

**Presentation of Learning Tasks**

**Downfield Primary School’s Shared Approach**

**Rationale**

Within Downfield Primary School the standard of presentation should be consistently high. The purpose of this shared approach is to ensure that our consistently high standards in presentation are recognised, understood and followed by all staff and children. This policy should be used in conjunction with our marking policy, our behaviour blueprint and the school Vision and Values documents – The Downfield Promise.

**Our presentation policy reflects the following articles from the UNCRC:**

Article 1: Everyone under the age of 18 has all the rights of the convention.

Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3: The best interests of the child must be of a top priority in all things that affect children.

Article 4: We must to all we can to make sure every child can enjoy their rights.

Article 23: Children who have any kind of disability have the right to special care and support so they can live full and independent lives.

**Article 28: All children have the right to a primary education and should be encouraged to reach the highest level of education of which they are capable.**

**Article 29: Education must develop every child’s personality, talents and abilities to the fullest.**

**Our presentation policy also reflects the values within our School Vision and The Downfield Promise, particularly Partnership, Respect, Mindset and Enjoying Learning**

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| --- | --- | --- |
|  | **Attribute** | **What it means in our school** |
| **P** | Partnership | * We work together * We help each other and celebrate achievements of other children as well as our own * Working as a team and co-operation are important to us * We have a voice and adults listen to our thoughts and opinions and include us in decisions |
| **R** | Respect | * We treat everyone with kindness and respect * Keep hands and feet to ourselves * We show good manners and speak politely to everyone * We listen to and value the opinions of others |
| **O** | Opportunities | * Adults will provide a wide range of learning experiences and give us choices so that we can find out what we are good at and what we enjoy * We are developing skills for learning, work and life |
| **M** | Mindset | * We look at mistakes as a way of moving forward and learning new things * We persevere and practice to improve our skills * We accept feedback as a way to improve |
| **I** | Included | * Everyone gets what they need to do well * We value individuals and embrace diversity and difference – it is what makes our school special! |
| **S** | Safe and Nurturing | * Our school is a safe place for us * We all have people in school we can trust * We encourage each other * We think before we act and reflect when things go wrong * We know we always have a choice and try to make a good choice * Everyone’s safety and wellbeing is really important |
| **E** | Enjoying learning/  Education | * Practise, persevere and make progress * We can all be successful learners * We are enthusiastic and active in our learning * We all have things we can excel at and enjoy * We always try to do our best! |

**Equality and Fairness**

These expectations are intended to apply to the majority of children in our schools. However, in order to meet individual needs, there may be occasions when the policy requires to be personalised to suit the needs of individual children for specific purposes. This will ensure that the presentation expectations of the school do not pose a barrier to learning (e.g. a child with physical difficulties with writing).

**Making it Happen – what is my role?**

All staff will ensure that the presentation of work is actively taught as it will not ‘just automatically happen’. It should be the main focus at the beginning of each academic year and be continuously reinforced throughout the session.

Where possible, all staff should ensure that presentation is celebrated through:

*  Displaying work with a high standard of presentation within classrooms and corridors
*  Celebrating work of a high standard of presentation in whole class situations
*  Ensure good presentation is rewarded in line with the whole behaviour approach – praise house points, recognition boards, yellow notes etc.
*  Sharing good presentation at weekly assemblies, and via visualiser in classes regularly etc.
*  Handwriting will be taught on a regular (at least once a week) basis. The focus of these lessons will be correct letter formation and cursive handwriting and it is good practice to link this into contexts and other areas of learning to make effective use of time. Handwriting lessons should be challenging and interesting.

