



Children's Presentation of work.

Good presentation is expected in all subjects and for all pieces of work.

Reception.

Evidence of the children's work will be uploaded into Tapestry. This will include photographs, observation notes made by the adults and selected pieces of the children's work which will include art, construction, drawing, writing, maths etc.

Parents can comment and upload work or activities done at home also.

Writing

Child led

In Reception children are encouraged to write and mark make in many different ways using a variety of media. They can use a range of pens, pencils, paint, crayons to present their work however they wish.

Adult led

Children use plain whiteboards or plain paper to begin with, gradually moving onto lined whiteboards and lined paper once that they are able to control the size of their letters. In Writing Workshop sessions the children use half lined pages to complete their work. A correct pencil grip will be taught and pencil grip aids used if necessary.

Maths

Child led

Most mathematical learning is practical in reception and during child led learning they can record their findings in any way they wish. Squared and plain paper is available to them throughout the year.

Adult led

Plain whiteboards and plain paper are used to record mathematical findings for most of the reception year. Once children have learned how to form numbers correctly and can control the size, adults model how to use squared paper correctly in preparation for Year 1.

Key Stage One.

Literacy and Foundation Subjects.

Children work in lined books or on paper prepared with lines.

Work is dated (either by the child or the teacher) and given a title. This may be the Learning Intention if it is appropriate. If the date and title/learning Intention is underlined, a ruler should be used.

Children will work in pencil. They are encouraged to start writing at the top left hand side of a piece of paper which encourages good practice for maximising space and neatness.

Children should draw a neat line through a mistake. Rubbers may be used at the teacher's discretion from Year 2 but also in Year 1 when the children are publishing work.

Numeracy

Children will use squared paper in maths books and any sheets used will be stuck into books to maintain a chronological representation of the child's progress.

The short format date e.g. 30.04.13 and the Learning Intention should be shown on all work. This can be provided by the teacher on a pre-prepared sheet for writing or on a pre-prepared sticker.

Children will work in pencil.

Digits will be written one per square using 15mm squared books in Year 1 and 10mm squared books in Y2. Children should draw a neat line through a mistake. Rubbers may be used at the teacher's discretion from Year 2.

When answering reasoning problems or explaining their working out verbally, a V should be marked next to the question to assist teacher assessment in ascertaining whether the child has reasoned/explained appropriately.

Where activities have been completed with the support of an adult or in a focus group, a T should be marked next to the task to show teamwork to assist teacher assessment in ascertaining the level of independence in maths.

Key Stage Two.

Literacy and Foundation Subjects

Reminding children about the quality of the presentation of their work should be high focus in the classroom. This is relevant to all of their books except for their draft books.

Children work in lined books with margins or on plain paper with a line guide.

Work is dated using the long date format e.g. Monday 12th April 2021 and given a title. This may be the Learning Intention where appropriate. If the date and title/learning Intention is underlined, a ruler should be used.

Children will work in pencil in lower Key Stage 2 and in pen in upper Key Stage 2 as soon as the child feels comfortable doing so and alongside teacher advice.

For children learning correct letter formation and the joining of letters the school's handwriting policy should be followed (*Schofield and Sims Write Well*). However, an over emphasis on handwriting should be avoided if it detracts from the amount of work a child can produce, or the quality of work in a lesson.

Children should be reminded to start writing next to the margin on each line and write to the end of each line.

Children should rub out a mistake or neatly put a line through it using a ruler.

Work will be ruled off where appropriate.

Numeracy

Children will use squared paper maths books. Digits will be written one per square. To assist with this children will begin Y3 using 10mm squared books and progress to using 7mm squared books as soon as possible, but definitely by the end of Y4. Using small squared books too quickly can cause presentation issues which can be a barrier to learning.

Work will be dated using the short date format e.g. 30.04.13 and should be underlined using a ruler.

The Learning Intention will be written on the line below and should be underlined using a ruler.

Work will be in pencil.

Digits will be written one per square.

A ruler will be used to draw diagrams and total calculations. If a margin is drawn, this should be drawn using a ruler.

Work will be ruled off at the end of a lesson where appropriate.

Any work completed on sheets will be stuck in neatly though this should be kept to a minimum.

When answering using written responses, children should write neatly on the lines as they would in their writing books, and apply an age appropriate level of written English. Where activities have been completed with the support of an adult or in a focus group, a T should be marked next to the task to denote teamwork. This supports teacher assessment of the level of independence the child is demonstrating.

N.B. Children will need to be reminded not to doodle/draw in their books or on the front cover.

Other subjects other than English and Maths

This work should always be dated and stated which subject it is. The work should be entered in books in chronological order.

