



St Peter's C of E Primary Academy Mansfield

Presentation Policy

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| Policy: | Presentation Policy |
| Approved by: | Local Governing Body |
| Date: | |
| Review Cycle: | Annually |

| Version | Date | Author | Changes |
|----------------|-------------|---------------|--|
| 2025 | 09.09.25 | Joanna Kaluza | Purpose includes pride. Rubbers used for drawings. DUMTUM amendments for Key Stage 1. RWI update use of exercise books. English Talk for Writing updates. Maths updates. Topic updates. Science Key Stage 1 use of learning visions. Worksheets added Year 1 update. Pupils with SEND. |
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Purpose

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school, which all children and staff recognise, understand and follow so that children take pride in their learning in all subject areas. This policy is to be in line with the individual guidance for each class, which outlines the expectations and progression throughout the school.

Application

These expectations apply to the majority of children in this school. Occasionally, a decision will be made to personalise the expectations for a child with a specific learning need, whereby the policy may prove to be a barrier in their progress.

Turning expectations into reality

High quality presentation doesn't just happen. It should be actively taught and a focus at the start of an academic year and then referred to periodically. Staff should consistently model high expectations in terms of presentation (e.g. layout, DUMTUM, handwriting).

All staff should celebrate high quality presentation by:

- Displaying work with a high standard of presentation.
- Celebrate well-presented work in whole class situations.
- Reward positive presentation in-line with the behaviour policy.
- Sharing work in Shining Light assemblies.
- Handwriting will be taught in line with the handwriting policy on a regular basis. The focus of these lessons will be correct letter formation in line with the policy.

Writing materials

- All drawings should be in pencil.
- Children will write in pencil, until the teacher makes the professional judgement that they are ready for a pen.
- Once they have achieved a 'pen licence', pupils will write in black ink pens.
- The only exception is when pupils are responding to teacher feedback, which should be in blue pen.
- Teachers will mark in green.

Errors

- One single line should be used to cross out mistakes. Rubbers are not to be used as they remove pupil's workings, which can be a useful learning point. Rubbers should only be used to correct drawings (e.g. tables, diagrams).
- Pupils should keep their covers clear, so no doodles.

- Pupils should not doodle or draw in their books, unless it is linked specifically to their work.

Laying out the page

All KS1 and KS2 classes lay their page out using DUMTUM:

Date

Underline

Miss a line

Title (or learning objective)

Underline

Miss a line

KS1

Children will not be expected to write the date, objective or title at the beginning of Key Stage 1 as this is deemed to take too long and is secretarial. This will be displayed on a sticker at the top of the work or where a scaffolding sheet is being used, at the top of that.

As Year 1 progresses, the teacher will introduce the use of the long date in English and the short date in maths books and RWI activities.

In Year 2, the teacher will introduce the DUMTUM format by the end of the Autumn term.

Maths

- One digit should be in each box, as should operations.
- Pencils should be used rather than pens, with the exception of Year 6 as they are preparing for secondary school.
- Lines are drawn with a ruler and are straight (horizontal/vertical).

English

- Letters should sit on the line.
- All text should start from the margins, including the title.

Read Write Inc.

- All children will use an exercise book. Their 'hold a sentence' activities will be written into here with photocopiable prompts if required.
- Teachers of RWI will use their professional judgement on the other SPAG activities as to whether a worksheet is required to scaffold the learning.
- Children will self-mark their work in blue pen as this is a key part of the RWI process.
- All 'Fred Fingers' spelling words will be written in the back of exercise books and will be self-marked by children.
- Teachers of RWI will acknowledge work on a regular basis with a green pen, however small groups allow for immediate feedback in lessons to bring the learning and expectation on.

Talk for Writing For each unit:

- Front sheet (Key Stage 1) / Text analysis (Key Stage 2)
- Never heard the word grid
- Model text
- Text map (where appropriate)
- Then the work for the unit. All must have the long date and learning objective. Learning objectives taken from the Progression in Knowledge statements.
- Any images used for short burst writing must be stuck underneath the date and title.
- All short burst and independent writing opportunities must have the success criteria stuck underneath the date and title. If a picture is being used, it is to be stuck underneath the picture. Year 6 will have success criteria if it is appropriate for a writing skill.

Expectations:

Children will:

- write in their best handwriting. If handwriting dips, children should rewrite that piece of work (or section of work).
- write in pencil or black pen. At the beginning of every year, children start in pencil and earn the right to write in black pen.
- edit in blue pen.

Teachers should share children who they think have earned their pen licence with the English lead. Children eligible to write in a pen will choose from a variety of pens and will be celebrated in Shining Light assembly.

Starting a new piece of learning

- In all subjects, if there is less than half a page remaining, children will rule a line and continue underneath.
- In English, one piece of writing may take multiple sessions, so following the first lesson a short date in the margin will suffice. Pupils must use the long date at the start of the piece and for every other lesson.
- In maths, when using exercise books, pupils will fold the page in half, calculations will be completed on the left hand side, editing/corrections on the right hand side. Full working out will be shown for corrections. In maths, pupils can use the short date.
- In topic work, pupils should use the short date, so they spend time on the learning.
- In Key Stage 2, learning visions are stuck at the top of each piece of work. In Key Stage 1, learning visions are stuck at the top of each session's work in the floor books.

Worksheets

- In Year 1, Maths worksheets are displayed on the maths working wall for each child.
- Worksheets save learning time and ensure that pupils are demonstrating learning, rather than secretarial skills. However, writing is also a key skill and priority for the school.

Teachers are professional and should exercise their professional judgement when deciding what is best for their class.

- Worksheets are stuck in straight, with all corners glued down.
- As a school, we have invested in oversized books for subjects which may involve sticking worksheets in. Care should be taken to ensure that sheets do not protrude out of the books. Some worksheets will need to be trimmed and should be cut with a paper guillotine so that edges are straight.
- Where possible, the expectation is that work should be written into pupil exercise books without the aid of a scaffold. However, this may be more evident as pupils progress through primary school.

Pupils with SEND

St Peter's C of E Primary Academy have high expectations of all pupils. At times, adaptations may need to be made to meet the needs of pupils with SEND. Any adaptations will be made in consultation with the class teacher and SENDCO.