**General points:**

**D**ate

**U**nderline

**M**iss a line

**T**itle (written normally – not one letter per box if squared paper)

**U**nderline

**M**iss a line

**S**tart

* Felt pens should not be used in jotters – coloured pencils instead
* All drawings and diagrams should be in pencil
* Only handwriting pens should be used in jotters and in upper classes only.
* No ‘doodling’ on covers or on inside of covers of books and jotters and margins.
* Tippex, correction pens and rubbers are not to be used. Mistakes should be scored with a single line by the child in pencil. Mistakes in our school are valued and used as discussion and feedback points. (See Marking Code) Glue marking code on the front cover of jotters.
* Teachers corrections in pen only. Pupil peer and self-corrections done in coloured pencils.
* All underlining to be done using a ruler – ***absolutely no free-hand underlining***
* ***Jotters should be kept tidily and stored with care. They should be clearly labelled and names written on by the teacher or computer labels on the front. All jotters should be labelled as follows:***
* ***Full name***
* ***Stage/Class***
* ***Curricular area/Organiser***
* ***Class Teacher***
* ***Jotters should be numbered so progression can be accessed easily.***
* Teachers should not mark corrections with red pen.
* Loose worksheets should not generally be glued into jotters, they should be stored into worksheet folders.
* Success criteria grids/checklists should be stuck or stapled onto the appropriate page.

**Guidance for Individual Stages:**

**Primary 1**

Expectations of presentation will change significantly as the year progresses. It is expected that the majority of children will be writing some words independently and some children in sentences by the summer term.

**Dating work**

* Work will be dated by an adult – written or stamped

**Writing equipment**

* Children will always write in pencil in jotters and workbooks. (Regular pencils, pencil grips as necessary). Appropriate pencils should be used and these need to be kept sharp and appropriate length. Children should be discouraged from chewing pencils.
* Coloured pencils will be used in jotters and workbooks. Felt pens only to be used on individual sheets of paper.

**Handwriting**

* Staff will teach handwriting daily. Staff will encourage:
* Correct letter formation and left to right orientation.
* Correct pencil grip
* Writing in/on a straight line sometimes using letter guides and guidelines to aid writing.

**Primary 2**

**Dating work**

* Occasionally completed by adult. Children to be explicitly taught how to date their own work.
* Maths – short date to be used : 16.5.14 and brief learning intention/title i.e Adding to 10 (occasionally written by adult)
* Mental workbooks – short date at top of each exercise
* All literacy jotters – Long date: Tuesday 16th May 2019
* Literacy workbooks – short date: 16.5.19 at beginning of page.
* Thematic work – Long date

**Equipment**

* All work will be written in regular pencils. Children should be taught how to sharpen pencils and reminded to ensure pencils are sharp and pencils are an appropriate length. The pencil should be long enough to rest in the curve of the hand between the thumb and the first finger
* Pencil grips should be used when required to encourage correct pencil grip.
* Only coloured pencils should be used in jotters. Felt pens on sheets of paper.
* Children will be expected to and taught how to use a ruler to draw lines, including underlining, diagrams, and labelling.
* Children will be taught how to use guidelines if writing on plain paper.

**Handwriting**

Staff will regularly emphasise correct letter formation and pencil grip through teaching of handwriting ( daily) and during other written activities.

**Correcting errors.**

Staff will encourage children not to rub out mistakes – see marking code.

**Maths Jotters**

* Only pencil to be used.
* Children to be taught to use 1 digit per box and align sums as expected; ones under ones, tens under tens etc
* Children to be taught to start a new answer at left margin of jotter indicating question number followed by a dot then an empty box before writing answer e.g 1. 23cm
* Children must use a ruler to draw lines, including underling in sums and other activities, diagrams and labelling.
* Children will continue to use guidelines if writing on plain paper.

**Primary 3 and 4**

**Dating work**

* Date written from the left and underlined with a ruler. (not in margins)
* In maths the short date is used and underlined with a ruler, e.g. 16.5.14 and brief learning intention/title written beneath date e.g. Subtraction from 100.
* If using a textbook this should be indicated by using abbreviated TB 4 page 36 16.5.14 Subtraction from 100 TB 4 page 36
* All workbooks – short date at top of page
* In all other jotters and work the long date will be used staring from left margin:
* Tuesday 16 May 2014
* All other work should be given a title indicating the work content and underlined
* If using a textbook, the name and page number should be indicated.

