display

Display is not intended as decoration - it celebrates achievement, gives a wider audience to learning, reminds pupils of what they have learned / achieved, encourages higher standards through accessing the work of others and can enrich learning.

Everyone in school is responsible for maintaining the upkeep and general housekeeping of displays and communal areas.

Classrooms must have:

- High quality writing displayed across the curriculum (improving pupils' writing is a continuing whole school focus)
 - Support resources e.g. A maths 100 square, number lines, calculation progression, place value charts, speaking & listening prompts, high frequency words, phonics, alphabet
 - Evidence of ICT through displays (not only word-processed work)
 - Fire evacuation procedures (Health & Safety requirement)

Every class will have:

1. A working wall for literacy.

The classroom learning environment for literacy is based on the 'working wall approach' for a unit of work, where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.

Children's work is used to affirm features of work that are desired. This work can be first drafts modelling that we learn by our mistakes.

Vocabulary relevant to the focus of the learning is evident.

There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles.

Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference. Please model handwriting appropriate to the age group.

2. A Celebration of work:

Maths, RE and topic should have a designated display area throughout the year (although the work should change to keep it relevant).

RE should also have a separate designated display area in classrooms, again linked to the current unit of work in addition to the prayer/reflection area.

Work covered in the foundation subjects should be displayed at different times of the year depending on the curriculum map. These can be displayed in the hall area. As many examples of cross curricula writing as possible should be displayed.

The current Key Stage theme should also be evident in interactive displays, artefacts and books on display in each classroom.

Work on display should be an individual child's "best" work, not first drafts.

Work used for celebratory displays including, photos, pictures, headings must be mounted before displaying.

Captions to explain the learning process pose questions or provide contextual information should be part of the celebration display and will include a balance of computer and adult handwritten captions in the school handwriting style.

The use of artefacts, lighting, drapes or plants enhances the display. Where possible using boxes and other devices to make parts of the display three dimensional are recommended.

A rota for display around the school is established and each teacher is given the responsibility of a board. These displays should also be dedicated to well presented, redrafted work where appropriate. These displays should be changed at least termly.

DUTUMS

Date

Underline

Title

Underline

Miss a line

Start