



## PAT Quality & Presentation Policy

### 1. Introduction

- 1.1** Within the Pegasus Academy Trust (PAT) schools, we expect pupils to take pride in the presentation of their work and expect all staff to encourage children to aim for a high standard of presentation by following these guidelines. [For books we use see Appendix 1]
- 1.2** Teachers model good practice by using the agreed handwriting style, providing typed book labels and ensuring that only necessary worksheets are used and, when used are trimmed to fit, minimising paper waste and protecting the planet.

### 2. Aims

- 2.1** Pupils are encouraged to present work neatly and accurately so that:
- a)** Work is legible and ideas are clearly expressed and can be read and understood by others;
  - b)** Calculations can be carried out accurately and answers can be shown clearly;
  - c)** They demonstrate pride in their work and develop techniques for presenting their work creatively [see Appendix 2 for examples in KS2 Thematic work];
  - d)** They behave respectfully towards the resources provided for them and learn how to use such resources carefully;
  - e)** Praise and encouragement boosts pupils' self-esteem and aspirations;
  - f)** They develop independence in preparation for the next stage of their education.

### 3. Presentation of work

- 3.1** Where appropriate, depending on the age and need of the child, all work should be dated and titled using the '**WALT**' as title and this should be underlined. Date and **WALT** labels can be prepared by staff to be stuck into the book if this saves time. Titles and date start at the margin.
- 3.2** Children should underline in pencil or pen as directed by the teacher and be taught how to hold a ruler correctly to do so. When a piece of work is finished in an exercise book it should be underlined before the next piece of work is started. This should become a daily routine – especially in ongoing maths.
- 3.3** All maths work should be done in pencil and a ruler used (for any lines drawn, even column addition & subtraction etc.) and should be encouraged from Year 2 so that it becomes common practice. A middle margin is used where appropriate. In some instances, pupils may be allowed to use a colour for underlining or marking out different sections, as directed by their teacher.
- 3.4** In maths, from Year 1 onwards, work should be set out using the squares i.e. one digit per square and numbering should be consistent with the set exercise. A working out column can be put at the side or bottom of each page so that all working out may be seen.
- 3.5** Written work should be done in pencil or pen – blue or black ink pens, thin fibre tips, or handwriting 'fine liners' as provided by the school. **Children should not use biro or multi-coloured pens unless directed to do so.**

Children who demonstrate that they can join their writing consistently, at the discretion of the class teacher, should use pen for all writing, in most circumstances a handwriting 'fine liner'. Pupils may use a cartridge ink pen, if it is appropriate for that child. We recognise that one type of pen is not suitable for all children.

- 3.6** In English books work should be written on each line, without missing lines.
- 3.7** Questions e.g. in comprehensions, should not be copied out.
- 3.8** Diagrams in science books should be in pencil and should always be labelled (in pen).
- 3.9** There should be no drawing or doodling on or in any exercise book, including on the name labels.
- 3.10** The use of rubbers is discouraged and children should be encouraged to use a neat line through a mistake.
- 3.11** Handwriting should be in line with school policy. Letters should be even with clear ascenders and descenders, and letters joined. All staff handwriting should serve as a model of good practice for pupils and reflect the agreed handwriting policy.

#### **4. How we can improve quality**

- 4.1** We need to look at the tasks we are setting. We need to think about PROCESS, CONTENT and PRESENTATION and be specific in the aim of the task and clear about how it is to be presented. The teacher must also be clear about what they expect of the pupils and how pupils can demonstrate success.
- 4.2** **Children must be clear of the learning intention or WALT.** This should be written on the board in 'child friendly' language at the start of each lesson, or be given verbally early into the lesson and form the title of the work.
- 4.3** Teachers should be aware that writing the WALT out is not always the best use of time for children with special needs or younger children and make necessary adaptations, such as pre-prepared sticky labels.
- 4.4** We should not accept work of an inferior standard. This can be done in many ways but we need to make more use of the children's own evaluation of their work.
- 4.5** Use our agreed school feedback policy when we conference with children or check work. Children need to know what went well and what they need to do to improve but also that their work is valued – we do not want to destroy morale.
- 4.6** Time should be taken with display. It reflects what you think of the children's work and the value you put on it. Pieces should be mounted and marked clearly with the child's name.
- 4.7** Promote / teach the correct use of equipment – including getting out and putting away. Have strategies for dealing with misuse that the children are well aware of.
- 4.8** As teachers we should have planned for individual needs and be well prepared. All the materials needed should be available at the start of each lesson.