**Spelling jotters**

The long date should be written at top of jotter page at beginning of week.

The spelling pattern being taught must be indicated and underlined.

To guide columns of work, children can fold pages to allow for neat columns.

**Literacy Jotters**

* The long date should be written from left hand margin.
* Writing plan should be used to support Big Writes. Both should be in writing jotter.
* The title of piece of writing should be written on its own line, centred and underlined.
* Staff should always correct work using school’s marking key and children should be encouraged to revisit work and self/peer correct their writing.
* All writing work should include success grid and these should be differentiated for individuals or groups of children.

**Maths Jotters**

Children should draw a margin before beginning their task on the left side 4 boxes wide, using a ruler. This can be used for feedback comments. For plain numeracy jotters the margin will be one ruler width wide.

Children must be encouraged to use one digit per box if using squared jotter and set out work neatly in jotters.

Main questions should be indicated by number and letter in one box at left margin of page – 1a.

A box should be left empty before writing the answer.

If answers are short, a box should be left between each answer and the indication of question e.g.

1a. 25cm b. 36cm c. 56cm

At all times a ruler should be used for underlining – *absolutely no free-hand underlining.*

As children make recognisable progress in mathematical understanding teachers should indicate this regularly through feedback.

**Equipment**

* Only pencils to be used in jotter work and workbooks. Pencil grips as necessary.
* Only coloured pencils will be used in jotters and workbooks. Felt pens will only be used on sheets of paper
* Children will use a ruler at all times to draw straight lines including maths jotters.
* Children will use guidelines if writing on plain paper.

**Handwriting**

* Handwriting will be taught on a regular basis (at least weekly, with opportunities during the week for specific handwriting practice) with a focus on correct letter formation, pencil grip and cursive and joined writing.

**Correcting mistakes**

Children will be encouraged not to rub out mistakes and correct these accurately, except with final drafts.

**Primary 5, 6 and 7**

**General**

Children can begin to earn the right to write in pen (black or blue handwriting pen) in occasional pieces of written work (redrafted story/poetry writing, handwriting jotters, spelling jotters) but only when teachers are sure that children can write consistently well in pen this should be allowed.

**Dating work**

* The date should be written from the left and underlined with a ruler. (not in margins)
* In maths the short date is used and underlined with a ruler, e.g. 16.5.14 and a brief learning intention/title written underneath date e.g. Time Calculations
* If using a textbook this should be indicated by using abbreviated: TB 6 page 72

16.5.14 Time Calculations TB 6 page 72

* All workbooks – short date at top of page
* In all other jotters the long date will be used starting from left margin:
* Tuesday 16 May 2014
* All other work should be given a title indicating the work content and be underlined
* If using a textbook, the name and page number should be indicated.

**Literacy Jotters**

* The long date should be written from the left hand margin.
* The left hand page of writing jotter should be used for planning work and the right hand page for writing.
* All writing work should include success grid and these should be differentiated for individuals or groups of children.
* The title of piece of writing should be written on its own line, centred and underlined.
* Staff should always correct work using school’s marking code and children should be encouraged to revisit work and self/peer correct their writing.

**Maths Jotters**

* Children must be encouraged to use one digit per box if using squared paper and set out work neatly in all jotters –squared or plain.
* Main questions should be indicated by number and letter in one box at left margin of page – 1a.
* A box should be left empty before writing the answer.
* If answers are short, a box should be left between each answer and the indication of question e.g.
* 1a. 25cm b. 36cm c. 56cm
* At all times a ruler should be used for underlining – absolutely no freehand underlining.

**Equipment**

* Pencils to be used in jotter work and workbooks for the most part – see General above.
* Only coloured pencils will be used in jotters and workbooks. Felt pens will only be used on sheets of paper
* Children will use a ruler at all times to draw straight lines including maths/science jotters.
* Children will use guidelines if writing on plain paper.

**Correcting mistakes**

Children will be encouraged not to rub out mistakes and correct these accurately, except with final drafts.

 