## 5. Guidance for work in the thematic curriculum at Key Stage 2.

5.1 The purpose of the thematic curriculum is to guide children towards becoming independent learners. Within the thematic curriculum we need to teach research and display skills:

- a) What questions do children want to research?
- b) Where can they find this information - library, internet etc.?
- c) How can they report on what they have found? It could be a written piece, a table, an ICT presentation ('Powerpoint'), labelled photographs, a labelled diagram, a picture, a sculpture, a recording, a video, something that is cooked (photographed), a model (photographed), a comic strip etc?
- d) How do children want each piece to look on the page?
- e) Can they improve on each piece or can they describe what they would have done differently?

5.2 We have agreed particular practice as regards quality and presentation in the thematic curriculum:

- a) The front covers of topic books are designed independently by children and then covered with sticky backed plastic to keep them neater for longer;
- b) Children never write directly onto the pages of their topic book;
- c) In writing, rough drafts are left in the books and neat copies stuck over the top in a 'hinged' way so that the previous drafts can be seen underneath. Rough copies demonstrate children progress and should not be thrown away;
- d) In independent research we encourage writing in the **children's own words** and identify pieces that have been copied direct from a book or the internet and work alongside children to redraft these pieces.
- e) We encourage the children to fill the available space and avoid 'BBS' (big white spaces) particularly in artwork;
- f) We teach children at the earliest opportunity to add depth and perspective to their artwork and demonstrate how this may be achieved;
- g) We use photographs to make it clear what we have done in areas where there is a lot of practical work – e.g. DT;
- h) We may use sticky address labels to allow children to make neat corrections and avoid crossings out. We do not use correction fluid;

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'

**William Arthur Ward**

## **Appendix 1 – Examples of books used for individual subjects**

Pegasus branded English Book (blue) Plain, Plain & 15mm, 12mm, 8mm

Pegasus branded Maths Book (burgundy) 15mm, 10mm, 5mm

Pegasus branded Science Book (Yellow) 12mm, 8mm

English Reading Journal (Yellow A4)

English Poetry Journal (Purple A4+)

English Spelling Book (Blue A5)

English Handwriting (Yr1, Yr2, Yr3 - Red 'Penpals' A6)

English Handwriting (Yr4, Yr5, Yr6 - Red A6) **or**

Early Work Book (Green A5)

RE (Orange A4)

Thematic (Scrap book A3)

Art Sketch (Grey/Black A4)

MFL (Red A4)

PSHE (Grey/Black A4)

## Appendix 2 - Examples of thematic curriculum display techniques



Multiple information and pictures making one page of independent research



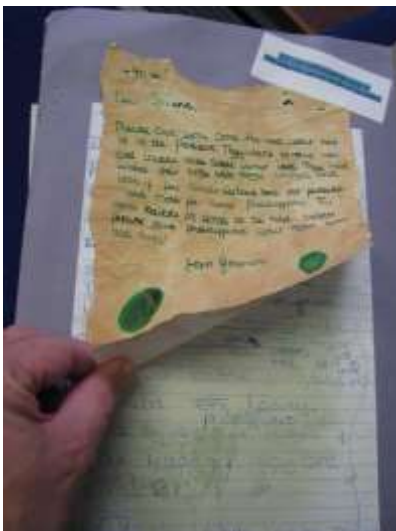
'Open me' sections to invite the reader



Rectangular double mounted pockets to hold work with description of contents



Pocket with picture



Neat copy mounted over draft copy with LO on address label



'Barn doors' with 'Word' work inside